

Welcome to Epping Middle School!

This handbook contains important information about Epping Middle School. You should become fully aware of its contents. Discuss it with your friends and share it with your parents. A thorough understanding of your handbook will enable you to know how our school works and what is expected of you. Feel free to ask administrators, teachers, or staff members, to clarify any information you might not completely understand.

The district has combined its official policies which apply to student conduct and are required to be shared by law into one document called the Annual Parent Notice of Rights and Policies. The policies of Epping Middle School which are described in this handbook are supported by these policies.

WEDNESDAYS are communication days at Epping Middle School. Current information about school events, field trips, special activities and report cards comes home on Wednesdays. Please make certain that you submit your email address so that we can send our weekly News Notes to Parents! Our communications are supplemental to this handbook and are also posted weekly on our website.



Student Handbook Changes For 2011 – 2012

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Who Is a Middle School Student?

As a middle school student, you are at a unique place in your development. Physically, this is a point in your life in which you are experiencing a wide range of emotional and physical growth. Socially, middle school students seek acceptance from peers and need a place to belong. Peer approval means that certain styles of dress, music and activities are all important! Middle school students are very curious; you move from concrete to abstract thinking and like to be actively engaged in your learning. Young adolescents have a highly developed sense of fairness and are a fun, energetic and enthusiastic group.

As a school, we strive to address young adolescent learners by:

- Creating grade level teams of adults and young people who work together to develop a sense of community.
- Fostering learning relationships that provide a sense of safety, community, and academic support for our middle school students.
- Presenting curriculum that meets a variety of learning styles, aligns with standards, and makes connections across content areas.
- Engaging parents and community members in the educational process through collaboration and partnerships.
- Meeting individual learning needs by providing an experiential learning environment frequently using project based and hands-on activities as well as field trips and other varied instructional practices.

**We expect all adults and students to abide by the following
Epping Middle School Guiding Principles
in order to create and maintain a positive learning environment:**

1. Respect and encourage the right to teach and the right to learn at all times.
2. Be actively engaged in learning; ask questions, collaborate, and seek solutions.
3. Be on time to fulfill your daily commitments.
4. Be appropriate; demonstrate behavior that is considerate of the community, the school, and yourself.
5. Be truthful; communicate honestly.
6. Be respectful and accountable for your choices.

Epping Middle School

2011-2012

A/B DAY CALENDAR

SEPTEMBER				
M	T	W	TH	F
			T	X
X	6	7A	8B	9A
12B	13A	14B	15A	16B
19A	20B	21A	22B	23A
26B	27A	28B	29A	T
OCTOBER				
M	T	W	TH	F
3B	4A	5B	6A	7B
X	11A	12B	13A	14B
17A	18B	19A	20B	21A
24B	25A	26B	27A	T
31B				
NOVEMBER				
M	T	W	TH	F
	1A	2B	3A	4B
7A	8B	9A	C	X
14B	15A	16B	17A	18B
21A	22B	X	X	X
28A	29B	30A		
DECEMBER				
M	T	W	TH	F
			1B	2A
5B	6A	7B	8A	T
12B	13A	14B	15A	16B
19A	20B	21A	22B	X
X	X	X	X	X
JANUARY				
M	T	W	TH	F
2A	3B	4A	5B	6A
9B	10A	11B	12A	T
X	17B	18A	19B	20A
23B	24A	25B	26A	27B
30A	31B			

FEBRUARY				
M	T	W	TH	F
		1A	2B	3A
6B	7A	8B	9A	10B
13A	14B	15A	16B	17A
T	21B	22A	23B	24A
X	X	X		
MARCH				
M	T	W	TH	F
			X	X
5B	6A	7B	8A	9B
12A	T	14B	15A	16B
19A	20B	21A	22B	23A
26B	27A	28B	29A	30B
APRIL				
M	T	W	TH	F
2A	3B	4A	5B	6A
9B	10A	C	12B	13A
16B	17A	18B	19A	20B
X	X	X	X	X
30A				
MAY				
M	T	W	TH	F
	1B	2A	3B	4A
7B	8A	9B	10A	11B
14A	15B	16A	17B	18A
21B	22A	23B	24A	25B
X	29A	30B	31A	
JUNE				
M	T	W	TH	F
				1B
4A	5B	6A	7B	8A
11B	12A	13B	14A	G
18A	19B	20	21	22
25	26	T	T	

X School Closed
 ○ First and Last Day of School

T No School for Students/Teacher Workday
 C No School for Students/Conference Day

Epping School District

2011-2012 School Calendar

August 2011							September 2011							October 2011								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
	1	2	3	4	5	6			5	6	7	8	9	10			3	4	5	6	7	8
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8		
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15		
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22		
28	29	PD	PD				25	26	27	28	29	PD		23	24	25	26	27	PD	29		
														30	31							

November 2011							December 2011							January 2012						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

February 2012							March 2012							April 2012						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4					1	2	3	1	2	3	4	5	6	7
5	6	7	8	9	10	11	4	5	6	7	8	9	10	8	9	10	11	12	13	14
12	13	14	15	16	17	18	11	12	13	14	15	16	17	15	16	17	18	19	20	21
19	20	21	22	23	24	25	18	19	20	21	22	23	24	22	23	24	25	26	27	28
26	27	28	29				25	26	27	28	29	30	31	29	30					

May 2012							June 2012						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

Total Days for Students - 175
 Total Days for Teachers - 188

Thirteen Professional Development/Conference/Preparation Days

- School Closed
- PD Professional Development Day (no school for students)
- Conference Day/Professional Development Day (no school for students)
- First and Last Days of School (includes 5 snow days-will be earlier if less than 5 snow days are used)
- High School Graduation

Ed306.18 School Year Option B: Elementary 945 hours; Middle 990 hours; High 990 hours
 5 Weather Days, 5 Professional Development Days

School Board Approved: 3/17/2011

Approved by the Commissioner of Education: April 4, 2011

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Important Dates To Remember

Progress Reports Dates (These dates are also distributed in our weekly Wednesday Communications.)

10/12/11
12/14/11
3/14/12
5/23/12

Report Card Dates (These are dates are also distributed in our weekly Wednesday Communications.)

11/16/11
2/08/12
4/18/12
6/28/12

Parent Communication

Weekly newsletter every Wednesday sent via e-mail or hard copy if requested
School forms and dates are posted on our website www.sau14.org/ems

Parent Conference Dates

November 10, 2011 11:30 am – 6:30 pm
April 11, 2012 11:30 am – 6:30 pm

Other Important EMS Dates

(Please watch Wednesday communications for additional dates!)

September 15	Picture Day
September 29	Parent Information Night
October 4-6;11-13; 18-21	NECAP Testing
October 24 – 28	7 th grade Nature's Classroom
November 9	Picture Re-take Day
December 7	Winter Concert
December 8	Winter Concert Snow Date
February 13 - 18	Children's Stage Adventures Artist in Residence
February 17	Performance of student play
March 28	Music Concert
May 23 rd – 26 th	8 th grade Trip
June 7	Spring Music Concert

October 14th, December 16th, January 27th, March 9th, April 13th, and May 18th are the dates for EMS Activity Nights from **6:30-9:00 p.m.**

All dates are contingent upon the weather and may change. Please watch the News of Notes for the most current dates!

A. CODE OF BEHAVIOR

Epping Middle School is designed to maintain a safe and positive learning environment, allowing students to grow emotionally and centering on the six Guiding Principles outlined on page one. Additionally we want to be sure that the building and school materials are handed over in good shape to future students and that our school is a pleasant place to spend your years in middle school.

Keep It Positive- Learning and Letting Others Learn Too

We are all here to learn—from teachers, books, and from each other. Your job is not only to do the best you can, but also to help others do the best that they can. This means being quiet when someone else is talking and cooperating when an adult asks you to do something. It means asking questions when you do not understand something and not embarrassing anyone else who asks a question, or gives the wrong answer, even if the answer is obvious to you! It means taking responsibility for your own learning and being honest about your work. If you cheat, you are really cheating yourself. Knowing *how* to get a correct answer or solve a problem is far more important than knowing *what* the correct answer is. Copying someone else's work (plagiarism) is stealing, not learning. Doing your best means asking questions so that you can grow as a learner. Some kids seem to feel that it is “uncool” to act as if they care very much about their studies. At Epping Middle School it *is* cool to learn!

Show Respect for Our School Community

Remember that it is each student's personal responsibility to respect the personal dignity and worth of every person in our school community. One of the most important ways that we show respect for each other is in what we say, and how we say it. Using rude words and swearing show a lack of respect and a lack of self-control. Continual verbal or written comments that are negative or threatening could be harmful to a person or make him or her feel unwanted or unsafe at school. This kind of behavior is not allowed and will result in disciplinary action. Epping Middle School has a policy that is called simply the “Hands Off Policy”. This means that students should respect the personal space of all others and must not become physical in any way. Pushing, shoving, hitting, kicking or pulling on another person are examples of being physical with another person. Many times you may say that you are just fooling around or joking, but you are still not allowed to be physical with other students even if you are just “having fun”. This makes our school safer for everyone.

What To Wear In School

Choice in clothing should not distract from the educational process and should not make others feel uncomfortable. This means that images or words on T-shirts (or any clothing) that are rude or offensive, or that promote illegal behavior are not allowed. Also, students are expected to wear clothing that is not overly revealing. For example: all undergarments must be covered for both boys and girls, midriff shirts and spaghetti strap or tank top garments are not permitted for both boys and girls. Shorts and skirts must be of a reasonable length determined by staff. A guideline would be 5” above the knee. If you do not meet the dress code then you will be asked to change your outfit. You may call your parents and ask them to drop off appropriate clothing for you. If you do not have or can't find something to change into, you might be placed in an alternative academic setting for the day. Also, students are not to wear p.j.bottoms, athletic uniforms or short shorts to school! The current fashion trend for girls is to wear “leggings.” Be sure to cover these with shorts or a skirt, not simply a top. Hats, hoods, and sunglasses are not to be worn inside the building. This is simply a courtesy and helps create a respectful learning environment. Our school clothing guidelines apply to all school events. You will notice that your teachers also dress in a “business casual” style. EMS

teachers have a tradition of wearing jeans on the first Friday of each month and pay for the privilege to benefit a charitable organization.

What Is Not Allowed During School

Clearly, skateboards, roller blades, or other similar equipment (i.e. “wheelie shoes) can be disruptive, as well as dangerous in a large setting. These objects may disrupt the atmosphere of our school community and, if brought to school, will be stored or held in the Dean of Students’ office until the end of the school day.

All devices (MP3 or CD players, beepers, pagers, cellular phones, electronic games, etc.) must be out of sight and off at all times during the school day. If you do not comply, you will be asked to surrender the entire item(s). Laser pointers or aerosol cans of any kind are not allowed for student use at any time. In order to maintain a safe learning environment, items confiscated for the first time may be returned at the end of the school day. Items confiscated for a second time will require a parent or guardian to come to school and pick up the item. In the event of emergencies, or if you need to call home, you may use the office phone. If school administration has reasonable suspicion that cell phone use has been disruptive of school operations, in violation of student discipline rules and applicable provisions of the student handbook, or in violation of School Board policy a student’s cell phone will be confiscated.

Parent Reminder: Please do not call or text your student during the day. If you need to contact your student during the instructional day, please do so by calling the main office at 679-2544 x 220.

We have a beautiful school and we work to keep it that way! Epping Middle School is a “no gum zone”! We not only encourage good health habits but also want to prevent mold forming on the carpets or spills on our computer equipment, and therefore allow only plain water to be consumed in the team areas/classrooms. Please do not bring energy drinks to school! We recommend that soda stay at home too! Drinks purchased through the cafeteria (except for water) are to be consumed in the cafeteria. Drinks should not be in cans or glass, but in plastic bottles which are to be recycled.

Dangerous Activities Are Unacceptable

There are a number of inappropriate behaviors which will not be tolerated including, but not limited to, throwing objects, making threats to other students, harassment, truancy, fighting, stealing, vandalism, and possession of harmful objects. Any and all of these activities will warrant serious disciplinary action such as Alternative Academic Assignment or Out of School Suspension. State Law RSA 193-D:1 Safe School Zones requires the school to submit a report to local law enforcement authorities in cases of theft, destruction or violence. This law also applies to smoking materials, alcohol or other drugs

Dangerous Weapons In The Schools

Dangerous weapons (knives, guns, bullets, firecrackers, brass knuckles, etc.) are not permitted on school property. Students in possession will have weapons confiscated, parents notified, and appropriate disciplinary action will be taken
“Any pupil who knowingly possesses a firearm in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local School Board.” Possession of other weapons including but not limited to knives, clubs, explosives, chemical defense spray, electronic defense weapons, etc. will result in

suspension or expulsion. Weapon possession is subject to an out of school suspension or expulsion.

Plagiarism

Plagiarism is a form of cheating and is regarded as a serious offense by this school. Plagiarism is taking another person's writings and ideas and calling them your own. Copying or simply rephrasing writings from books, magazines, the internet or from other students' work are regarded as plagiarism unless there are references given by the proper use of quotation marks, footnotes, and bibliographies. Students who plagiarize will receive a consequence and must have a conference with school staff. A tiered system will be used if a student is found guilty of plagiarism more than once.

First offense: The parents will be notified and a meeting with the student, teacher, and Dean of Students will be set up. The student will also have the opportunity to meet with the guidance counselor to discuss and reflect on the situation. The student will be assigned a Saturday detention to make-up the class assignment for partial credit.

Second offense: The parents will be immediately notified that a second offense of plagiarism occurred. Another meeting will be scheduled with the student, teacher, parents and student services will be included in this meeting. The student will receive a zero on the assignment and will spend a day in alternative academic assignment.

Third Offense: Shall a third offense occur an immediate and mandatory parent meeting will occur and additional consequences at the discretion of the administration will be given.

Consequences for Behaviors

We know that you as an Epping Middle School student will generally follow our school's Guiding Principles. To recognize your good choices we will sponsor positive activities such as assemblies and individual student awards. We appreciate your working hard to be a good school citizen. Sometimes, however, you might make a choice that has a negative consequence. These are described below.

What is Detention?

A detention is extra time spent in school in order to have a student learn from a mistake. Detention may be served with your teachers, or with the school office, and must be attended. It begins as soon as the school day is over and generally lasts from 30 minutes to one hour. To serve a detention you will go to a specific classroom and will sit quietly.

Detentions can also be assigned by Administration for Saturday mornings (8:00 – 11:00 a.m.). Time in Saturday detention will be used for doing school work, reading, community service, or other related work, so come prepared.

Students and parents will be given twenty-four hour notice of an after school detention. It is your responsibility to give the referral to your parent or guardian for their signature. Failure to return a detention referral to the main office will result in additional consequences.. Parents

are responsible for transportation home after a detention and for transporting students to and from school for a Saturday morning detention.

Lunch detentions are immediate consequences assigned by and supervised by teachers in the cafeteria. Students do not socialize during lunch detentions.

What is Alternative Academic Assignment?

Alternative Academic Assignment is a consequence for some behaviors where you attend school in another location in our building. Should your actions warrant this placement, you complete all of your classroom assignments but with different teachers. The school day is the same length of time, but you do not interact with your classmates and you may not attend after school or evening activities. You are expected to follow the guiding principles of our school and to complete your assignments.

This is a serious consequence and your parent/guardian will be contacted. You and your parent will need to meet with an administrator in order for you to return to your regular classroom.

What is Suspension?

Suspension is a consequence that nobody likes to think about. Students need to be in school as much as possible, and we want you to be here as much as possible. Actions that warrant suspensions have been noted in various sections of this handbook, but in general it should be noted that a student whose conduct violates the rules and regulations of the Epping schools may be subject to suspension from school and school activities in accordance with State and Federal statutes. Suspensions may also be used when a student has not responded to other consequences and continues to make the same inappropriate decisions. Anyone receiving a suspension may not participate in or attend any after school or evening sports or activities that day.

In all cases of suspensions, a parent will be contacted and an appointment set up for a meeting with the student, his or her parent(s), a school administrator, and when appropriate, a teacher. Beyond the third suspension, re-admittance may be handled through the Superintendent and the School Board. We consider suspensions a serious consequence and not to be taken lightly.

B. ATTENDANCE

Philosophy

The philosophy of Epping Middle School is that regular school attendance is an integral part of a meaningful educational program. Absences deprive students of critical classroom experiences such as teacher presentations and interactions with other students. However, young adolescents do experience “normal” absences and teachers will assist students in making up work. In fact, we strongly encourage students who are ill to stay home!

Excessive absences disrupt the day to day continuity of instruction and create a monitoring burden for the school, which distracts teachers and administrators from the pursuit of other educational goals. Thus, our purpose in implementing the following procedures is to maintain a high rate of daily attendance, to minimize day to day disruptions in the instructional process, and to maximize the time our students are engaged in learning.

Students, you are welcome to school any time after 7:10 am, when supervision begins. Attendance will be taken each morning. Announcements will also be made at this time.

At the end of the school day you should board afternoon buses for home unless you are a walker or if you are under adult supervision after school.

Absences

Parents, if your student is going to be absent for any reason please notify the school by calling the office at **679-2544** or by sending a note with a sibling or another person. As a courtesy, office personnel will attempt to contact parents when a student is absent and no telephone call or note has been received to notify us of the absence. This is considered a student safety check. A student will be recorded as truant if parents fail to contact us.

When a pupil is absent from school and has not notified the office, the Dean of Students shall require a written excuse stating the reason for the absence. Valid reasons for absences include sickness, death of a family member or sickness in the immediate family. In most instances, an outside appointment is not sufficient reason for loss of a full day of school.

If a student is absent:

for three (3) days in any quarter: a letter will be sent home to parents. Parents will have the opportunity to send in documented medical evidence such as doctor’s notes to explain the absences.

for six (6) days in a single quarter without documented evidence of a medical condition: there will be a mandatory meeting between parents, student, teacher, and administrator to develop a plan to address the attendance problem.

for eight (8) days in a single quarter without documented evidence of a medical condition: referral will be made to the Student/Teacher Assistance Team. There will be a second meeting

between the parent, student, teacher, and school administrator. The Epping Police will be contacted concerning truancy issues.

for fifteen (15) or more days during the school year without continuous documented evidence of a medical condition: a mandatory meeting between parents, school nurse, administrator, and Epping Police will take place. Referrals to outside agencies such as the NH Division of Child and Youth Services will be discussed at this time.

Tardiness

You are expected to be in your homeroom by 7:25 a.m. every day. If you arrive after this time, you will be considered tardy and must report to the office to be issued a pass to class.

You may be late for school three times per quarter without specific consequences and a letter will be sent home as notification of the three tardies. Every tardy after the third (unless documented by your parents) will result in an after-school detention. The accumulation of tardies begins with each new quarter.

Dismissals

If you need to be dismissed from school, you must bring a note signed by a parent/guardian to the office at the beginning of the school day and receive a dismissal slip from the office staff. Show this slip to your classroom teacher at the time of dismissal and come to the office to sign out. If you are returning to school after a dismissal, please check in with the office and receive a pass to class. Parents, please note that you must come and sign your child out at the office. We will ask you to show appropriate identification in order to dismiss your child.

Extended Absence Policy

Families going on vacation while school is in session must notify the principal and all teachers in writing three weeks in advance. Parents should recognize that students will miss valuable classroom activities and interactions that cannot be duplicated outside school or after the student's return.

Prior to the absence, teachers will provide a brief synopsis of topics to be covered in class during the student's absence. It will be the responsibility of the parents and the student to keep current in curricular topics presented in the school during a discretionary absence. Students, you are responsible for turning in your work! Teachers are not required to provide assignments, design a separate program and will not be able to recreate classroom activities for students who are absent for reasons other than illness or emergency.

C. COURSE OFFERINGS, ASSESSMENT AND EVALUATION

Academic Offerings:

All students at EMS take four core classes: language arts, mathematics, science and social studies. The curriculum in these classes aligns with the State of New Hampshire Frameworks and Grade Level Expectations. Students also participate in a variety of Unified Arts classes. Course descriptions all of these classes are located in another section of the handbook.

In addition, students may elect to take band or chorus during a period we call TReE (Teach, Reteach and Enrich). Band and Chorus are semester commitments. Students must enroll in these classes for the entire semester and may not drop band or chorus until the end of a semester with parental consent. Students are encouraged to join band and/or chorus at any time during their academic careers, regardless of previous experience. All Middle School Band students will participate in mandatory group lessons as arranged and conducted by the band director. Jazz Band meets after school.

Report Cards/Progress Reports

Report cards are one method of sharing information with parents about what students are learning in school. Our expectation is that students move along a continuum of understanding from initial exposure (novice) to mastery (proficient or proficient with distinction). Report cards are issued on a quarterly basis and will be distributed on Communication Wednesdays. Approximately halfway through each quarter, progress reports are issued to each student. Progress reports and report cards will be reviewed with your child's advisor to make certain that your child can accurately share information with you. However, teachers are always available to meet with you or speak with you about any concerns you may have at any time throughout the school year. Please call or email us!

Parent Portal

Parents can access their student's progress through PowerSchool by going to <http://esd.powerschool.com>. Teachers update grade books every two weeks. Using the Parent Portal in conjunction with the Student Planner will allow parents to stay current on their students' progress. If you have forgotten your username/password, please go to the SAU website and click on the PowerSchool link and print off the username/password request form and return it to the main office. This link will also provide instruction on how to use the Parent Portal.

Reporting System

Learning Grades (as they will appear on reports)

4 – Proficient with Distinction

3 – Proficient

2 – Developing Proficiency

1 – Novice

* In very rare instances, if a student does not submit assignments so that the teacher can assess his learning, the teacher will record a comment rather than a grade.

Work Habits/ Effort Grades

O – Outstanding

S – Satisfactory

N – Needs Improvement

U – Unsatisfactory

Our reporting system is designed to separate “what students know and are able to do” from the effort they demonstrate in their learning. Both are very important and that is why we have two different grades and recognition systems. The learning rubric and the work habits/effort rubric that guide teachers’ assessment follow on the next two pages. In an effort to bring consistency to the language used to evaluate a student’s performance for each marking period, our grading system is aligned with state testing (NECAP) completed in the fall for all students in grades 6, 7 & 8.

Recognition of Student Achievement

At EMS our goal is to recognize students in many different ways. Learning is certainly one of the most important! We also recognize that you work extremely hard at your learning. Therefore we celebrate with PRIDE the following students:

Highest Honors in Learning – These students receive 4’s (Proficient with Distinction) in all of their classes.

Highest Honors in Effort/Work Habits – These students receive O’s (Outstanding) in all of their classes.

Honors in Learning – These students receive 4’s (Proficient with Distinction) and 3’s (Proficient) in all of their classes.

Epping Middle School –Learning Rubric

<p>Class Work:</p> <p>Group work, discussions, assignments, and other teacher-directed experiences</p>	<p>(4) Proficient with Distinction</p> <p>in meeting curriculum objectives</p> <p>Consistently contributes and listens during group work and discussions</p> <p>Consistently provides new and relevant information and ideas</p> <p>Produces high quality assignments demonstrating advanced understanding and mastery of content</p>	<p>(3) Proficient</p> <p>in meeting curriculum objectives</p> <p>Usually contributes and listens during group work and discussions</p> <p>Usually provides relevant information and ideas</p> <p>Produces quality assignments demonstrating good understanding of content</p>	<p>(2) Developing Proficiency</p> <p>in meeting curriculum objectives</p> <p>Sometimes contributes and listens during group work and discussions</p> <p>Sometimes provides relevant information and ideas</p> <p>Produces adequate assignments demonstrating reasonable understanding of content</p>	<p>(1) Novice</p> <p>in meeting curriculum objectives</p> <p>Rarely contributes and listens during group work and discussions</p> <p>Rarely provides relevant information and ideas</p> <p>Produces limited assignments with insufficient demonstration of understanding of content</p>
<p>Formal Assessments:</p> <p>Tests, quizzes, and other final products</p>	<p>Demonstrates an extensive level of knowledge and mastery of content</p> <p>Consistently expresses information and ideas clearly, fully, and correctly</p> <p>Creates high quality final products that are organized, thorough, and well-presented</p>	<p>Demonstrates a satisfactory level of knowledge and understanding</p> <p>Usually expresses information and ideas clearly and correctly</p> <p>Creates quality final products that are organized and complete</p>	<p>Demonstrates a partial level of knowledge and understanding</p> <p>Sometimes expresses information and ideas clearly and correctly</p> <p>Creates final products that demonstrate partial understanding</p>	<p>Demonstrates a minimal level of knowledge of content</p> <p>Rarely expresses information and ideas clearly and correctly</p> <p>Produces inadequate and/or incomplete final products</p>
<p>Projects, Presentations and other teacher-designated activities: Based on specific rubrics</p>	<p>Exceeds the requirements of the specific classroom-generated rubrics</p>	<p>Meets the requirements of the specific rubrics</p>	<p>Meets some of the requirements of the specific rubrics</p>	<p>Meets few or none of the requirements of the specific rubrics</p>

Adopted (as revised by the faculty) by Epping School Board 6/18/09

Epping Middle School –Work Habits/Effort Rubric

	(O) Outstanding in work habits and effort	(S) Satisfactory in work habits and effort	(N) Needs Improvement in work habits and effort	(U) Unsatisfactory in work habits and effort
Learning Skills				
Preparation (comes prepared for class)	Consistently	Usually	Sometimes	Rarely
Organization (organizes learning materials and follows directions)	Consistently	Usually	Sometimes	Rarely
Participation (listens and contributes)	Consistently	Usually	Sometimes	Rarely
Cooperation (works willingly with others)	Consistently	Usually	Sometimes	Rarely
Classroom Behavior (is on task and well behaved)	Consistently	Usually	Sometimes	Rarely
Assigned Work				
Presentation (shows effort and quality in assignments)	Consistently	Usually	Sometimes	Rarely
Completion (finishes assignments)	Consistently	Usually	Sometimes	Rarely
Deadlines (hands in assignments on time)	Consistently	Usually	Sometimes	Rarely

Adopted (as revised by the faculty) by the Epping School Board 6.18.09

Homework

We believe that homework for middle school students is directly linked to your success. Homework increases your achievement, allows you to practice important skills including time management and organization, and encourages a sense of responsibility and commitment to learning. Homework is designed to reinforce content and skills taught in the classroom, and also to extend learning opportunities. Homework should be challenging, but reasonable and based upon your learning needs as a young adolescent learner. The purposes of homework will be discussed with you and clear directions will be given.

Homework will be designed to accomplish Learning Objectives as specified in the Epping Middle School District Curricula which align with the state of New Hampshire's Grade Level Expectations. Many teachers will provide rubrics for their long term projects. Short Term Assignments will have clear expectation in the form of a logical follow-up to a class lesson; or a precursor to learning objectives that will be implemented in the classroom. Long Term Assignments are meant to teach, develop and facilitate time management skills and appropriate amounts of classroom time will be provided to ensure that follow-up homework will be meaningful and reasonable.

Student Planners Are Required

You are required to record your homework for each class. The Student Planner is one of the best sources for helping middle school students stay organized with short and long term assignments. When you are absent, it is your responsibility to obtain make-up work from your teachers when you return to school. The student planner is also used as a mode of communication between parents and teachers. Parents, please check your child's assignment book each day for proof of completed assignments. Communications from the school including things such as field trip forms or general announcements will come home on Wednesdays. When students are absent for 2 or more days, parents may request homework assignments (which will be available at the end of the day) by calling the office at 679-2544.

Tips for Parents to Assist in Homework

Check the assignment book each day and ask to see and discuss work with your son or daughter. Ask questions to determine their level of understanding and together look for examples of how an assignment might connect to their lives. Help your son or daughter develop strategies to ask for help for work they may not fully understand and communicate with teachers as needed. Provide an uninterrupted block of study time each day (no television, telephone, or errands) to allow your child to concentrate fully on his/her daily assignments. Provide a quiet area at home to study. When there is no homework on a given day, you can assist your child in developing proper study habits by encouraging him/her to read or engage in other educational activities during the normal study time.

D. STUDENT ACTIVITIES

We believe that you should enjoy the company of your peers and explore different opportunities. Try something that you like! We will form a club for you if you express the interest and have some friends who will join you. You do not need to be an expert to try out for a team or a club! Just plan to come, try out, and then work hard to learn something new! Information about events will be published in our Wednesday Communications and morning announcements, so be sure to listen.

Same Day Attendance Rule

To be eligible to participate in co-curricular activities (including athletic events, clubs and all social activities of the school) a student must be in school for the full day on which the activity occurs. In the event the activity occurs on a non-school day, the rule applies to the school day previous to the activity. The principal may grant an exception to this rule.

Athletics

Interscholastic sports are available to middle school students. These include: soccer, basketball, baseball, volleyball, spirit, track and softball. The EMS team mascot is the Blue Devils.

Sportsmanship Code

The following is a code of ethics put forward by the NHIAA to which all Epping students, both players and spectators, must adhere. Also, students should impress upon their parents and friends the importance of the code.

"I promise to:

Consider all athletic opponents as guests and treat them with courtesy and friendliness.

Accept all decisions of officials as final.

Never hiss or boo any player or official.

Never utter abusive or irritating remarks.

Never attempt to rattle an opposing player; such as a player attempting a free throw.

Seek to win by fair and lawful means according to the rules.

Win with honor--lose with dignity.

Not use horns or noisemakers.

Urge each parent, student, friend, and player to do his/her best to abide by the code of good sportsmanship."

Athletic Eligibility Policy

In order to participate in interscholastic sports, students must meet these eligibility requirements:

Student must have a physical examination every two years. Proof must be provided to the Health Office at least two days prior to the first practice.

If you were seriously ill or injured during the last season, you will need to provide proof from your doctor that you are eligible to participate.

Student must have proof of insurance coverage (school or family).

As an athlete, habits and conduct in and out of school must be worthy to represent the standards of the Epping Middle School.

Athletic Time Out

As a student athlete, you represent Epping Middle School and our commitment is to learning! If you are not putting enough effort into your learning, you do not have the privilege of participating with your team. Athletic Time Out means that you neither practice nor play with your team. As a student athlete, if you receive a “U” (Unsatisfactory) for Effort/Work Habits in any of your classes on your report card or progress report, you will be assigned an athletic time out which lasts a minimum of one week. You will receive a weekly progress report from the teacher (or teachers) who issued the mark. The weekly progress report must be completed every Monday until the next official school report is published. In order to regain participation privileges your weekly progress report must reflect the teacher’s assessment that you are meeting classroom expectations. All playing and participating privileges will be reevaluated every week. Progress Reports and Report Cards are distributed on Wednesdays and so athletic time out will begin on a Monday. After that, the Athletic Director makes participation determinations every Monday during a season based on the teacher reports. In other words participation is determined on a week by week basis. The Athletic Director will contact the parents of students assigned to Athletic Time Out.

Athletic Department Suspension Policy

Any athlete who receives a one-day suspension for disciplinary reasons (either AAA or OSS), will be ineligible to play for a minimum of two games. In cases where a school suspension (either AAA or OSS) lasts longer, the student will be ineligible to play for all games until the AAA or OSS is completed. For example, if an athlete receives a five-day suspension (OSS) and there are four games scheduled, the student is ineligible for all four games. Second suspensions during the season (either AAA or OSS) can result in the student’s immediate dismissal from the team in conjunction with a review by administration.

Clubs/Organizations

At Epping Middle School students often have a specific interest or would like to learn more about some activity. After school groups usually last for a specific length of time and change throughout the year. If you would like to start a group, ask one of your teachers or administrators and they will help you get organized. Possibilities include MathCounts (a math competition), First Lego League, debate, gardening or an idea of your choice. Typical clubs at EMS have included an art club, a chess club (in collaboration with EHS), yearbook, literary magazine, outdoor activities such as biking and hiking, volunteer club and a drama club. It’s important that our clubs change with your interests!

National Junior Honor Society

The National Junior Honor Society recognizes and encourages the qualities of service, leadership, character, citizenship and scholarship in our middle school students. Students are nominated for induction based on maintaining proficient learning (3’s) in grades 6 through 8. Students in grades 7 and 8 are eligible for membership. The Team Leaders review applications completed by the nominees with input from all faculty members. Those students accepted for induction must show involvement in service projects both in and outside of the school.

The primary service project of the members is the management of the school's low-cost snack program. This project also serves as an important fund-raiser for middle school activities. All members are expected to attend the annual Induction Ceremony. Mr. Christie is the advisor.

Middle School Activity Nights

The Middle School sponsors six school activity nights during the school year where we have a DJ for dancing and the gym is open. We sell items such as pizza and have other food available. The evenings cost \$5.00 per student and are open to EMS students only. This year's events are scheduled for October 14, December 16, January 27, March 9, April 13, and May 18th. When parents sign the handbook they are indicating that they will adhere to the guidelines outlined below for student attendance at social events. School rules, including adherence to our dress code, apply to our Activity Nights!

Beginning times and ending times (6:30 p.m.-9:00 p.m.) must be followed. All students must make arrangements in advance to be picked up promptly by the conclusion of each event; if a student's ride is not here with-in fifteen minutes after the dance ends he or she may not be allowed to attend the next social event and/or unless their parent/guardian chaperones. There will be no walking home after a social event. Everyone must make arrangements for transportation home. Parents are to park in the large parking lot in front of EMS for student dismissal from the activity night.

Any student who is absent on the day of the activity night is not allowed to attend the event. A student's behavior may affect his/her eligibility to attend social events at the discretion of the Administration.

Social events are sponsored by and for students enrolled at Epping Middle School.

Unacceptable behavior will result in a call to parents for an immediate ride home, loss of attendance privileges for the next social event, or both. Parents/guardians must be available to pick up students.

School rules apply to all social events. This includes the school dress code.

Once a student enters the social event, he or she is not allowed to leave the event for any reason without permission from the head chaperone. A parent/guardian must pick the student up.

E. SCHOOL SERVICES

Book Use/School Materials and Responsibility

In some classes, you will be issued textbooks and other school equipment which you are to use and return. All textbooks must be covered. If a book is returned damaged in June you will be charged to rebind or replace the book. If a book is lost or missing for any reason during the year, you will be charged the replacement cost. Students are frequently provided with the opportunity to use computers and are responsible for any damages.

Computer Access and Use

The Epping School District has made available computers and networks to students, staff and community members in order to:

- Support education and research
- Facilitate and disseminate knowledge
- Encourage collaborative projects and resource sharing
- Foster creativity and innovation
- Aid technology transfer

Terms and Conditions for use of Computer and Networks

This is the policy for acceptable use of the computers in our school and Internet safety:
STUDENT USER – “I understand and will abide by the procedures and Network/Internet Use Policy for independent access to the electronic resources of the Epping School District. I further understand that any violation of the regulations above is unethical and should I commit any violation, my access privileges may be revoked, school disciplinary and/or appropriate legal action may be taken. In consideration for the privilege of using the Epping School District electronic resources and in consideration for having access to the information contained on it, I hereby release and agree to hold harmless the Epping School District from any and all claims or damages of any nature arising from my access, use or inability to access or use the computers or Network system.” Signing the receipt and acknowledgment of the school parent/student handbook will serve as understanding and acceptance of the Network/Internet Use Policy.

Damages to school computers and networks

If you damage a school computers and/or networks, you will be billed and you and your parents are responsible for payment. Computer access will be revoked, school disciplinary and/or appropriate legal action may be taken

Lockers

Lockers are available to all students for storing books and clothing. Students should never leave valuables, including money, in their lockers. Lockers are school property and are subject to inspection and search at any time. Each student in grades 6-8 will be issued one hall locker at the beginning of the school year. If the student requests a lock, one will be issued. No personal locks are permitted. Students are asked to use magnets to post items in their lockers in order to maintain their appearance.

Lockers should be kept neat and clean inside and out at all times.
You must use magnets to hang items inside of your locker

The cost of repair of any damages caused by abuse is the responsibility of the student.

Field Trips

Field trips are considered important parts of our school curriculum and are scheduled to enhance classroom instruction. All students are considered ambassadors of our school and community and are expected to act accordingly. Parents will receive a letter explaining the intent and cost of the trip and a request for permission for students to participate. Parents are often invited to assist with trips as well. Students must travel to and from the field trip on school approved transportation. The Administration reserves the right to prohibit student field trip attendance.

Fire/Safety Drills

During the year, there will be scheduled and unannounced fire drills. When the fire alarm sounds, follow your teacher's directions for departure from the room. No talking is allowed during a fire drill. Directions for exits are posted in each classroom.

Accident Insurance

An insurance policy for students is offered at the beginning of the school year. Basic coverage applies when:

Attending school during the hours that school is in session.

Traveling to and from school one hour before or after school and traveling in a vehicle furnished by the school to or from the activity.

Participating in or attending an activity sponsored by the school and traveling in a vehicle furnished by the school to or from the activity.

Participating as a member of an interscholastic athletic team (including practice and travel as a team).

Students are eligible for the Annual 24-Hour Accident Coverage, which insures the student at home and at school, including the summer vacation period. Both plans are available and are more fully described in the folders, which are distributed along with the application form at the beginning of the school year. The cost of these two plans is set year by year.

Food Services

Breakfast Program

Breakfast will be served at Epping Middle School daily at 7:10 am.

Student Pricing: \$1.75 daily or \$8.75 weekly

Students who qualify for free or reduced price lunches may also receive breakfast free or at the reduced price of \$.30 daily. The application covers both breakfast and lunch.

Lunch Program

The school cafeteria is an important part of the school health program. Students must come to school with funds to purchase meals or home provided meals. **Students will not be able to charge for meals or ala carte items.** Milk and other items can be purchased separately.

Students are not permitted to order food to be delivered or leave campus and bring food back to be consumed in the cafeteria. Common courtesy and proper table manners are to be maintained at all times.

Lunch Prices:

Student Pricing: \$2.30 daily or \$11.50 weekly for the main meal
 \$2.75 for the Grab and Go Salad Meal
 \$2.75 for the Deli Sandwich Bar Meal
 \$.40 for a reduced lunch

Meals **cannot** be charged.

Students may pre-pay for their lunches. Each student has a PIN to use in the computer.

Free and Reduced Meal Applications

We participate in the federally funded National School Meals Program which offers free or reduced priced breakfast and lunch. All students will receive an application for this program. Additional forms are available at all times through the Main Office or SAU should your circumstances change. This program does not cover milk purchased separately.

The Free and Reduced Meals Program provides breakfast and lunch to students on a free or reduced cost basis. This program is available to students whose parents meet the federal income guidelines. This program benefits everyone by feeding hungry students making for more engaged learners and increasing school funds providing for more educational programs and support services.

All families are encouraged to fill out the application for free or reduced cost meals. Applications will be sent home with each student at the start of the school year and should be returned as soon as possible. Parents must fill out a new application each school year, regardless of whether they have qualified previously. All applications will be reviewed by the Food Services Supervisor. The Food Services Supervisor will notify parents as soon as the application has been processed. All information will be held strictly confidential. Please contact the Food Services Supervisor, Veronica Bush if you have any questions or need assistance. For more information see the District Annual Parent Notice of Rights and Policies or Policy EFC on the District Website, at:

<http://www.sau14.org/uploads/policy/EFC> - Free and Reduced-Price Lunch Policy.pdf

School Counseling Services

The EMS school guidance program is an integral part of the total educational program at our school. The overall purpose of our program is to provide appropriate support to ensure the success of every middle level student. The program focuses on the intellectual, social and emotional development of our young adolescent learners and supports the Epping School district's improvement plans and goals. The purpose of our program is to help students succeed academically. Sometimes this means addressing issues between friends, learning social skills, understanding issues that students face regarding peer influences or simply having a place to talk. Nicholas DeGruttola is our Guidance Counselor.

Release of Student Records

The Epping schools will not release copies of records or personal information about any student unless we receive a signed release form from the parents or legal guardian of a student or from the student if he/she is 18 years of age. This signed form must contain the student's name, what information will be released, and the destination of that information.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. Parents and eligible students have the right to inspect, review, and amend student's education records subject to law and School Board Policy. These rights also include the right to consent to disclosures of personally identifiable information contained in the student's education records, except that to the extent that FERPA authorizes disclosure without consent. The school will disclose student directory information and provide student contact information to military recruiters unless directed in writing otherwise. Opt-out forms are available through the school or on the District Website at www.sau14.org. It is important to note that by opting out of directory information your student's name and other information will not be made available to recognize your student's awards, athletic accomplishments, graduation, and other such honors. This includes in school and non-school publications. It must be noted that if you select to opt-out of photographs and videos of student participation in public performances your student will not be able to participate in those events. Public performances include, but are not limited to athletic events, plays, extracurricular competitions, and other such public events.

Recommendations for applications to other schools

If you wish to apply to a private or charter school that requires recommendations, you must provide the school with the necessary release information before asking a teacher or building administrator to write. All school information including grades and attendance is sent out by the school.

Student Records

All student records are kept and maintained according to federal and state regulations. Parents or legal guardians of students needing to inspect student records should contact us.

Media and Literacy Centers

The Daryl Rice Media Center welcomes all students who wish to use the Media Center in an appropriate manner. Since the Media Center is a shared resource with EHS, everyone is expected to cooperate in maintaining a pleasant, quiet, and efficient learning atmosphere.

The Media Center is open during regular school hours and after school Mondays through Thursdays, unless scheduling necessitates its closure. Students are admitted to the Media Center in accordance with the pass system.

Students may borrow books for a two-week period, unless the material is restricted (e.g., reference books). Students who do not return materials on time will be denied borrowing privileges. Lost or damaged materials will be billed to the borrower at the rate it will cost to replace the materials.

The Literacy Center which is located in the middle school building is a satellite of the Rice Center and primarily houses young adolescent fiction and some reference materials. The same guidelines are in place in our literacy center.

Health Services and Procedures

The ultimate goal of the Health Office is to help Epping Middle School students and staff attain their optimal health thereby increasing their successes – academically, professionally and personally. The office is staffed by a registered nurse and a nurse’s assistant.

Emergency Information

Each student must have a signed student health information card and a signed health information form on file in the Health Office. Both of these sources of vital information must be returned by the end of the first week of school to ensure that all necessary data is available for the health and safety of the student. Parents are reminded to contact the school with any changes of telephone numbers, addresses or emergency contacts.

Allergies

All allergies should be reported to the Health Office, a “Permission to Dispense form” signed, and medication such as Benadryl or an Epi-pen must be provided to the Health Office at the start of the school year.

Medications

No medication or drugs may be carried by students during school hours without administrative permission and the appropriate paperwork being completed. All medication, along with a permission to dispense note, may be delivered by the parent or guardian to the Health Office staff or the Principal. No one other than these people is authorized to accept medications or to dispense medications.

Medication needs to be in the original container if over-the-counter (such as Midol or Excedrin); or in a properly labeled prescription container, subject to Board of Pharmacy regulations. Labels must contain the student’s name, prescribing health professional’s name, date of the original prescription, along with the name, strength and directions for giving the medication. All medication must have a clearly visible and current expiration date. Due to state laws and because of the possibility of unforeseen medication reactions, no medications will be dispensed unless these requirements are met.

Dismissals

Students with a fever over 100 degrees, acute gastro-enteritis, undiagnosed rashes and contagious diseases may be sent home from school at the discretion of the Health Office.

Students feeling ill should request a pass to the Health Office. Upon arrival to the Health Office their complaints are assessed and, depending on those findings, the nurse or her assistant will select one of the dismissal options. Students will not be dismissed from school without a parent or another responsible person being notified. This person **MUST** be listed on the student information form. Transportation is the responsibility of the parent/guardian.

Injuries

Injuries received during school hours must be reported at once to the teacher in charge of the class or activity and then the student will be accompanied to the Health Office. If injuries are not reported within 24 hours, students may not be eligible for their insurance coverage.

Crutches/Wheelchairs

Any student needing to temporarily use crutches or wheelchairs must come to the Health Office upon arrival to school to meet with medical staff. If possible, prior notice to the Health Office would be appreciated so that a personalized plan may be put into place.

Health screenings can be requested by students, staff, or parents/guardians. Available services include: vision, hearing, blood pressure, height, weight, BMI and scoliosis.

Insurance/Medical Care

Anyone without health insurance or without a primary health care provider may contact the Health Office for confidential information or referrals to community agencies that provide these free or low cost services. Our goals of “optimal health and increased success” may be reached if we are able to ensure that 100% of our students are able to secure health insurance and primary health care.

Special Education

Students with Disabilities

The Epping School District provides a free and appropriate education for all educationally handicapped children in accordance with: Section 504 of the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975, and the New Hampshire Standards for the Education of Handicapped Students.

Any student who is suspected or known to have an educational handicap should be referred to the Pupil Placement Team. A referral may be made by school personnel, parents, students, medical personnel, or a social service agency. Additional referral information may be obtained through the Special Education Department at Epping Middle School. Any student referred to Epping school personnel will be afforded all due processes as prescribed by State and Federal laws.

Homeless Students

The Epping School District provides support for students who are homeless in accordance with the 1987 McKinney-Vento Act. The law gives children and youth in homeless situations the right to:

- stay in their school even if they move
- enroll in a new school without proof of residency, immunizations, school records, or other papers

- get transportation to school
- go to pre-school programs
- get all the school services they need
- have disagreements with school settled quickly; and go to the school they choose while disagreements are settled

Any student who is homeless should be referred to the EMS Homeless Building Coordinator for appropriate support.

English Speakers of Other Languages (ESOL)

The Epping School District provides support for students who have limited English proficiency in accordance with State and Federal laws. The law supports students with limited English proficiency with free:

Evaluations

- Classroom support
- Direct instruction

Parents, guardians, and school personnel should refer a student to the Director of Special Services (679-5126) for evaluation, support, and services.

Transportation

Bus Regulations

- A pupil shall enter the bus, sit down, and remain seated until the bus stops at his/her destination.
- A pupil shall enter and leave the bus by the front door except in an emergency.
- There is to be no food or drink on the bus.
- There shall be no smoking on the bus.
- The bus driver should report the names of any students who violate bus regulations to the Dean of Students. Any student reported for a violation is subject to suspension from school and the bus at the discretion of the Dean of Students.
- The bus driver shall take the following action in cases of disorderly conduct on the bus: stop the bus and warn students that disciplinary action may be taken if the unruly behavior does not stop. If the disorderly behavior persists, the driver should take the names of the students and turn them over to the Dean of Students. The Dean of Students will take appropriate action. The driver will not discharge a student from the bus as punishment. Students shall be disembarked at their regular stop on the day of any such occurrence.
- Only those children eligible to ride the buses are to do so, and they are to ride on their assigned bus.
- There shall be no exceptions for school children ineligible for transportation unless a doctor's statement shows medical need for transportation.
- A copy of the above regulations will be given to each child and his/her parents each year.
- On some buses, video cameras will monitor student behavior.

Special Announcements

The district uses the ALERT NOW system which calls your home to announce school delays and closings. This system is also used for emergency announcements. No-school announcements are also broadcast on the radio stations WERZ(107.1) and WOKQ (FM 97.5) as well as channel 9, WMUR-TV. listed below. Occasionally, school will be delayed 2 hours until roads are cleared.

F. POLICIES

AC 1

AC – NON-DISCRIMINATION

The School Board in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees, that there shall be no discrimination on the basis of gender, sexual orientation, marital status, race, color, religion, nationality, ethnic origin, age, or disability, or genetic information for employment in participation in admission or access to, or operation and administration of any educational program or activity in the School District.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee.

This policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Genetic Information Nondiscrimination Act of 2008, and the laws of New Hampshire pertaining to non-discrimination.

TITLE IX GRIEVANCE PROCEDURE - Inquiries or complaints regarding compliance with Title IX may be directed to the office of Superintendent of Schools. Grievances will be processed as follows:

1. Any complaint from or on behalf of any person employed or served by the schools shall be submitted in writing, using the form provided, to the Office of the Superintendent of Schools, hereafter referred to as "the designated employee." The designated employee shall without delay forward it to the person immediately responsible.
2. The immediately responsible person will investigate the complaint and report his/her findings and recommended remediation in writing to the grievant within five (5) school days. A copy of the report shall be sent to the designated employee who will maintain a file on all grievances.
3. If the grievance has not been remedied to the satisfaction of the grievant, he/she may then submit the complaint, with all previous communications attached, to the following parties, in the order given. Each party will have the time indicated in which to investigate and report its findings and recommended remediation.
 - a. Responsible Building Principal (5 school days)
 - b. Superintendent of Schools (10 school days)
 - c. School Board (20 school days)
4. If all else fails, the grievant may appeal to the Federal Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.AC 2

Note: All reports submitted throughout the grievance procedure must be made out in duplicate, with all previous correspondence attached, one copy going to the grievant and one to the designated employee who shall maintain a file on all grievances. Blank grievance forms will be available in all Principals' Office in every school and in the Superintendent of School's Office, and on the District Website at www.sau14.org.

Statutory/Regulatory/Policy/Handbook Cross References

RSA 354-A:6 (Opportunity for Employment without Discrimination a Civil Right)

RSA 354-A:7 (Unlawful Discriminatory Practices)

The Age Discrimination in Employment Act of 1967

Title I of The Americans with Disabilities Act of 1990

Title II of the Genetic Information Nondiscrimination Act of 2008

Title VII of The Civil Rights Act of 1964

Handbook (Personnel and Student)

APPROVED/REVISED: April 24, 2008, August 20, 2009, revised for GINA

PREVIOUS: May 7, 1987 "Non-Discrimination Policy"

EEA1

EEA – STUDENT TRANSPORTATION SERVICES

The District shall provide transportation for pupils to schools in the District consistent with provisions of RSA 189:6, RSA 189:9, and RSA 189:9-a.

General Operating Policy

1. Transportation is a home-to-school and school-to-home activity.
2. Bus routes will be established by the Superintendent, subject to review by the Board. Routes will be developed annually and posted.
3. Bus stops will be established prior to the school year under the direction of the Superintendent. The Superintendent is authorized to make bus stop changes to increase efficiency and to address safety issues, new students, transferred students, parental concerns, and other issues as needed during the school year. Policy changes and restructuring of one or all bus routes and the associated bus stops will be brought to the School Board for approval.
4. Bus stops will be established for all students living more than one (1) mile from school.
5. Bus stops will be established for students living less than one (1) mile from school per the following guidelines.
 - a. Bus stops will be established for students living on and east of Route 125.
 - b. Bus stops will be established for students living on Route 27.
 - c. Bus stops will be established for elementary students.
 - d. Bus stops will be established as feasible for middle and high school students. Select bus stops will be established along Main Street, Elm Street, and Prescott Road for middle and high school students to access transportation.
6. Drivers may not load or unload students at other than authorized bus stops.
7. Students living within one (1) mile of the school will have the option of walking to the closest designated bus stop.
8. Students are responsible for being at the designated bus stop at the appropriate time.
9. Where appropriate, students will walk no further than one (1) mile to an established bus route stop. When feasible, elementary students will walk no further than one-half (½) mile to an established bus stop.
10. Kindergarten bus stops will be established when feasible in close proximity to the student's residence.

11. Bus stops will be established when feasible at licensed day care facilities within the District.
12. Students in kindergarten, grade one (1), and grade two (2) will be dropped off at their designated bus stop only with an adult present. In cases where an adult is not present, the bus driver will notify the school and the student will be brought back to the school. The Elementary School Principal will be responsible for implementing this policy. Abuse may result in disciplinary action up to and including suspension of bus transportation.
13. Elementary students will be separated as much as possible from middle and high school students. When feasible and space permitting, the Elementary School Principal may grant exceptions to permit elementary students to ride the middle and high school bus to accommodate participation in special programming such as band and/or tutoring prior to the start of the elementary school day. When feasible and space permitting, the Middle/High School Principal may grant exceptions to permit middle/ high school students to ride the elementary bus to accommodate students missing their regular bus due to special circumstances, not including after school disciplinary actions. Bus stops will not be altered to accommodate these exceptions, and all rules and regulations will apply. Elementary parents are to provide written permission acknowledging that their student is riding with much older students. Middle and high school students may be subject to special seating arrangements.
14. The District reserves the right to mix elementary, middle, and high school students for transportation purposes due to an emergency school closing.
15. It is the parents' responsibility to provide transportation for students who arrive before school or remain after school for various school approved activities.
16. Students attending private schools will be entitled to the same transportation privileges within the District as are provided for students in public school.

Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report in writing misconduct to the student's Principal. The School Principal will have the authority, delegated by the Superintendent, to suspend the riding privileges of students failing to conform to Board rules and regulations. Parents of children whose conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. If a student is to lose the privilege of riding on the bus, advance warning will be given, except for extreme misconduct. The Board must approve suspensions of the right to ride the school bus that continue beyond twenty (20) days.

Resolution of Conflicts

Parents who wish to request a change or exemption from any of the Student Transportation policies will direct that request to the School Business Administrator in the SAU Office. If the SAU Office ruling does not satisfy the parent, he/she may appeal the ruling within five days to the Superintendent. If the parent is again not satisfied by the ruling, he/she may appeal to the School Board.

Contracted Services

Student transportation may be provided by an approved school bus contractor. In such cases all persons employed by the school bus contractor to transport one or more children to school, on field trips, to athletic events, or other school functions must have a valid School Bus Driver Certificate from the Department of Safety. All contracted school buses/vehicles must be approved by the NH Department of Safety as meeting all applicable school bus safety standards. EEA3

All persons providing transportation under a contract must comply with any and all applicable federal and/or state laws and regulations for physical examinations and drug and/or alcohol testing and have a criminal background check at the contractor's expense.

Hired Vehicles Driven by School Employees

Employees providing student transportation with a rental vehicle must receive prior permission from the School Principal. Employees must hold a valid driver's license appropriate for the classification of the vehicle to be driven. The rental company will require evidence of insurance prior to leasing the vehicle. The SAU Business Manager must be contacted to provide such information. It is to be noted that the district's insurance is primary followed by the employee's insurance.

Vans

Use of fifteen passenger vans is not permitted.

Statutory/Regulatory/Policy/Handbook Cross References

RSA 189:6 (Transportation of Pupils)

RSA 189:8 (Limitations and Additions)

RSA 189:9 (Pupils in Private Schools)

RSA 189:9-a (Pupils Prohibited for Disciplinary Reasons)

Policy JICC (Student Conduct on School Buses)

Policy JICC-R (Student Rules and Conduct on the School Bus)

Handbook (Referenced in Student and Personnel Handbook)

APPROVED/REVISED: June 14, 2007, August 20, 2009, May 19, 2011

PREVIOUS POLICY: October 7, 1980 "Transportation of Students", September 25, 2000
"Operation of the Regular School Bus System"

EEA1

ECAF1

ECAF – AUDIO AND VIDEO SURVEILLANCE ON SCHOOL BUSES

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured, in accordance with the provisions of RSA 570-A:2.

Students will be responsible for any violations of school rules caught on tape by cameras.

Notification of such recordings is hereby established in this policy and in Policy JICK – Pupil Safety and Violence Prevention. The Superintendent or his/her designee will ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring.

The District will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording. The Superintendent will consult with the necessary personnel to determine how and when such recordings should be deleted.

Recordings may be viewed only by the following persons and only after expressly authorized by the Superintendent including the Superintendent, Superintendent designee, Business Manager, School Principal, School Principal designee, Law Enforcement Officers, and Transportation Contractor Official.

Parents of a student against who a recording is being used as part of a disciplinary proceeding will be permitted to view and listen to the recording in the presence of school administration. No other individuals shall be entitled to view or listen to the recording without the express authorization of the Superintendent.

Videos containing evidence of a violation of student conduct rules and/or state or federal law will be retained until the issue of the misconduct is no longer subject to review or appeal as determined by Board policy or applicable law. Any release or viewing of the video will be in accordance with the

law. Videos not containing evidence will be erased or destroyed immediately following resolution of the issue.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA and associated policies shall apply. In such cases, the Superintendent is authorized to consult with the District's legal counsel.

Statutory/Regulatory/Policy/Handbook Cross References

ESD Policy JRA (Student Education Records and Information)

ESD Policy JRA-R (Student Records & Information Administrative Procedures)

RSA 570-A:2 (Capture of Audio Recordings on School Buses Allowed)

Handbook (Referenced in Student and Personnel Handbook)

APPROVED: June 14, 2007, May 19, 2011

PREVIOUS POLICY: None.

IMG1

IMG – ANIMALS IN SCHOOL & ON SCHOOL GROUNDS

The Board recognizes that, under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following guidelines are adopted for use in all schools in the district.

1. The only animals allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
2. The only animal products (e.g., owl feces for dissection) allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. The bringing of animals into the classroom must not violate town/state/federal ordinances.
4. All animals and their care must meet indoor air quality standards per Policy EBBD Indoor Air Quality.
5. No animal shall be at school unless the teacher has permission from the School Principal. At the School Principal's discretion, permission to keep the animal may be denied based on: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal, (3) student and/or staff health needs, and/or (4) the past practice in the classroom. The School Principal shall also be responsible for enforcing this policy.
6. It shall be the responsibility of the teacher to be aware of how each animal affects the health and well being of the individual students and staff members in that particular classroom. Parents should be consulted to determine special considerations needed for children who are immune compromised, have allergies or asthma, or other special needs. Classroom staff and guests should also be consulted as to their potential susceptibility.
7. Selection of classroom animals should be appropriate for the maturity and age level of classroom children. Wild or exotic animals are not permitted in classrooms, unless under the control of a professional.

8. It shall be the responsibility of the teacher to insure the appropriate care, feeding, and handling of the animal, the safety of children and staff, and the cleanliness of the classroom, and to protect the classroom and facility from damage.

a. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs, cats, and ferrets require proof of current rabies vaccination. Animals are to be kept clean and free of intestinal parasites, fleas, ticks, mites, and lice. Nails are to be trimmed. Precautions should be taken to minimize transmission of all diseases and injuries (e.g., Salmonella, rabies, ringworm, bites, scratches, etc.)

IMG2

b. No animals are to be allowed to run freely in the classrooms, food areas, or activity areas. No animals are permitted to damage or soil school property or school facilities.

c. All animal eating, housing, sleeping, exercising, entertaining, and medical needs should be appropriate to insure the health and well being of the animal.

d. Areas should be designated for animal contact. Such areas should be properly cleaned regularly and after animal contact. Food and drink may not be consumed in these areas. The teacher is responsible for keeping such areas clean on a daily or as needed basis.

e. All fecal material must be cleaned from the cage of any mammal or bird on an as needed basis (at a minimum of once per week), and appropriate sanitizer used. All fecal and bedding matter will be disposed of in an appropriate outdoor waste receptacle. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Cleaning should be performed by people older than 5 years and under the supervision of an adult. Persons cleaning cages must wear gloves,. Ideally, cleaning should be performed when children are not in the room. Hands must be washed after contact with animals, animal products, or their environment. Hand hygiene should be stressed, using verbal and written educational materials.

f. No animals are to be left unattended at any time during the school year when school is closed or during the summer vacation. Animals are to taken home on weekends, holidays, and vacation periods. Fish may be left unattended on weekends and holidays if an extended feeding apparatus is used.

g. In the event an emergency school closing causes disruption of the routine feeding and care of an animal, it will be the responsibility of the teacher to provide a plan of care for his or her classroom-housed animals. In each school where these animals are housed, there should be a plan whereby a staff member who visits the school daily during the emergency closing is aware of the animals' presence and sees to their care. If no staff member visits the school daily in such circumstances, the teacher is responsible for the daily care of the animal(s).

Animals on School Grounds

1. Students and Staff - Unauthorized animals are not allowed in school buildings or on school grounds. Children and staff will be instructed to keep their personal pets off the school grounds. The appropriate town official will be called and requested to impound all animals taken into custody by school personnel.

2. Service animals – Exceptions are granted for service animals per Board Policy IMG A Service Animals.

IMG3

3. Community Members – When school is in session, community members’ animals are not allowed in school buildings or on school grounds. The school session includes the regular school day (including staff in-service days), school extracurricular activities, athletic events, and summer sessions.

4. When school is not in session any animals on school grounds or in school buildings are to be leashed and under the control of their owner. Solid waste is to be picked up and disposed of using an appropriate outdoor waste receptacle. Animals must also meet all town/state/federal ordinances.

5. Horses are not permitted on school lawns, garden areas, athletic fields, or athletic tracks. Horses are to be under the control of their owner and are restricted to paved areas and trails. Solid waste is to be picked up and disposed of using an appropriate outdoor waste receptacle.

6. The District shall notify students, parents, staff members, and community members of this policy using handbooks, newsletters, outdoor signs, and other communication devices.

Statutory/Regulatory/Policy/Handbook Cross References

ESD Policy EBBD (Indoor Air Quality)

ESD Policy IMGA (Service Animals)

National Association of State Public Health Veterinarians, Inc., Compendium of Measures to Prevent Disease Associated with Animals in Public Settings, 2006.

<http://www.nasphv.org/documentsCompendia.html>

Handbook (Personnel & Student)

APPROVED: July 21, 2011

PREVIOUS POLICY: None

JBA1 **JBA – EQUAL OPPORTUNITY FOR THE SCHOOL COMMUNITY**

Equal opportunity applies to all students and employees of the District. Students are entitled to equal opportunity in having access to educational programs and activities. The District will employ individuals who meet the physical and mental requirements, and whom have the education, training, and experience established as necessary for the performance of the job. All members of the school community shall learn and work in a safe, healthy, and positive school environment.

The District will not discriminate on the basis of gender, sexual orientation, marital status, race, color, religion, nationality, ethnic origin, age, or disability, nor will the District tolerate harassment of any kind. Discrimination and/or harassment of students or employees can include students, employees, or any individual who might come in contact with students on school grounds or at school-sponsored activities.

Any form of harassment, including written or verbal harassment in the form of voicemail, electronic messaging systems, electronic mail, or use of the school’s Internet or intranet sites, will not be tolerated. Harassment may include easily identifiable acts of verbal, written or physical abuse. It may also include more subtle, but equally damaging forms of harassment such as graffiti and jokes that stereotype individuals. No matter what form it takes, harassment of any member of the school community is strictly prohibited.

Anyone who believes that he or she has been denied equal educational opportunity or has been harassed as described above should report such action to the School Principal, Guidance

Counselor, or other designated staff members. The School Principal shall be notified of such reports immediately. Where inappropriate conduct is found, the School Principal will act promptly to eliminate the discriminatory and/or harassing conduct and take appropriate corrective action.

All reports of harassment will be held in confidence, subject to all applicable laws and any relevant provisions found in District policy. Retaliatory behavior against complainants or any witnesses is prohibited.

The Board shall discipline offenders up to and including discharge of an employee or suspension or expulsion of a student.

Reference Policy JBAA for the appropriate process and procedure.

Statutory/Regulatory/Policy/Handbook Cross References

Policy JBAA (Sexual Harassment and Sexual Violence Policy)

Policy JBA-FORM (Discrimination and/or Harassment Report)

RSA 354-B:1 (Violation of the New Hampshire Civil Rights Act)

Title VII of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

Handbook (Referenced in Handbooks)

APPROVED/REVISED: September 22, 2005, August 20, 2009

JBAA1 JBAA – SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY

INTRODUCTION – Sexual harassment is a form of sex discrimination which violates federal law. It is the policy of the District to maintain a learning and working environment that is free from sexual harassment and sexual violence. The District will not tolerate sexual harassment or sexual violence of students or employees by anyone, whether on school property, at school or work-related assignments off school property, at school-sponsored social functions, or elsewhere.

It shall be a violation of this policy for any student or employee to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy. It shall also be a violation of this policy for any student or employee to be sexually violent to a student or employee.

The District will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the District.

DEFINITION – Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education.
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education.
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or education environment.

Any sexual harassment as defined when perpetuated on any student or employee will be treated as sexual harassment under this policy. Sexual harassment may include, but is not limited to:

1. Sexual innuendo.
2. Verbal harassment including derogatory comments or slurs, or inappropriate comments about a person's body or appearance.
3. Physical harassment such as unwanted touching, patting, or pinching, or physical interference with movement or work, or intentional brushing against a person's body.
4. Visual harassment such as derogatory cartoons, drawings, posters, or graffiti.
5. Subtle pressure for sexual activity.
6. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status.
7. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.
8. Abuse of a sexual nature.

JBAA2

9. Sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

REPORTING – Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the District, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence should report the alleged acts immediately to an appropriate District official as designated by this policy. The District encourages the reporting party or complainant to use the report form available from the School Principal or the Superintendent's Office, or available on the District's Website at www.sau14.org. Use of formal reporting forms is not mandatory.

1. Building Level – The School Principal is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the Principal must notify the Superintendent immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Superintendent. If the report was given verbally, the Principal shall reduce it to written form within twenty-four (24) hours and forward it to the Superintendent. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the Principal, the complaint shall be filed directly with the Superintendent.

2. District – The Board hereby designates the Superintendent as the District Human Rights Officer to receive reports or complaints of sexual harassment and sexual violence from any individual, employee or victim of sexual harassment or sexual violence and also from the Principals as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board. The District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades, or work assignments.

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when the conduct has occurred.

INVESTIGATION – By authority of the District, the Human Rights Officer, upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent. If the Superintendent is the subject of the complaint, the report shall be submitted to the School Board.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the District should consider the surrounding circumstances, the nature of the sexual advances, JBAA3 relationships between parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or sexual violence requires a determination based on all facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent present during the interview.

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment or sexual violence.

ACTION AND DISCIPLINE – Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation.

The complainant may appeal the investigations recommendations to the Superintendent (presuming the superintendent is not involved) and to the School Board in that order.

The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District. The report will document any disciplinary action taken as a result of the complaint.

The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension, or immediate discharge to end sexual harassment and sexual violence and prevent its recurrence.

Some forms of sexual harassment and sexual violence are considered violations of criminal law and may need to be reported to legal authorities. It shall be the responsibility of the Principal to report such violations to law enforcement and other legal authorities.

REPRISAL – The School District will discipline any individual who retaliates against any person who reports alleged sexual harassment or sexual violence or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES – These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Commissioner of Education, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

SEXUAL ABUSE – Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply JBAA4 with said law. Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

POLICY BY-PASS – Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: NH Commission on Human Rights, 2 Chenelle Drive, Concord, NH, 03301 (603-271-2767) or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, Massachusetts, 02203 (617-565-1340).

[Statutory/Regulatory/Policy/Handbook Cross References](#)

Policy JBAA – Form (Sexual Harassment and Sexual Violence Report)
Title VII of Civil Rights Act of 1964
Title XI of the Educational Amendments of 1972
NH Administrative Rules Section ED 303.01(j) (Substantive Duties of School Boards)
NH Administrative Rules Section ED 306.04(a) (8)(9) (Sexual Harassment)
Handbook (Referenced in Handbooks)
APPROVED/REVISED: September 22, 2005, August 20, 2009
PREVIOUS POLICY: April 13, 1989 - Sexual Harassment

New Hampshire's bullying law has been revised effective July 1, 2010. This policy has been revised to reflect these changes in law and is being reviewed by the School Board. As a result this policy may be subject to change.

JICK1

JICK – PUPIL SAFETY AND VIOLENCE PREVENTION (BULLYING)

STATEMENT - The Board is committed to providing all pupils a safe and secure school environment in which all members of the school community are treated with respect. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Further, in accordance with RSA 193-F, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

1. Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent is responsible for ensuring that this policy is implemented.

PROTECTION OF ALL PUPILS – This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

DISCIPLINARY CONSEQUENCES – The District reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying. In addition to imposing discipline under such circumstances, the Board encourages the administration and school staff to seek alternatives including, but not limited to early intervention measures, dispute resolution, and other similar measures.

DEFINITIONS - Bullying - Bullying is defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil's property;
2. Causes emotional distress to a pupil;
3. Interferes with a pupil's educational opportunities;
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs. Historically this

has included a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing person characteristics.JICK2

Cyberbullying - Cyberbullying is defined as any conduct defined as “bullying” in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

Electronic Devices – Electronic devices include, but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

School Property – School property means all real property and all physical plant and equipment used for school purposes, including all means of transportation public or private approved by the District.

Parent - Any reference in this policy to “parent” shall include parents or legal guardians.

FALSE ACCUSATIONS – A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion. Interventions include psychological, curricular, and behavioral services which may take place within classrooms, schools, and alternative settings per Policy JLDB Behavior Management and Intervention.

A school employee or school district agent found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, Board policies, procedures, and collective bargaining agreements.

REPRISAL OR RETALIATION – The District will discipline and take appropriate action against any student, teacher, staff member, administrator, volunteer, or school district agent who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to such bullying.

The consequences and appropriate remedial action for a student, teacher, staff member, administrator, volunteer, or school district agent who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity, and circumstances of the act, in accordance with law, Board policies, and any applicable collective bargaining agreements.

Students shall be subject to disciplinary measures up to and including suspension and expulsion.

Employees and agents shall be subject to discipline up to and including termination of employment.

Volunteers shall be subject to discipline up to and including exclusion from school grounds.

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation. Each process or plan may be developed on a case-by-case basis.

Suggestions include, but are not limited to rearranging student schedules to minimize contact, changing class assignments, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

POLICY NOTIFICATION - The Superintendent or designee shall provide annual written notice of this policy to students, parents, teachers, staff members, administration, volunteers, and school district agents through appropriate references in school and district handbooks, or through other reasonable means.

Parents will be encouraged to prevent bullying at school by:JICK3

1. Reporting bullying when it occurs;
2. Taking advantage of opportunities to talk to their children about bullying;
3. Informing the school immediately if they think their child is being bullied or is bullying other students; and
4. Cooperating fully with school personnel in identifying and resolving incidents.

TRAINING – The Superintendent will ensure that all school employees, volunteers, and agents will receive annual training on bullying and related Board policies. The District may also host or schedule public forums to discuss and address bullying.

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District’s prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers. The Superintendent may incorporate anti-bullying training and education in the District’s curriculum. Any student training programs shall be written and presented in age appropriate language.

REPORTING ACTS OF BULLYING – At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy. The Principal may designate this responsibility to the Dean of Students with the understanding that the Principal will be informed of such incidents as soon as possible within the school day.

1. Student – Any student who believes he or she has been the victim of bullying may report the alleged acts immediately to the Principal or administrative designee. If the student is comfortable reporting the alleged act(s) to a person other than the Principal or administrative designee, the student may tell his/her teacher or any school district employee about the alleged bullying. The employee is to report the bullying allegation to the Principal as soon as possible and no later than the end of the school day.
2. School Employees - Any school employee who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or administrative designee as soon as possible within the school day. School employees shall encourage students to tell them about acts that may constitute bullying.
3. Volunteers or Agents – Any school volunteer or school district agent who witnesses or has knowledge or belief that bullying may have occurred shall inform the Principal or administrative designee as soon as possible within the school day.
4. Parent - Any parent who believes that their child has been the victim of bullying or the perpetrator of bullying or has become aware of an act of bullying shall report the alleged act to the Principal or administrative designee.
5. Anonymous Reports – In cases of anonymous reports, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
6. Reporting Forms - The District will make available forms for reporting incidents of bullying, and shall request the use of these forms. Such forms shall be available in the Principal’s Office in each school, from the Superintendent’s Office, and on the District Website at www.sau14.org. An investigation shall proceed even if a student, school employee, volunteer,

JICK4

school district agent, or parent is reluctant to fill out the designated form and chooses not to do so.

DISTRICT AND STATE REPORTING REQUIREMENTS – The Principal or administrative designee shall be responsible for completing the District and NH Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any reported incident unless an extension has been granted by the Superintendent. Upon completion of such forms, the Principal or administrative designee shall retain a copy for school records and shall forward a copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

NOTIFYING PARENTS OF ALLEGED BULLYING – The Principal or administrative designee shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing, or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the above referenced report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

WAIVER OF NOTIFICATION REQUIREMENTS – The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. The Superintendent shall notify the School Board Chairperson within the 48 hour time period of a notification waiver. Any waiver granted shall be in writing. This waiver shall not negate the school's responsibility to adhere to the remainder of this policy.

INVESTIGATION PROCEDURES – Upon receipt of a report of bullying, the Principal or administrative designee shall commence an investigation consistent with the provisions of this policy.

1. Upon receipt of a report of bullying, the Principal or administrative designee shall, within 5 school days, initiate an investigation into the alleged act. If the administrative designee is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Principal shall conduct the investigation. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.

2. The investigation may include documented interviews with the alleged victim, alleged perpetrator, and any witnesses. All interviews shall be conducted privately, separately, and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

3. If the alleged bullying was in whole or in part cyberbullying, the Principal or administrative designee may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communication documentation.

4. The investigation may include, but is not limited to: a. Description of incident, including the nature of the behavior;

b. How often the conduct occurred;

c. Whether there were past incidents or past continuing patterns of behavior;

d. The characteristics of parties involved;

JICK5

- e. The identity and number of individuals who participated in bullying behavior;
- f. Where the alleged incident(s) occurred;
- g. Whether the conduct adversely affected the student's education or educational environment;
- h. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
- i. The date, time, and method in which parents or legal guardians of alleged victim and perpetrator(s) involved were contacted.

5. The Principal or administrative designee shall complete the investigation within 10 school days of receiving the initial report. If the investigation may not be completed within 10 school days, the Principal may request an extension to complete the investigation. The Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension. The extension shall also be noted on the District report.

6. Whether a particular action of incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Superintendent. If the Principal does not personally conduct the investigation, the Principal shall be fully informed of the results of the investigation and consulted before disciplinary or remedial action is taken.

RESPONSE TO SUBSTANTIATED BULLYING – Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying, retaliation, or false reporting may range from positive behavioral interventions up to and including suspension or expulsion of students, dismissal from employment for staff members, and exclusion from school grounds for volunteers and school district agents.

Consequences for a student who commits an act of bullying, retaliation, or false reporting shall be varied and awarded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Students who are found to have violated this policy may face discipline in accordance with other applicable Board policies up to and including suspension. In awarding discipline the administrative designee shall discuss the investigation and disciplinary action with the Principal. Students facing discipline will be afforded all due process required by law.

The Board promotes preventative educational measures to create greater awareness of bullying and encourages the Superintendent to work collaboratively with school staff to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

REPORTING TO SUPERINTENDENT AND SCHOOL BOARD – The Principal or administrative designee shall forward all substantiated reports of bullying to the Superintendent upon completion of the investigation. The Superintendent shall inform the School Board at the next regularly scheduled School Board meeting. JICK6

COMMUNICATION WITH PARENTS UPON COMPLETION OF INVESTIGATION – The Principal or administrative designee shall notify the parents of the alleged victim and alleged perpetrator consistent with the provisions of this policy.

1. Within 2 school days of completing an investigation, the Principal and or administrative designee will notify the students involved in person of his/her findings and the result of the investigation. The Principal or administrative designee will also notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation.
2. Within 5 school days of completing an investigation a letter will also be sent to the parents notifying them of the results of the investigation and the school's remedies and assistance within the boundaries of applicable state and federal law.
3. If the parents request, the Principal or administrative designee shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act (FERPA) and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

APPEAL – The parents of the pupils perpetrating bullying, making false accusations, and/or retaliating against others may appeal administrative actions consistent with the provisions of this policy.

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils perpetrating bullying, making false accusations, and/or retaliating against others shall have the right to appeal the Principal's decision to the Superintendent in writing within 5 school days. The Superintendent shall review the Principal's decision and issue a written decision within 10 school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within 10 school days of the Superintendent's decision. The School Board will adhere to all applicable NH Department of Education administrative rules.
2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
3. The School Board or its designee will inform parents of any appeal rights they may have to the NH State Board of Education.

IMMUNITY – A district employee, school employee, school volunteer, pupil, parent, legal guardian, or employee of a company under contract with the school or school district shall be immune from civil liability for good faith conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response.

VIDEO & AUDIO RECORDINGS ON SCHOOL BUSES – Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunctions with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply. JICK7

VIDEO SURVEILLANCE ON SCHOOL PROPERTY – The District reserves the right to use video recording devices on school property to ensure the health, welfare, and safety of all staff, students, and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE, and ECAF.

In the event a video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If a video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

Statutory/Regulatory/Policy/Handbook Cross References

Policy JICK-FORM (Bullying Report Form)

Policy EEAA (Video Surveillance on School Property)

Policy EEAE (School Bus Safety Program)

Policy ECAF (Audio and Video Surveillance on School Buses)

Policy JLDB (Behavior Management and Intervention)

Policy JRA (Student Education Records and Information)

RSA 193-F (Pupil Safety and Violence Prevention Act) RSA 193:13 (Suspension and Expulsion of Pupils)

RSA 570-A:2 (Capture of Audio Recordings on School Buses Allowed)

NH Code of Administrative Rules, Section Ed 306.04(a)(8) (Student Harassment)

NH Code of Administrative Rules, Section Ed 317 (Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process)

Handbook (Referenced in Handbooks)

APPROVED/REVISED: September 22, 2005, August 2, 2007, August 20, 2009, November 18, 2010

JFA1 JFA – RESIDENCY

Residency for the purpose of enrollment in a District school shall be defined by RSA 193:12. No person shall attend school, or send a pupil to the school, in any district of which the pupil is not a legal resident, without the consent of the district or of the school board. For the purposes of this policy, the legal residence of a pupil in the case of a minor is where his/her parents reside with the following exceptions.

1. If the parents live apart and are not married or if married but not divorced, legal residence is the residence of the parent with whom the child resides.
2. In a divorce decree of joint custody, legal residence is the residence of the parent with whom the child resides. In the case of sole or primary custody, legal residence is the residence of the parent with custody.
3. In the case of a legal guardian having custody, legal residence is the residence of the guardian with whom the child resides. If the guardian is the Department of Health and Human Services, residence is defined as where the child is placed by the department or court. The child shall also be permitted to attend the district school during the legal petitioning process of custody or guardianship pending the court determination.
4. In the case of homeless children and youth residency exceptions will be made as required by law.
5. In the case of a parent or guardian who was residing in the school district and for some reason is temporarily absent and demonstrates intent to maintain a primary dwelling place in the district shall be given residence privileges. This privilege shall be revoked if the parent or

guardian moves to another town with the intention of remaining there indefinitely even though they may return at a future time.

6. In the case of a child placed in any home for children or is placed by the state in the home of a relative or friend of such child residency exceptions will be made as required by law.

Per RSA 193:28 in the case of a child being placed in a home for children or placed by the Department of Health and Human Services in the home of a relative or friend, the child shall be entitled to attend the district school if that child attended the district school prior to such placement subject to the court determining that continuing in the same school district is in the best interest of the child, that the home is within a reasonable distance of the district school, and that transportation can be arranged without imposing additional transportation costs on the district or the Department of Health and Human Services.

Per RSA 193:14 no pupil who shall have been assigned to a particular school by the school board (per residency laws) shall attend any other school until assigned thereto. Violators of this residency policy will be aggressively pursued and prosecuted under state law to recover lost tuition and legal fees. Violators per RSA 193:15 may also be subject to a violation or misdemeanor if found guilty.

The Board reserves the right to request proof of residency and custody (if applicable) for students new to District and students in District suspected of not having legal residency per state law. JFA2

Statutory/Regulatory/Policy/Handbook Cross References

Policy JFA – Form (Residency Verification)

RSA 193:12 (Legal Residence Required)

RSA 193:14 (Assignment of Pupils to Schools)

RSA 193:15 (Penalty for Unauthorized Attendance)

RSA 193:28 (Right of Attendance)

Handbook (Referenced in Handbooks)

APPROVED: December 9, 2004

JG – ASSIGNMENT OF STUDENTS TO CLASSES AND GRADE LEVELS

Students will be enrolled in grades and classes in which they can be expected to master established District instructional and learning objectives.

After consulting with the parent/guardian on individual student needs, the School Principal or designee shall place each student in the grade level and class that best meets the student's academic, social, physical, and personal needs. For students transferring into the school district, the School Principal or designee shall also review the student's record from the prior school prior to making a decision on class and grade assignment.

Students receiving special education services will be placed in accordance with applicable law.

A parent or guardian of twins or other multiples in elementary school may, no later than 60 days before the first day each school year or upon registration in the case of children enrolling in a new school, request that the twins or multiples be placed in the same classroom or in separate classrooms. This request shall be granted unless the School Principal, after meeting with the parents or guardians and after careful consideration of the reasons for their recommendation and of the best interests of their children and other children in the school affected by this decision, decides that a different placement is necessary.

A student assignment may be reviewed at any time. The School Principal or designee shall make the decision to continue the assignment or to make a change of assignment.

The decision of the School Principal or designee regarding student placement may be appealed to the Superintendent, and then to the School Board.

Statutory/Regulatory/Policy/Handbook Cross References

NH Code of Administrative Rules, Section ED 306.02(1) (Duties of Superintendent)

NH Code of Administrative Rules, Section ED 306.14(a) (Instructional Program)

RSA 193:3-a (Classroom Placement of Twins or Other Multiples)

RSA 193:12 IV (Legal Residence Required/Homeless Children and Youths)

No Child Left Behind Act of 2002

Handbook (None)

APPROVED/REVISED: August 20, 2009, May 19, 2011

JHB – TRUANCY

DEFINITION - Truancy is defined as habitual unexcused student absences.

GUIDELINES - Unexcused absence from school is considered truancy and will be treated as such in accordance with the rules of the Student/Parent Handbook and subject to the following guidelines.

Truancy guidelines are based on cumulative days of unexcused absence.

1. Parent notification by phone after 1 day and after 2 days if applicable.
2. Parent meeting after 3 days to develop a truancy intervention plan.
3. District Special Services notification after 3 days.
4. Parent, police, and special education notification after 5 days. (Parent notification by registered mail; letter to include nature and seriousness of the problem including the of filing for Child in Need of Services (CHINS) Petition , a copy of RSA 193:1-7 school attendance laws, and the parental and student action the school requires.)
5. School filing of CHINS Petition after all steps in the intervention having been followed. CHINS Petition may be filed after 7 days if no parental participation in the development of an intervention plan.
6. Policy applies to children between the ages of 6 and 18 years.
7. Students 18 years and older that have been truant for 5 days will be dropped from the school record after following this procedure.
8. Suspension is not considered truancy.
9. All notifications shall be recorded and kept on file.

SCHOOL RESPONSIBILITIES - Each school shall designate a person responsible for truancy issues including notification, implementation, and accountability. School district attendance records shall be presumed to be true and accurate unless evidence to the contrary is presented.

When a student is habitually truant or is in the danger of being habitually truant, an intervention including the student, parents, and other staff members as necessary shall take place. The intervention shall include, but not be limited to:

1. An investigation into the cause of the truant behavior.
2. A review of the student's educational program.
3. Parental involvement in the design of a plan to reduce truancy.
4. A disciplinary plan to encourage attendance.

Any staff member aware of a student leaving a class or the school grounds without permission shall report the departure immediately to the School Principal or his/her designee. Truancy also includes absence from any class, study hall, or activity during the school day for which the student is scheduled. It also includes any after-school special help session or disciplinary session, which the

student was directed to attend. Each school will develop guidelines to address habitual truancy for absence from class, study hall, or activity during and after school which the student is directed to attend.JHB2

Parents and students will be notified annually of the school and district attendance, absenteeism, and truancy policy.

Statutory/Regulatory/Policy/Handbook Cross References

RSA 189:34 (Appointment)

RSA 189:35-a (Truancy Defined)

RSA 189:36 (Duties)

RSA 193:1 (Duty of Parent; Compulsory Attendance by Pupil)

RSA 193:16 (Bylaws as to Nonattendance)

NH Code of Administrative Rules ED 306.18(c)(6) (School Half-Day)

Policy JH (Student Absences)

Handbook (Referenced in Handbooks)

APPROVED/REVISED: December 9, 2004, August 17, 2006, October 21, 2010

JICL 1

JICL - SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The School Board recognizes that technological resources can enhance student performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information. The Board expects all students to learn to use the available technological resources that will assist them in the performance of their education. As needed, students shall receive lessons and instruction in the appropriate use of these resources.

Students shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to their education. Students are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines student obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the student's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all students. Students shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

Statutory/Regulatory/Policy/Handbook Cross References

ESD Policy JICL-R (Acceptable Internet Use Procedures – Students)

RSA 194:3-d, School District Computer Networks

47 U.S.C. §254, Requirements For Certain Schools – Internet Safety

20 U.S.C. §6777, Enhancing Education Through Technology – Internet Safety

Handbook (Referenced in Personnel Handbooks)

APPROVED/REVISED: June 2, 2011

PREVIOUS POLICY: August 17, 2006 “Acceptable Computer, Network, E-Mail and Internet Use

JICL-R - ACCEPTABLE INTERNET USE PROCEDURES - STUDENTS

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software, which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services

The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required or proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.
2. Information networks will be used for the purposes of research, education, and school related business and operations.
3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.
10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding FERPA and other related laws, students have no expectation of privacy regarding their use on the school district computer network.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct. Users are expected to abide by the following terms and conditions: JICL-R 3

1. Protect their Internet log from information from others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the intellectual property and creative rights of the creator. Respect copyrights.
6. Use any network in a way that does not disrupt its use by others.
7. Do not destroy, modify or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.
9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.
10. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct. JICL-R 4

School District Internet Access Release Form

As a condition of my right to use the School District network resources, including access to the Internet, students understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.
2. That District administrators and designated staff have the right to review any material stored on District computers in files and to edit or remove any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable and students hereby waive any right of privacy which I may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.
4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.
5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.
6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.
7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Name of User/Student:

Home phone:

School of Attendance:

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in those documents.

Signature of User/Student:

Date:

Signature of Parent:

Date:JICL-R 5

Statutory/Regulatory/Policy/Handbook Cross References
ESD Policy JICL (School District Internet Access for Students)
RSA 194:3-d, School District Computer Networks
47 U.S.C. §254, Requirements For Certain Schools – Internet Safety
20 U.S.C. §6777, Enhancing Education Through Technology – Internet Safety
Handbook (Referenced in Personnel Handbooks)
APPROVED/REVISED: June 2, 2011
PREVIOUS POLICY: August 17, 2006 “Acceptable Computer, Network, E-Mail and Internet Use

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

Each child must have a complete physical examination within a one-year period before first entry to school.

IMMUNIZATION - Any student being admitted to the School District for the first time must meet the State requirements for immunization.

HOMELESS STUDENT - If an admitted homeless student does not have immediate access to his or her immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student’s previous school shall be requested from the previous school pursuant to district policies.

EXAMINATION OBJECTIONS - However, no medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

STUDENT TRANSFERS - Parents of students transferring to the District must present proof of meeting the physical examination and immunization requirement within thirty days of entrance. Failure to comply with this provision may result in exclusion from school for the child.

IMMUNIZATION EXCEPTIONS - A child shall be exempted from the above immunization requirements if he/she presents evidence from his/her physician that immunization will be detrimental to his/her health.

A child shall be excused from immunization for religious reasons upon the signing of a notarized form by the parent/guardian stating that the child has not been immunized because of religious beliefs.

ATHLETIC ELIGIBILITY – Students must pass a physical to be eligible for athletics. It is recommended that a physical examination be performed within 12 months of starting grade 6 and grade 9. In cases where the previous procedure was not followed, a physical examination must be performed within 12 months of the athletic sport start date. Student athletes continuing to participate in the athletic program must be re-examined within two years of the previous physical examination on file. For example, if an exam was performed September 2009, another exam would be required by September 2011 to continue athletic eligibility. Student athletes significantly injured or ill since the last examination are also required to be re-examined in order to be eligible for athletic participation. Student must have a health information form and physical examination form completed and returned to the school prior to athletic participation.

CONCUSSION TESTING - The District strongly recommends a baseline concussion test for any athlete participating in sports, and a follow up test for any athlete suspected of having a concussion following a contact or collision. The Athletic Department will provide interested JLCA2

students and parents with information on concussion testing, accessibility, and cost. The Athletic Department may also work with an outside agency to provide on-site testing if feasible.

INJURED ATHLETES - Any injured student excused from athletic practice for three or more days while under a physician's care must provide written authorization from a physician to the coach to resume practice.

PHYSICAL EDUCATION - No child shall be excused from regular physical education except on the written notice of a duly licensed physician or on the written request of the parents, subject to Board approval, in which case an alternative program shall be provided. Temporary excuses on a day-to-day basis may be granted by the Teacher upon the request of the parents.

FEDERAL FUNDS - If the District utilizes federal money to perform physical exams or screenings on students, the District will annually notify parent(s) of such physical exam or screening, except for vision, hearing, or scoliosis.

Statutory/Regulatory/Policy/Handbook Cross References

Policy JJI (Athletic Policies)

Policy JLCA-Form (Family Physician's Report of Physical Examination)

RSA 141-C:20-c (Exemptions)

RSA 200:32 (Physical Examination of Pupils)

RSA 200:38 (Control and Prevention of Communicable Diseases: Duties of School Nurse)

NH Code of Administrative Rules ED 311.03 (Physical Examination of Students)

No Child Left Behind, Title II, Section 1061

Handbook (Referenced in Handbooks)

APPROVED/REVISED: September 22, 2005, August 20, 2009, May 19, 2011

JJJ - STUDENT EMPLOYMENT ELIGIBILITY AND GUIDELINES

The Epping School District has developed the following guidelines to support the Youth Employment Law RSA Chapter 276-A. A "youth" is defined as any person under 18 years of age.

1. The School Principal or designee will be responsible for informing students and parents of the Youth Employment Law and school procedures for obtaining a youth employment certificate.
2. The Superintendent authorizes the School Principal as the official issuing agent of youth employment certificates. Under supervision, the School Principal may delegate the authority to issue youth employment certificates.
3. A certificate shall only be issued with the approval of the parent/guardian of the student.
4. A certificate shall not be issued unless age and adequacy of health has been verified and student meets a satisfactory level of academic performance as required by law and as outlined in this policy.
5. The School Principal or designee will issue youth employment certificates only after a determination of satisfactory academic performance. Passing all academic courses in the previous marking period is a "satisfactory level of academic performance."
6. Students failing one course may be placed on probationary status with the understanding that the student will do what is necessary to achieve good academic standing for the course/class that was failed. In order for a student to remain eligible for a certificate following the probationary period, passing grades must be maintained during the employment period. School administration will

provide a bi-weekly calculated progress report to communicate a student's academic standing and for a student to monitor their academic standing.

7. The grades of students that hold a youth employment certificate will be reviewed to determine continued eligibility.

8. If a student does not continue to meet a satisfactory level of performance after the issuance of the certificate, the School Principal or persons authorized may revoke the certificate. In the event the School Principal or persons authorized revoke a certificate, notification of the revocation will be made to the parent or legal guardian, the employer of the student, and the Department of Labor within 48 hours.

9. Any student wishing to appeal the "satisfactory level of academic performance" standard may request a hearing with the School Principal. This hearing may be used to provide evidence of improved academic performance from the last marking period or to request a waiver from the academic standard. It is the student's responsibility to provide evidence in support of his/her request. The School Principal may grant waivers for improved academic performance and for extenuating circumstances.

10. Any student may appeal a decision by the School Principal to the Superintendent who makes the final decision to issue a youth employment certificate. The student and parent must present a written request to the Superintendent for a hearing. It is the responsibility of the student and parent to provide evidence in support of their request.

11. All decisions regarding issuance of a youth employment certificate must be reached within 5 school days from submission of an application or an appeal.

12. Students, either new or transferring back to a District school, must provide documentation from their previous school that they have been officially withdrawn prior to issuance of a youth employment certificate.

13. Youth employment certificates issued for summer employment are exempt from the above guidelines.

Statutory/Regulatory/Policy/Handbook Cross References

RSA Chapter 276-A (Youth Employment Law)

Handbook (Student Handbook)

APPROVED: May 19, 2011

PREVIOUS POLICY: None

JKA - CORPORAL PUNISHMENT

No teacher, administrator, student, or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official.

Provisions for the use of physical restraint, medical restraint, and/or mechanical restraint are established in Policy JKAA.

Statutory/Regulatory/Policy/Handbook Cross References

RSA 627:6, II (Physical Force by Persons with Special Responsibilities)
Handbook (Referenced in Handbooks)
APPROVED/REVISED: September 22, 2005, May 19, 2011

Grade 6 Curriculum Guide

Art in Grade 6

During the 6th grade students have Art for one quarter for an 85 minute block. This course is the beginning of a progressive three year art program in which students use creative problem solving skills to answer visual challenges. Students are exposed to new techniques, materials and creative challenges as well as strengthening skills already learned in Elementary School. A variety of media such as cray pas, paint, weaving, and copper foil will be explored along with other media as time allows. Students create works based on the Elements of Art. Students are also introduced to well known artists, New Hampshire artists, art of different cultures and more non traditional art which will allow them to develop their own creative style, interests and an understanding of what art is.

Literacy and Numeracy will be incorporated into class work and projects through activities such as reading art related information and stories, note taking and measurement skills.

Students have the opportunity to participate in Doodle4Google and after school art activities.

Your child's art teacher is Mrs. Deborah Booth: dbooth@saul4.org.

Topics Covered:

- Understand and appreciate appropriate media, techniques, and process
- Identify and apply the elements of art
- Apply range of subject matter and symbols
- Analyze, interpret and evaluate artwork of peers and self
- Connect art and daily life
- Investigate careers in art

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should understand and be able to explain/create the following:

Art Skills

- Elements of art: line, color, shape, form, value, and texture
- Understand composition of art work
- Understand content of art work: realism, abstract, non objective, multi-cultural, personal and symbolic
- Personal ownership of creative work
- Self evaluation

Vocabulary Words:

Elements of Art	Angular	Sphere	Tessellation
Primary colors	Diagonal	Cube	Cubism
Secondary colors	Horizontal	Cylinder	Realism
Tertiary/intermediate color	Parallel	Cone	Abstract
Complimentary colors	Vertical	Volume	Still life
Cool/warm colors	Shape	Texture	Landscape
Tint	Circle	Tactile	Art critique
Shade	Rectangle	Pattern	Collage
Line	Square	Space	Portrait
Gesture line	Triangle	Negative/positive	Self portrait
Contour line	Geometric	Overlap	
2 Dimensional	Organic	Depth	
3 Dimensional	Form	Value	

Color Your World

Grade 6

(A 21st Century Skill-centered course)

The first year of 21st Century Skills is the “Color Your World” class. This course is designed to help students develop communication skills, function and create change in their world as well as excite students into becoming lifelong learners. Students will be encouraged to explore their world in Epping and beyond. Students will be expected to work cooperatively with peers, developing a sense of self and becoming increasingly responsible for their own learning.

Diversity and tolerance will be explored through children’s literature, cultural art and classroom activities. Through this exploration students will begin to understand the universality of art and literature; that it crosses all cultures and spans human history. With positive awareness of other cultures students can identify with and respect people in other parts of the world, as well as increasing tolerance within their own community. Students will use art projects and personal reflections to communicate ideas and thoughts about their world in Epping and the world beyond.

Literacy and numeracy will be incorporated into class work and projects through reading and interpreting written information, personal journal writing and reflections.

Your child’s teacher is Deborah Booth: dbooth@sau14.org

- Multicultural Art projects
- Journal reflections

What Your Child Should Know, Understand and Will Be Able to Do

By the end of grade 6, your child should know and be able to understand the following skills:

Content Skills

- Understand that we live in a changing world which requires skills in working cooperatively/collaboratively with others
- Acquire skills, attitudes, and knowledge that encourage tolerance and understanding of others.

Tolerance	Vocabulary	Discrimination
Diversity	Harassment	Ethnicity
Segregation	Prejudice	Integration
Racism	Multicultural	Respect
	Stereotype	Cooperation
	Bullying	

Digital Studies in Grade 6

Students in grade 6 explore how to use the various programs in Microsoft Office. The programs Word, Excel, Publisher and PowerPoint will be important tools during their school career as well as an adult. Students will learn what the Internet is and how to evaluate web pages. As 21st century learners students will integrate technology into their core studies. This process is achieved by a series of short research assignments and projects.

Your child's teacher is Mrs. Thelma Thompson: tthompson@sau14.org

Topics Covered

Digital Studies in grade 6 focuses on how to use Word, Excel, Publisher and PowerPoint and integrate them and use them to enhance their research and their class work. Some of the major skills covered include:

- How to use Microsoft Word.
- How to use Excel.
- How to use Publisher.
- How to use PowerPoint.
- How to evaluate a webpage.
- How to navigate the internet (the worldwide web).
- How to take notes and avoid the pitfalls of plagiarism.
- Understanding copyright issues.
- Being creative with the approach to research.

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should know and be able to perform the following skills:

- How to use Microsoft Word including – formatting, editing, inserting, deleting, copying, pasting, spell check, find and replace
- How to use Excel. How to use formulas and how to graph data.
- How to use Publisher to create projects.
- How to use PowerPoint to create presentations
- How to evaluate a webpage for its content, whether it is biased, opinion or fact.
- How to avoid plagiarizing.
- Knowledge of copyright issues when researching a topic.
- Compiling all of the notes taken from various resources into a basic research paper and citing where the information was found.
- Thinking outside of the box in order to find the information needed. Critical thinking skills that enable students to successfully complete assignments.

Vocabulary Words:

Open	Font	Internet	sau14.org
Close	Find	Search engines	Web Address
Boolean	Ebsco	Spell check	Web Page
Britannica online	Encyclopedia	Tool bar	Wiki
Cut	Evaluating	Periodicals	Bring to front
Citation	Replace	Plagiarism	Send to back
Copy	Format	Reference	
Paste	Google Images	Research	

Drama in Grade 6

In 6th grade students have the opportunity to learn the basics of theatre through this introductory Drama class. Regardless of previous experience, it is designed so that every student will be able to explore and take part in theatre life on the stage.

This course makes use of theatre games and skits as an interactive approach so that students will gain understanding, confidence, and creativity through performance. The class focuses on learning and practicing some of the major elements of the Theatre, including imagination, movement, voice, characterization, improvisation, and playwriting. Literacy and numeracy skills are incorporated in classroom instruction.

Your child's teacher is Mr. Brian Freed – bfreed@sau14.org

Topics Covered

- Stage Presence / physical movement
- Vocal projection, diction, and delivery
- Developing appropriate characterization
- Exploring improvisation and sustained character
- Apply personal and imaginative experiences to playwriting
- Distinction and confidence in Monologue and Dialogue
- Artistic Collaboration

What Your Child Should Know, Understand and Be Able to Do

By the end of 6th grade, your child should know and be able to perform these skills:

Drama Content Skills

- Create a character or characters from imaginative or literary sources, and present a short monologue or skit scenario in written and oral form.
- Use movement to express thought, feeling, and character in classroom exercises and activities.
- Use voice for conscious communication of thought, feeling, and character in classroom exercises and performances.
- Demonstrate artistic discipline through following class rules/etiquette, and by working with others in a shared decision-making environment.
- Sustain character and display progressing confidence in improvising action.
- Apply acting techniques via monologues, scenes, and/or short plays.

Vocabulary Words:

Stage presence	Prompt	Tension	Floodlight
Movement	Monologue	Target audience	Intonation
Staging	Director	Theme	Freeze frame
Blocking	Foreshadowing	Aside	Wings
Projection	Pantomime	Technical elements	Stage left
Diction	Playwright	Imagination	Stage right
Casting	Plot	Resolution	Strike
Characterization	Props	Audience	Role-play
Improvisation	Role	Articulation	Spotlight
Climax	Script	Accent	Posture
Conflict	Set	Body Language	Scenario
Development	Soliloquy	Cue	
Dialogue	Stage	Conventions	

Health in Grade 6

Health is part of the Unified Arts program. Students in grade 6 are motivated to maintain and improve their health, prevent disease and reduce health related risk behaviors. They explore the short and long term risks/benefits associated with certain choices, learn how to make wise decisions and analyze influences around them. Students begin to develop a sense of ones self and how they are connected to the world.

Your child's Health teacher is Ms. Courtney MacFarland: cmacfarland@sau14.org.

Topics Covered

This class focuses on the four components of wellness: physical, mental, social and emotional wellbeing. Major topics covered by grade 6 standards include:

- Alcohol and other drugs - Short and long term benefits and risks of medicinal drugs
- Injury prevention - How to protect yourself from fire, water safety, and the use of protective equipment
- Nutrition - Benefits of healthy eating and how to select healthy foods
- Family life and relationships - How to communicate effectively with others and the effects of changes in family dynamics
- Mental health - How to develop a positive self image and how to deal with emotional challenges
- Personal hygiene - How to care for one's body and the importance of personal hygiene
- Bullying - How to prevent bullying and how to seek help
- Stress reduction techniques

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should know and be able to perform these skills:

Content Skills

- Access valid health information and health promoting products and services.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Analyze the influence of culture, media, technology and other factors on health.
- Use interpersonal communication skills to enhance health.
- Set goals and make decisions to enhance personal health.
- Advocate for personal, family and community health.
- Explain the value of personally participating in physical activities.

Reading Skills

- Use text to analyze health related information.
- Research current data to draw conclusions about diseases and infections.
- Read health related magazines to see real world applications of today's health.

Writing Skills

- Create health related pamphlets and brochures.
- Write self reflections on their own health and wellness.
- Make oral presentations with a consistent focus, smooth transitions and effective response to the audience.

MathSkills

- Use math skills to plan a budget to buy groceries and plan a meal.
- Analyze the prices of tobacco and alcohol and its impact ones income.
- Calculate calories and percentages of recommended daily allowances of nutrients.

Vocabulary Words:

Adolescence	Fiber	Morals	Refusal techniques
Anxiety	Fructose	Nutrients	Risk
Bullying	Fruits	Nutrition	Stomach
Carbohydrates	Harassment	Organic	Stress
Cholesterol	Hormones	OTC	Teasing
Consequences	Illegal drugs	Peer Pressure	Tolerance
Dairy	Intervention	Prescription	Values
Depression	Intestines	Processed	Vegetables
Digestion	Joking	Protein	Vegetarian
Drunk driving	Medicines	Puberty	Withdrawal

Language Arts in Grade 6

In the sixth grade, students formalize their writing and reading habits building on their prior skills. Students analyze written material and apply techniques to their own writing.

The main focus of grade six literature is the courage to be an individual within society. Stories describe growth, change and belonging. Students will use these themes to develop their writing skills.

Your child's language arts teacher is either Ms. Christine Luongo -- cluongo@sau14.org or Ms. Susan McGeough -- smcgeough@sau14.org.

Topics Covered

English-language arts standards cover the following strands. Expectations for what a child should be able to do increase from one grade level to the next.

- Reading fluency and accuracy
- Vocabulary/word identification strategies
- Initial understanding of literary and informational texts
- Analysis and interpretation of literary and informational texts
- Reading comprehension skills and strategies

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should know and be able to:

- Recognize and understand setting and its effect on character and plot in a short story.
- Recognize the distinguishing features of poetry (i.e. onomatopoeia and repetition).
- Distinguish fact from opinion and identify possible bias and propaganda.
- Connect information within or across text.
- State and maintain a focused idea on a topic.
- Continue to develop writing proficiency through the writing process of prewriting, drafting, revising, proofreading/editing, presenting, using the 6 *Traits of Writing* (organization, idea development, voice, conventions, fluency, word choice) as an assessment tool.

Vocabulary Words:

Acts	Dialogue	Nonfiction	Scenes
Adjective	Drama	Noun	Setting
Adverb	Exposition	Novel	Short story
Alliteration	Falling action	Personification	Simile
Antonym	Fiction	Persuasive essay	Stanza
Autobiography	Figurative language	Plot	Synonym
Biography	Foreshadowing	Point of view	Theme
Character	Free verse	Preposition	Thesis
Climax	Imagery	Pronoun	Visualize
Compare	Informative article	Resolution	Verb
Conflict	Interjection	Rhyme	
Conjunction	Metaphor	Rhythm	
Contrast	Narrator	Rising action	

Mathematics in Grade 6

In grade 6, students compute with different kinds of numbers, including whole numbers, fractions, decimals and percentages. The emphasis is on developing a strong number sense in estimating and computing equivalents and in comparing and ordering numbers.

Grade 6 students apply their skills to abstract and practical problems. They understand basic statistical concepts, such as mean, median, mode, and range. They also learn appropriate ways to represent data on graphs. They use benchmark percentages, such as 1%, 10%, and 50% to calculate discounts and tips. Exploring algebra, students look for patterns and describing them using tables, variables and expressions, and graphs. Students then extend the patterns to solve a variety of problems.

In geometry, they explore the property of sides and angles of various shapes and the concepts of area and perimeter.

Your child's teacher will be either Mr. Don Bouchard bouchard@sau14.org or Ms. Kara Reynolds: kreynolds@sau14.org.

Topics Covered

Mathematics standards for kindergarten through grade 8 are presented in the following four strands. Expectations for what a child should be able to do increase from one grade to the next.

- Understanding numbers and how they work, such as adding, subtracting, multiplying and dividing. (Number and Operations)
- Identifying shapes, sizes and relationships using measurement to investigate, experiment, and explore geometric properties. (Geometry and Measurement)
- Investigating patterns and using symbol (such as $x + y = z$) to analyze mathematical situations and change. (Functions and Algebra)
- Doing experiments, collecting data, and using the information to decide what will happen. (Data, Statistics, and Probability)

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should know and be able to perform these skills:

- Write and solve one-step linear equations and check answers.
- Describe and compare data sets using the concepts of median (middle value), mean (average), mode (most common value), maximum (highest value), minimum (smallest value) and range (largest value in the set minus the smallest value in the set).
- Find the greatest common factor and least common multiple of two or more whole numbers.

- Perform mathematical operations in the correct order (order of operations).
- Understand the relationships between fraction, decimals and percents using area models and number lines and applying them to real-world problems.
- Add, subtract, multiply and divide whole number, fractions and decimals accurately and use estimation to check for reasonableness of the answer.
- Identify two-dimensional shapes, understand their properties, and calculate the perimeter and area of the shapes

Vocabulary Words:

Associative property	Expanded form	Mode	Simplify
Classify	Exponent	Order of operations	Solve
Commutative property	Expression	Partial products	Squared
Compare	Graph	Percent	Statistics
Corresponding	Integer	Perfect squares	Sum
Difference	Irrational	Polygon	Symbols
Distributive property	Justify	Polyhedron	Variables
Equation	Like terms	Polynomial	Whole numbers
Equivalent	Linear	Powers of ten	
Estimate	Mean	Probability	
Evaluate	Median	Quotient	

Music in Grade 6

In 6th grade, students continue to explore and strengthen basic musical concepts. They begin their journey learning the tools and language of rhythm. As they gain understanding of rhythmic notation, students will simultaneously develop their playing and composition skills, with a strong emphasis on steady beat. Each student is given the opportunity to perform on a variety of classroom rhythm instruments on an individual, small group, and class-wide scale. Students are encouraged to work together to explore and create unique sounding rhythms.

Students also develop critical listening skills as they analyze and distinguish specific musical characteristics such as form, expression, timbre, harmony, and texture through a variety of styles. Additionally, students will continue their education in music literacy by learning to read, write, sing and play short melodies and songs together.

Lastly, students learn about instrument families of the orchestra and how they are grouped. The course culminates with an instrument design project in which students design, create, and present their own musical instruments. Literacy and numeracy skills are incorporated in classroom instruction.

Your child's Music teacher is Mr. Brian Freed - bfreed@sau14.org.

Topics Covered

Music standards cover four major areas:

- *Performance* – the ability to perform accurately and independently in both vocal and instrumental music.
- *Reading and Composition* – The ability to read and write music accurately in a range appropriate for their instrument or voice.
- *Analysis and Evaluation* – The ability to understand what they are listening to and recognize important elements of performance.
- *History and Culture* – The study of music and how it relates to the people and customs from which it came.

What Your Child Should Know, Understand and Be Able to Do

By the end of 6th grade, your child should know and be able to perform these skills:

Music Content Skills

- Read whole, half, dotted half, quarter and eight notes and rests in 2/4, 3/4, and 4/4 time signatures.
- Compose, arrange, and play 2 and 3 part rhythms using everyday materials.
- Improvise simple melodic, harmonic and rhythmic accompaniments.
- Read the notes on the treble staff.
- Compose and perform short compositions using the Major and Pentatonic scale.
- Use standard symbols and terms to describe music.
- Sight sing and play simple rhythms and melodies.
- Describe and demonstrate qualities of active listening.
- Identify instruments by family and classification.
- Compose and perform music for home-made instruments.

Vocabulary Words:

Music	Sixteenth	Ledger lines	Timbre
Noise	Flag	Musical alphabet	Melody
Rhythm	Duration	Glockenspiel	Harmony
Steady beat	Time signature	Composition	Texture
Beat awareness	Meter	Range	Octave
STOMP	Measure/Bar line	Critical listening	Expression
Counting	Rhyme scheme	Pentatonic	Dynamics
Note values	Tempo	Solfege	Major
Rests	Djembe	Orchestra	Scale
Whole	Pitch	Syncopation	Staccato
Half	Treble clef	Instrument families	Legato
Quarter	Lines	Classification	
Eighth	Spaces	Form	

Physical Education in Grade 6

Physical education is part of the Unified Arts program. Students in physical education experience a variety of health enhancing activities. They participate in team sports, recreational games, fitness stations and individual sports. By participating in fitness and sport games, they are exposed to an active and healthy lifestyle in the hopes of developing a desire towards life long fitness.

Your child's Physical Education teacher is Ms. Courtney MacFarland, cmacfarland@sau14.org

Topics Covered

- Team sports
- Recreational activities
- Physical fitness
- Sportsmanship
- Strategies and tactics
- Sport skills
- Health enhancement
- Integrating technology

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should know and be able to perform these skills:

Content Skills

- Participate in physical activities that promote a healthy lifestyle based on personal abilities and interest.
- Design a plan to improve personal physical fitness.
- Apply motor skills into a variety of physical activities.
- Identify when, why and how to use strategies and tactics within game play.
- Explain the value of personally participating in physical activities.
- Participate productively in both cooperative and competitive group activities.
- Identify and follow safety guidelines for participation in activities.
- Integrating technology such as Wii Fit and Xbox 360 into the activities such as dance.

Reading Skills

- Analyze and interpret informational text, citing evidence as appropriate.
- Use skill charts to help increase sport related performance.

Writing Skills

- Develop a plan of short term goals to reach long term outcomes regarding fitness improvement.
- Develop self reflections assessing their skill development at the end of a unit.
- Use of logs to chart progress over a period of time.

Math Skills

- Use geometry skills to calculate field dimensions.
- Calculate pacing when running a mile.
- Use and break down time when analyzing strategy on a timer.
- Tabulate averages and statics relating to game play.

Vocabulary Words:

Biceps

Calves

Cardiovascular endurance

Communication

Defense

Deltoids

Duration

Fitness

Flexibility

Guarding

Hamstring

Heart rate

Hydration

Intensity

Leadership

Ligaments

Muscles

Offense

Positional play

Pulse

Quadriceps

Regulations

Rules

Sportsmanship

Strategies

Tactics

Teamwork

Triceps

Science in Grade 6

In the sixth grade, students study the natural world. They use scientific inquiry to explore the properties of matter, basic physics principles, climate, fossils and Earth composition.

The main focus of grade 6 science is building a strong foundation in physics, chemistry and Earth Science that leads naturally to related topics in the life and earth sciences. Students progress logically from the concrete to the abstract, continually building their understanding of science from previously learned ideas. And all along the way, they explore how the sciences relate.

Your child's teacher will be either Mr. Donald Bouchard: bouchard@sau14.org or Ms. Kara Reynolds: kreynolds@sau14.org.

Topics Covered

Science in grade 6 focuses on the natural world highlighting:

- Science Process Skills – the method all scientists use to question and explore
- Chemistry - the science that deals with the composition and properties of substances and various elementary forms of matter
- Physics– the science that deals with matter, energy, motion, and force
- Earth Science – the science that deals with earth formations, processes, location, geological features, and natural resources.

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should know and be able to perform these skills:

Science Skills

- Recognize that all matter is composed of atoms
- Identify elements as substance that contain only one kind of atom
- Use the periodic table to obtain information about elements
- Identify elements according to their common properties
- Identify substances by their physical and chemical properties
- Differentiate between physical and chemical changes
- Describe how energy is stored, transferred and transformed but never destroyed
- Explain water cycle and effects on climate pattern
- Identify the composition and features of earth
- Recognize that fossils support evidence of earth evolution

Reading Skills

- Read grade-level appropriate material with accuracy and fluency
- Apply word identification/decoding strategies using scientific terms, prefixes and suffixes
- Generate a personal response to what is read through a variety of means
- Demonstrate initial understanding of informational texts
- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension and use comprehension strategies before, during and after reading
- Research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis

Writing Skills

- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understanding of ideas/concepts by summarizing and connecting
- In informational writing, effectively convey purpose by establishing and maintaining a focus/controlling idea using a range of elaboration strategies
- Use a recursive process, including pre writing. Drafting, revising, editing, and critiquing to produce final drafts of written products
- Demonstrate interactive listening through following and summarizing directions
- Make oral presentations with a consistent focus, smooth transitions and effective response to the audience

Math Skills

- Show understanding of graphs and be able to interpret, analyze and apply to the natural world
- Demonstrate proper use of metric units when using mass, volume, density and distance

Vocabulary Words:

Acid	Frequency	Photosynthesis	Solution
Bases	Groundwater	Physical change	Solvent
Capillary action	Hertz	Physical property	Specific heat
Chemical change	Heterogeneous mixture	Pitch	Transpiration
Chemical property	Homogeneous mixture	Polar molecule	Tributary
Colloid	Indicator	Rarefaction	Substance
Compound	Inference	Reservoir	Suspension
Concentrated	Medium	Resonance	Unsaturated
Condensation	Mixture	Salts	Volume
Dilute	Neutralization	Saturated	Water cycle
Divide	Observation	Surface tension	Watershed
Element	Precipitation	Solubility	
Evaporation	pH	Solute	

Social Studies in Grade 6

In the sixth grade, students explore the origins of human systems and how those systems developed, giving us the world in which we currently live. Students then explain and showcase their findings using reading and writing skills as they pertain to the content area.

Students study the early Western Hemisphere civilizations and describe the impact each had on the development of society. Sixth graders are expected to explain the evolutions of economics, trade, technology, cultural exchange, education, religion, and travel. Students will appreciate the different advances and missteps mankind has made throughout the centuries.

Your child's teacher will be either Ms. Christine Luongo: cluongo@sau14.org or Mrs. Susan McGeough: smcgeough@sau14.org

Topics Covered

Social Studies standards, in sixth grade, cover four major areas, focusing on government, religion, the arts, lasting contributions, disease, and weaponry:

- Civics and Government - the study of politics and the rights and duties of citizens
- Economics - the study of how people and societies balance their wants and needs with available goods and services
- Geography - the study of the Earth's physical features, as well as the effects of human life and activity on Earth
- World History - the study of past events that have had an important effect on our world

Your Child Should Know, Understand and Be Able to Do

By the end of grade 6, your child should know and be able to perform these skills:

Social Studies Skills

- Utilize maps, globes, charts, and scales in order to determine relative location and make correct assumptions concerning climate, elevation, population density, and natural resources.
- Evaluate the importance of technological advances and inventors on the world
- Examine the changing roles of women in society
- Trace improvements and changes in religion, communication, trade, agriculture, living conditions, and the family structure
- Identify how a business cycle impacts the lives of individuals and societies
- Discuss the role a typical citizen would have taken depending on when and where they had been born

Reading & Writing Skills

- Read grade-level appropriate material with accuracy and fluency
- Apply word identification/decoding strategies using (scientific terms, prefixes, and suffixes)
- Generate a personal response to what is read through a variety of means

- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension and use comprehension strategies before, during, and after reading
- Research by reading multiple sources (including print and non-print texts) to solve a problem, make a decision, and formulate a thesis
- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understanding of ideas/concepts by summarizing and connecting
- Create an persuasive essay that maintains a clear focus from introduction to conclusion

Math Skills

- Analyze and create timelines, graphs, and charts

Vocabulary Words:

Landforms	Scribe	Constitution	Castles
Early man	Ziggurats	Mercenaries	Nobility
Prehistory	Cuneiform	Prophecy	Chivalry
Primary source	Pharaohs	Oracles	Exploration
Secondary source	Papyrus	Drama	Industrial Revolution
Artifact	Hieroglyphics	Theater	Imperialism
Excavate	Silt	Republic	Alliances
Archeologist	Polytheism	Senate	Great Depression
Bands	Monotheism	Veto	New Deal
Domesticated	Fables	Empire	
Irrigation	City-states	Aqueducts	
Fertile Crescent	Democracy	Feudalism	

Specialized Reading Instruction

Specialized, small-group reading instruction is available for students focusing on decoding and encoding, fluency, and comprehension.

Instruction in encoding and decoding is designed for students who have not yet internalized sounds and word structure which significantly hinders their reading. The Wilson Reading System is used for this type of instruction and is taught by a certified Wilson instructor.

The fluency and comprehension classes are designed to help students better understand what they read and to increase their reading speed and accuracy. Reading strategies are directly taught to help students frame their reading into organized patterns, thus helping them comprehend what they read at a faster rate. A Response to Intervention (RTI) Model, Read Naturally, and Precision Teaching are some of the programs used in comprehension and fluency instruction.

Your child's teacher is Mr. Bruce Christie: bchristie@sau14.org

Technology Education Grades 6

During the Technology Education class students work in the area of robotics. They will be focusing on the creation of many different components and systems contained within robotic systems. Students will learn how to keep an engineering notebook to record all of their ideas and technical drawings.

Students work cooperatively in groups throughout the duration of the course.

Your child's Technology Teacher is Mr. Scott Lister: listers@sau14.org.

Possible Projects

- Robotics
- Technical Drawing
- Technical Sketching
- Keeping an engineering notebook

What Your Child Should Know, Understand and Will Be Able to Do

Content Skills

Upon completion of Tech Ed 6, I can:

- Identify various forms and systems of measurement
- Identify technological activities in different occupations
- Practice basic design principles and processes
- Use appropriate terminology in a variety of technical environments
- Use problem-solving strategies in a technological setting
- List examples of technology in the classroom and at home
- Recognize the core concepts of a "technological system" which include input, processes, output, and feedback
- Show responsible individual and cooperative work habits

Reading Skills

- Generate a personal response to what is read through a variety of means
- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension strategies before, during and after reading

Writing Skills

- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understand of ideas/concepts by summarizing and connecting

Math Skills

- Students will recognize, explore, and develop mathematical connections and be able to: Understand that many real-world applications require an understanding of mathematical concepts.
- Acquire and Interpret data to solve problems.

Vocabulary Words:

Robotic	Flips	Mail	Caster
Program	Containers	Lever	Cam
Gear ratio	Jumps	Arm	Slots
Pulley	Lands	Pivot	Motor Ports
Hub	Forks	Polarity	Sensor ports
Wheel	Splits	Robolab	Tasks
Axle	Tracks	Pilot	Modifiers
Wait	Beams	Inventor	Power levels
Light Sensor	Downloading	Time	Stop
Touch Sensor	Tower	Reverse	Go
Rotational Sensor	Rex Unit	Bevel gear	
Lamp	Effectors	Crown gear	
Motor	Data	Peg	

Suggested Home Activities for Grade 6

Art:

Play color games while driving such as “Can you find the color...?”; build a sandcastle together; save money and be creative...make your own holiday and gift cards; plant a flower garden in various color schemes, let your child design their bedroom on paper, practice sketching pets, toys, etc.; make a photo collage of the family; check out these sites online: www.crayola.com, www.nga.gov/kids, www.tesselations.org, www.haringkids.com, www.artsconnected.org/toolkit.

Drama:

Buy or rent a DVD of a well known play or musical, and discuss what makes an enjoyable performance; explore a variety of uses for everyday items as props; research and use short skits or theatre games as family or social ice-breakers; attend a live community musical theatre or play productions; audition for community; theatre openings; check out: www.nhtheatre.org.

Health:

Talk to your child, share a story about someone you knew growing up who made poor decisions and the consequences of their choices; tell your child how much you are concerned about the pressures they face today and how you are there to help; plan family time – have dinner as a family, plan a game night, pack a healthy picnic. Make sure you know their passwords and account names to social networking sites, randomly check their cell phones and text messages. Cyber issues are a growing concern for many students’ well being.

Language Arts:

Read with your child; take twenty minutes a day to read from either fiction or nonfiction sources – examples-novels, newspapers, magazines, comics, on line articles; visit the library or book store together; take advantage of special reading programs and author visits as well as the staffs of these facilities; get a card or stationary and write a heartfelt letter to a family member or friend; start a “round robin” process where members of the group mail a letter packet that circulates the latest news.

Mathematics:

Invite your child to use math to present an argument, for example, use a chart that shows the rising cost of lunches or clothes to make the case for a bigger allowance; encourage your child to take up a hobby that involves math, hobbies such as building models or sewing lets students use math to solve real problems; when shopping make your child estimate the cost of your purchase; encourage your child to practice math facts, for example, play games that involve the facts, such as War, Monopoly, Phase 10 and card games.

Media Skills:

Together find an interesting print or internet article and summarize what the major points are, include an image from Google that goes along with the topic; ask your child to choose any word problem from a math textbook and write five or more sentences about their best friend and how they would solve the problem; as a family keep track of the temperature for a week, then write a paragraph about how the temperature affected what clothes you wore to school/work and then what clothes you wore after school/work and if they were different.

Music:

Organize a game of musical chairs; ask your student to teach you how to drum/perform to the steady beat of a song on the radio; help your child create additional home-made instruments;

organize a musical scavenger hunt, see how many things you can find in your house that play or make music; do a music exchange with your child, both choose a couple of songs to exchange, discuss what you liked about the music and lyrics after listening; attend concerts, musical theatre production and/or community music events such as Recycled Percussion or caroling; watch American Idol and evaluate the performances, encourage your child to explain what makes a good performance.

Physical Education:

Spend the day outside by playing together. Children love to see their parents involved in the games not just watching them play from the sidelines. Here are a few activities that you could play as a family: frisbee, backyard badminton, walk on the beach, go ice skating, build a snow man and fly a kite. Also, yard work is a great way to exercise, build relationships, develop pride and a strong work ethic. Ask your child to help you mow the lawn, rake leaves, plant flowers or sweep the driveway.

Science:

Make predictions from observations, pick out possible variables that affect results; change amounts and ingredients when baking; compare and contrast measurements using inches and feet versus centimeters and meters; use an online converter to change any measurement; test objects for sound quality; How do plastic bottles sound compared to glass bottles? How do different types of wood sound when tapped?

Social Studies:

Compare and contrast the household environment of your generation with that of your child's; make some predictions of which typical products will still be around in 100 years and which will be cast aside and improved upon; visit the Smithsonian Institute's website (www.si.edu) – there you and your child can look at changes in photography, painting, aviation, architecture and much more; encourage your child to interview older members of their family, record what changes in society they have seen through-out the years.

Technology Education:

Find out how many robotic devices are in your home; list as many jobs as possible which use robots or robotics; surf the web to find new ways that robotics are used in our society.

Grade 7 Curriculum Guide

Art in Grade 7

In grade 7, Art classes meet for an 85 minute block. Course content continues with previously learned Elements of Art and Principles of Design with additional elements added. More sophisticated challenges will encourage students to use problem solving skills to answer visual challenges. Students will be encouraged to make more individual choices when creating art, beginning to develop their own sense of style. Various artists including New England artists will be explored by recreating artwork. Additional media such as charcoal, watercolor, recycled materials and collage will be introduced.

Students have the opportunity to participate in the New Hampshire Scholastic Art Awards, Doodle4Google and after school art activities.

Literacy and Numeracy activities will be incorporated into class work and projects through activities such as measurement skills, perspective drawing, reading art related information and summarizing.

Your child's art teacher is Mrs. Deborah Booth: dbooth@sau14.org.

Topics Covered:

- Understand and appreciate appropriate media, techniques, and process
- Identify and apply the Elements of Art
- Apply range of subject matter and symbols
- Analyze, interpret and evaluate artwork of peers and self
- Connect art and daily life
- Investigate careers in art

What Your Child Should Know, Understand and be Able to Do:

By the end of grade 7, your child should understand and be able to explain/create the following:

Art Skills

- Elements of Art: review of color, shape, form, texture, line, and value
- Principles of Design: balance, pattern and rhythm
- Art in world cultures
- Art as Beauty
- Art as communication of ideas
- Personal ownership, preparing art for display

Vocabulary Words:

Elements of Art

Line

Color

Shape

Form

Texture

Value

Space

Principals of Design

Balance

Symmetry

Asymmetry

Radial

Craftsmanship

Imagination

Rule of Three

Proportion

Perspective

Landscape

Foreground

Middle ground

Background

Abstract

Impressionism

Expressive

Op Art

Surreal

Symbolism

Illustration

Composition

Pattern

Rhythm

Distortion

Contrast

Variation

Elongated

Repetition

Hatch

Crosshatch

Stipple

Scrumbling

Grid

Seascape

Landscape

Cityscape

Bright Ideas Grade 7

(A 21st Century Skill-centered course)

This course will focus on creativity, problem solving and working with others to produce and promote a “Bright Idea”.

Collaborative learning will take place as students will be split up into “business teams”. Each team will investigate possible products or create their own products that can be made from available resources or recycled materials. Once possible products are decided on a business plan will be proposed and teams will produce and market their product.

Literacy and numeracy is incorporated into projects through reading and interpreting written information, project planning, development and production. Successful projects will require students to work together, be creative, take initiative, demonstrate self-direction, and show responsibility.

Your child’s teacher is Mrs. Deborah Booth: dbooth@sau14.org.

Topics Covered

- Business plans
- Successful production of product
- Marketing/advertising/sales

What Your Child Should Know, Understand and Be Able to Do

By the end of this class, your 7th grader should be able to:

- Research and plan creative ideas with others
- Identify the purpose(s) of good communication
- Demonstrate processes for cooperating, compromising, and collaborating

Vocabulary Words

Profit	Product	Consumer
Loss	Market	Entrepreneur
Budget	Cooperate	Quality
Business Plan	Advertise	

Digital Studies in Grade 7

Students in grade 7 study geography in their Social Studies class. The Digital Studies class integrates research skills and technology skills into the Social Studies curriculum through a landmark project. The students will use scanners, digital cameras and various software programs for this project. The students will also research the history of computers and create a living timeline with videos cameras. This project covers the NETS computer history requirement. The nine themes of Digital Citizenship will be researched and shared in the class. The skills learned in this class will help the students throughout the rest of their school careers.

Your child's teacher is Mrs. Thelma Thompson: tthompson@sau14.org

Topics Covered

Digital Studies in grade 7 focuses on how to use technology effectively for proficient or intermediate research and presentations. Some of the major topics covered include:

- How to evaluate a webpage
- How to take notes and avoid the pitfalls of plagiarism
- Understanding copyright issues
- Being creative with the approach to research
- How to make a presentation to the class about the assigned landmark
- How to use graphic software
- How to scan items
- How to use Paint.Net
- How to several software programs to create a presentation
- How to take a New Hampshire's artist's work and digitize it.

What Your Child Should Know, Understand and Be Able to Do:

By the end of grade 7, your child should know and be able to perform the following skills:

- How to evaluate a webpage for its content, whether it is biased, opinion or fact. How to find the author of the page and the date that it was created.
- An intermediate understanding of copyright issues when researching a topic.
- Compiling all of the notes taken from various resources into an intermediate level research paper and using MLA to cite where the information was found.
- Explain the nine themes of Digital Citizenship
- Knowledge of the history of the different forms of technology
- Use a scanner
- Use a digital camera
- Use various software programs
- Think outside of the box in order to find the information needed using critical thinking skills that enable students to successfully complete assignments
- How to use a scanner
- How to use a digital camera
- Thinking outside of the box in order to find the information needed using critical thinking skills that enable students to successfully complete assignments.

Vocabulary Words:

Cropping	cyber bullying	Internet	sau14.org
editing	blue screen	Search engines	timeline
scanner	copyright	Digital Citizenship	Web Page
Flip Video	fair use	email etiquette	Taping
Cut	Evaluating	transparency	Bring to front
Citation	carpal tunnel	Plagiarism	Send to back
Copy	Format	Reference	Digital Camera
Movie Maker	Google Images	Research	picas

Drama in Grade 7

In 7th grade students continue their exploration of theatre basics with an additional focus on script performance and student playwriting. Regardless of drama experience, it is designed so that every student will be able to explore and take part in theatre life on the stage.

This course will make use of improv games and skits to review and solidify major theatre elements learned in 6th grade, including imagination, movement, voice, characterization, and improvisation. Students will continue to hone their confidence and creative skills as they brainstorm, write, edit, and perform their own skits and scenes. Students also introduced to technical elements such as scenery, props, lighting, and costumes. Students will be encouraged to develop their own unique scenarios through artistic collaboration and team-work. Literacy and numeracy skills are incorporated throughout the course content

Your child's teacher is Mr. Brian Freed – bfreed@sau14.org

Topics Covered

- Stage Presence / physical movement
- Vocal projection, diction, and delivery
- Developing appropriate characterization
- Exploring improvisation and sustained character
- Apply personal and imaginative experiences to playwriting
- Distinction and confidence in Monologue and Dialogue
- Artistic Collaboration
- Technical Theater

What Your Child Should Know, Understand and Be Able to Do

By the end of 7th grade, your child should know and be able to perform these skills:

Drama Content Skills

- Create a character or characters from imaginative or literary sources, and present a short monologue or skit scenario in written and oral form.
- Use movement to express thought, feeling, and character in classroom exercises and activities.
- Use voice for conscious communication of thought, feeling, and character in classroom exercises and performances.
- Demonstrate artistic discipline through following class rules/etiquette, and by working with others in a shared decision-making environment.

- Sustain character and display progressing confidence in improvising action.
- Apply acting techniques via monologues, scenes, and/or short plays.
- Design and arrange technical elements for both published and student-created scripts.

Vocabulary Words:

Stage presence	Prompt	Tension	Floodlight
Movement	Monologue	Target audience	Intonation
Staging	Director	Theme	Freeze frame
Blocking	Foreshadowing	Aside	Wings
Projection	Pantomime	Technical elements	Stage left
Diction	Playwright	Imagination	Stage right
Casting	Plot	Resolution	Strike
Characterization	Props	Audience	Role-play
Improvisation	Role	Articulation	Spotlight
Climax	Script	Accent	Posture
Conflict	Set	Body language	Scenario
Development	Soliloquy	Cue	
Dialogue	Stage	Conventions	

Health in Grade 7

Students in grade 7 take a deeper look at influences and pressures in their lives. They learn to think things through and make healthy choices in solving their own problems. Students will continue to use communication skills to share their feeling and beliefs in a respectful manner. One component of this course is the 7th grade DARE curriculum which is co-taught by Ms. MacFarland and Officer Rich McFadden of the Epping Police Department.

Your child's Health teacher is Ms. Courtney MacFarland: cmacfarland@sau14.org

Topics Covered

This class focuses on the four components of wellness: physical, mental, social and emotional wellbeing. Major topics covered by grade 7 standards include:

- Alcohol and other Drugs - Positive and negative influences of alcohol and other drugs
- Injury Prevention - Basic first aid skills and transportation safety strategies
- Nutrition - Accessing nutrition information and products
- Family Life and Relationships - Changes that occur during adolescence
- Mental health - Effective speaking and listening skills and ways to maintain healthy relationships.
- Personal and Consumer Health - How to prevent disease and infection
- Community and Environmental Health - Accessing community health agencies and public services that promote health activities.

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 7, your child should know and be able to perform these skills:

Content Skills

- Access valid health information and health promoting products and services.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Analyze the influence of culture, media, technology and other factors on health.
- Use interpersonal communication skills to enhance health.
- Set goals and make decisions to enhance personal health.
- Advocate for personal, family and community health.

Reading Skills

- Generate a personal response to what is read through a variety of means.
- Incorporate the DARE planner as a way to organize concepts.
- Read plays that involve situations teens may face.

Writing Skills

- Create narratives relating morals and values to decision making.
- Write skits that incorporate refusal skills when facing peer pressure.
- Make oral presentations with a consistent focus, smooth transitions and effective response to the audience.

Math Skills

- Analyze data to draw relationships between choices and injury rates.
- Use mathematics to make connections between crime rates and drug use.

Vocabulary Words:

Abuse	Consequence	Mediate	Support network
Addiction	Conflict	Misuse	Tolerance
Aggressiveness	Decision Making	Negotiate	Verbal cues
Assertiveness	Define	Passiveness	Wise choice
Assess	Evaluate	Preferences	Withdrawal
Avoid	Explain	Refuse	
Body Language	Hypothetical	Respond	
Brainstorming	Intervention	Social norms	

Language Arts in Grade 7

In grade 7 students gain advanced skills in reading and writing. Throughout the year students explore the topic of *Who am I?* Stories in the literature text deal with learning from experience, relationships, imagination and change. Students' writing will encompass the same issues.

Author studies and related texts are incorporated into the class as well.

Your child's teacher is Ms. Clarise Brazas: cbrazas@sau14.org.

Topics Covered

English-language arts standards cover the following strands. Expectations for what a child should be able to do increase from one grade level to the next.

- Reading fluency and accuracy
- Vocabulary/word identification strategies
- Initial understanding of literary and informational texts
- Analysis and interpretation of literary and informational texts
- Reading comprehension skills and strategies

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 7, your child should know and be able to:

- Recognize and understand setting, character development and plot development in a short story.
- Recognize the distinguishing features of poetry (i.e. rhyme schemes, metaphors, & personification).
- Evaluate opinions and judgments of central ideas.
- Explain connections within or across text with related ideas.
- Write with a sense of audience when appropriate.
- Continue to develop writing proficiency through the use of the writing process (Prewriting, Drafting, Revising, Proofreading/Editing and Presenting) using the Six Traits of Writing (Organization, Idea Development, Voice, Conventions, Fluency, Word Choice) as an assessment tool.

Vocabulary Words:

Adjective	Denouement	Metaphor	Rhyme
Adverb	Dialogue	Noun	Rising Action
Alliteration	Drama	Onomatopoeia	Scheme
Antonym	Ellipses	Opinion	Script
Beat	Exposition	Paraphrase	Setting
Characterization	Flashback	Personification	Similie
Cinquain	Foreshadowing	Plot	Stage Direction
Climax	Haiku	Point of View	Stanza
Compare	Hyperbole	Predict	Summary
Conflict	Inference	Pronoun	Synonym
Conjunction	Interjection	Preposition	Theme
Connotation	Interpret	Repetition	Thesis
Contrast	Irony	Resolution	Verb
Denotation	Limerick	Revelation	Visualize

Mathematics in Grade 7

In grade 7, students extend their knowledge of fractions, decimals, and percentages and use them to solve real-world problems. They explore relationships between two or more numbers as expressed by ratios and proportions.

Seventh grade students investigate the properties of two-dimensional shapes and determine the perimeter, circumference, and area of the shapes. The students explore and compute the surface area and volume of basic three-dimensional figures.

Students develop an understanding of algebraic variables and expressions as they work with equations, tables, and graphs to solve problems.

Your child's teacher is Mr. Wyman Eckhardt: weckhardt@sau14.org

Topics Covered

Mathematics standards for kindergarten through grade 8 are presented in the following four strands. Expectations for what a child should be able to do increase from one grade to the next.

- Understanding numbers and how they work, such as adding, subtracting, multiplying and dividing. (Number and Operations)
- Identifying shapes, sizes and relationships using measurement to investigate, experiment, and explore geometric properties. (Geometry and Measurement)
- Investigating patterns and using symbols (such as $x + y = z$) to analyze mathematical situations and change. (Functions and Algebra)
- Doing experiments, collecting data, and using the information to decide what will happen. (Data, Statistics, and Probability)

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 7, your child should know and be able to perform these skills:

- Know that numbers and their negatives (such as 2 and -2, 450 and -450) add up to 0 and are on opposite sides and at equal distance from 0 on a number line. Know that 0 is an integer (whole number) that is neither negative nor positive.
- Calculate percentages. Solve problems involving discounts at sales, interest earned, and tips. For example, what is a 20% tip if the check is \$40?
- Use algebraic properties and terminology to solve problems using letters for variables. For example, what number does x represent if $1/4 + x = 7/12$?
- Use ratio and proportion, including scale factors (the ratio of any two corresponding lengths in two similar geometric figures), to solve problems.
- Write and solve two-step linear equations (for example, $y = 2x + 6$) and check the answers.
- Apply the concepts of congruency and similarity to solve problems.
- Use models and formulas to find area, surface area and volume of two-dimensional and three-dimensional shapes.

- Use tree diagrams, tables, organized lists, and area models to compute probabilities for simple compound events (e.g., multiple coin tosses or rolls of dice).

Vocabulary Words:

Absolute Value	Equation	Perimeter	Three-dimensional figure
Adjacent Angles	Experimental Probability	Permutation	Translation
Algebraic Expression	Exponent	Pi	Tree Diagram
Area	Formula	Probability	Two-dimensional figure
Associative Property	Integer	Proportion	Variable
Circumference	Interest	Ratio	Vertex
Commutative Property	Intersect	Reflection	Vertical
Compound Event	Linear Equation	Rotation	Volume
Congruent	Magnitude	Scientific Notation	x-axis
Counting Technique	Measures of Central Tendency	Similar	y-axis
Cube/Cube Root	Organized List	Square/Square Root	
Discount	Percent	Surface Area	
Distributive Property	Perfect Square	Symbol	

Music in Grade 7

In 7th grade students are introduced to the modern drumming circle. Using a variety of world percussion instruments, students experience the expression and creativity found through the informal drum circle. Building on the skills learned in 6th grade, emphasis is placed on critical listening, group collaboration, steady beat / groove, and improvisation. Several drumming circle games and activities strengthen the concept of rhythm and drumming as a means of communication.

Students also learn about world music through the study of musical characteristics, influences, culture, and instruments of the major people groups of the world. Students will be given the opportunity to sing and perform traditional music, and critically evaluate how each culture compares/contrasts from each other and our own Western music.

Students may also take part in creative group projects from time to time, such as the Short Story Soundtrack Project, wherein students write their own short story and provide the musical “soundtrack” to accompany their narrative.

Lastly, students study the history and development of music through the ages. Beginning with the Middle Ages and progressing through the Renaissance, Baroque, Classical, Romantic, and Modern periods, students will explore the major composers and musical works that defined each era. Students will work in a group setting to research and present on a specific time period, highlighting songs and important information in a creative format. Literacy and numeracy skills are incorporated in the classes.

Your child’s teacher is Mr. Brian Freed – bfreed@sau14.org

Topics Covered

Music standards cover 4 major areas:

- *Performance* – the ability to perform accurately and independently in both vocal and instrumental music.
- *Reading and Composition* – The ability to read and write music accurately in a range appropriate for their instrument or voice.
- *Analysis and Evaluation* – The ability to understand what they are listening to and recognize important elements of performance.
- *History and Culture* – The study of music and how it relates to the people and customs from which it came.

What Your Child Should Know. Understand and Be Able to Do

By the end of 7th grade, your child should know and be able to perform these skills:

Music Content Skills

- Differentiate between and demonstrate knowledge of the musical eras in history and the major works/composers that came from each.
- Compose original musical and lyrical content in a group setting.
- Identify, define and use standard notation to record their musical ideas and the ideas of others.
- Demonstrate knowledge of the elements of music in their musical analyses and compositions.
- Explain, using appropriate music terminology, personal preferences for specific musical works and styles.
- Compare the role of musicians, the function music serves and conditions under which music is typically performed, in several cultures of the world.
- Sing and perform rhythms and melodies from various cultures of the world.

Vocabulary Words:

Facilitator	Question & answer	Sonata	Classical
Rolling	Timbre	Concerto	Romantic
Riding	Tone	Symphony	Modern
Riffing	Slap	Program music	Ensemble
Resting	Sacred	Impressionism	Harpsichord
Matching	Secular	Chance music	World music
Echoing	Chant	Serial music	Universal language
Cue	Polyphony	Atonal music	Talking drum
Orbit rumble	Counterpoint	Electronic music	Interlude
Notation	Madrigal	Dissonance	Introduction
Improvisation	Opera	Medieval	Theme
Groove	Oratorio	Renaissance	
Call & response	Cantata	Baroque	

Physical Education in Grade 7

Students in physical education experience a variety of health enhancing activities. They participate in team sports, recreational games, fitness stations and individual sports. By participating in fitness and sport games, they are exposed to an active and healthy lifestyle to develop a desire towards life long fitness.

Your child's Physical Education teacher is Ms. Courtney MacFarland: cmacfarland@sau14.org.

Topics Covered

- Physical fitness
- Sportsmanship
- Strategies and tactics
- Sport skills
- Health enhancement
- Integrating technology into fitness

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 7, your child should know and be able to perform these skills:

Content Skills

- Participate in physical activities that promote a healthy lifestyle based on personal abilities and interest.
- Design a plan to improve personal physical fitness.
- Apply motor skills into a variety of physical activities.
- Identify when, why and how to use strategies and tactics within game play.
- Explain the value of personally participating in physical activities.
- Participate productively in both cooperative and competitive group activities.
- Identify and follow safety guidelines for participation in activities.
- Integrating Wii Fit and Xbox 360 into fitness with dance curriculum.

Reading Skills

- Use of internet to gain a deeper understanding of the philosophy and history of sport.
- Read game directions to increase understanding of rules.

Writing Skills

- Explain performance assessments using rubrics.
- Show understanding of ideas/concepts by summarizing and connecting.

Math Skills

- Calculate heart rates using the frequency, intensity and time method.
- Understand length, width, perimeter and radius to improve tactical performance.

Vocabulary Words:

Aerobic	Coordination	Forwards	Muscular endurance
Agilities	Defense	Goalie	Person to person
Anaerobic	Dynamic stretching	Marking up	Reaction time
Athletic stance	Exercise	Mid field	Tracking
Balance	Fitness	Mirror coverage	Warm up
Body composition	Flow	Motor skills	Zone
Cool down	Force	Movement patterns	

Science in Grade 7

In the seventh grade, students study living things as individual organisms and part of greater systems that interconnect. They see that all living organisms contribute to the functioning of the Earth. Students study how choices they make affect their own health and the health of their environment.

The main focus of grade 7 science is the human being as a model multi-cellular organism with differentiated cells shaped for the job the cells perform. Students then learn how tissues work together to form organs, which form systems. All the systems work together to maintain a steady state that allows the body to function.

Your child's teacher is Mrs. Marisa Bozek: mbozek@sau14.org.

Topics Covered

Science in grade 7 focuses on Biology, the study of living things, highlighting:

- Science Process Skills – the method all scientists use to question and explore
- Ecology - the study of how living things interact with other living things and nonliving parts of their environment
- Human Biology and Health – how the human body functions from cells through organ systems
- Plant Kingdom – investigate how sun energy is transformed to food energy and the diversity of this kingdom
- Animal Kingdom – investigating the diversity of this kingdom from unicellular invertebrates to the human organism

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 7, your child should know and be able to perform these skills in science content and literacy:

Content Skills

Students should be able to use science process skills to:

- Identify structures and characteristics that allow for survival (organisms, populations, species)
- State how humans are similar to other species in many ways, and yet unique among Earth's life forms in terms of behavior, disease, identity and organ systems
- Recognize in organisms evidence of change including environmental change, genetic change and human influence
-

Reading Skills

Students should be able to use their reading skills to:

- Read grade-level appropriate material with accuracy and fluency
- Apply word identification/decoding strategies using scientific terms, prefixes and suffixes
- Generate a personal response to what is read through a variety of means
- Demonstrate initial understanding of informational texts
- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension and use comprehension strategies before, during and after reading
- Research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis

Writing Skills

Students should be able to use their writing skills to:

- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understanding of ideas/concepts by summarizing and connecting
- In informational writing, effectively convey purpose by establishing and maintaining a focus/controlling idea using a range of elaboration strategies
- Use a recursive process, including pre writing. Drafting, revising, editing, and critiquing to produce final drafts of written products
- Demonstrate interactive listening through following and summarizing directions
- Make oral presentations with a consistent focus, smooth transitions and effective response to the audience

Vocabulary Words:

Abiotic Factor	Controlled Variable	Genus	Organs
Adaptation	Cytology	Habitat	Pathogen
Anatomy	Data Table	Homeostasis	Physiology
Asexual Reproduction	Decomposition	Hypothesis	Phylum
Bar Graph	Dichotomous Key	Infectious Disease	Procedure
Biodiversity	Ecology	Kingdom	Responding Variable
Biology	Ecosystem	Manipulated Variable	Scientific Method
Biotic Factor	Embryo	Microbiology	Sexual Reproduction
Botany	Environment	Niche	Species
Cells	Family	Observation	Tissue
Class	Food Chain	Order	Zoology
Classification	Food Web	Organ System	
Conclusion	Genetics	Organism	

Social Studies in Grade 7

In the seventh grade, students utilize maps, graphs, primary and secondary sources, as well as current events in order to better understand the changing geographic world around them. Students will then explain and showcase their findings using reading and writing skills as they pertain to the content area.

Students also concentrate their attention on the interactions global citizens have with people both similar and dissimilar to themselves with regard to conflict, cooperation, religion, the environment, immigration, disease, human rights, and economics.

Your child's teacher is Ms. Heather Saluto: hsaluto@sau14.org

Topics Covered

7th Grade Social Studies will cover four major areas:

- Civics and Government - the study of politics and the rights and duties of citizens and governments. Students will examine human rights and government control issues in such places as Saudi Arabia, Venezuela, Australia, India and Mexico. Classes will also look at what role citizens and the government play with the environment. Cases in China, Brazil, and Southern Africa will be studied.
- Economics - the study of how people and societies balance their wants and needs with available goods and services. Classes will examine the various types of economics around the world, as well as the past and present economic conditions in the United States. Additionally, any type of math-oriented activity such as bar graphs, line graphs, climographs or time lines will be assessed under the economics heading.
- Geography - the study of the Earth's physical features, as well as the effects of human life and activity on Earth. Students will learn geographic landforms and how those landforms impact human populations. Classes will examine how settlements and human migration impact populations by looking at AIDS in Southern Africa, Islam in the Middle East, smallpox in European colonies and Buddhism in India.
- World History - the study of past events that have had an important effect on our world. Classes will explore immigration, particularly from Italy, China, Japan and Ireland.

Your Child Should Know, Understand and Be Able to Do

By the end of grade 7, your child should know and be able to perform these skills:

Social Studies Skills

- Locate major countries, cities, mountain ranges, regions, bodies of water, and capitals in the Eastern and Western hemispheres
- Discuss the reasons for conflicts and cooperation between and among countries and people

- Recognize and explain various types of economies, different standards of living, opportunity cost, and a government's influence on an economy
- Analyze maps in order to recognize human influence and understand the patterns of human settlement
- Explain how leaders, religions, disease, human rights issues, attitudes toward the environment and immigration have helped mold and shape countries throughout the world

Reading & Writing Skills

- Read grade-level appropriate material with accuracy and fluency
- Apply word identification/decoding strategies using (scientific terms, prefixes, and suffixes)
- Generate a personal response to what is read through a variety of means
- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension and use comprehension strategies before, during, and after reading
- Research by reading multiple sources (including print and non-print texts) to solve a problem, make a decision, formulate and judgment, or support a thesis
- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understanding of ideas/concepts by summarizing and connecting
- Create an informative essay that maintains a clear focus from introduction to conclusion
- Analyze and create graphs, time lines, and charts

Vocabulary Words:

Immigration	Supply/demand	Per capita income	Polytheism
Culture	Compulsory	HIV/AIDS	Economics
Latitude	Hinduism	Import/export	Longitude
Opportunity cost	Prime meridian	Monotheism	Productivity
Apartheid	Manufacturing	Religion	Primary source
Islam	Literacy rate	Rural	Christianity
Equator	Capital	Scarcity	Stereotype
Agriculture	Discrimination	Prejudice	Rain forest
Poverty	Urban	Buddhism	Malaria
Developing nation	Abundance	Suffrage	Developed nation
Famine	Exile	Deforestation	Refugee
Geographic landforms	Caste system	Smallpox	
Absolute location	Judaism	Population density	

Specialized Reading Instruction

Specialized, small-group reading instruction is available for students focusing on decoding and encoding, fluency, and comprehension.

Instruction in encoding and decoding is designed for students who have not yet internalized sounds and word structure which significantly hinders their reading. The Wilson Reading System is used for this type of instruction and is taught by a certified Wilson instructor.

The fluency and comprehension classes are designed to help students better understand what they read and to increase their reading speed and accuracy. Reading strategies are directly taught to help students frame their reading into organized patterns, thus helping them comprehend what they read at a faster rate. A Response to Intervention (RTI) Model, Read Naturally, and Precision Teaching are some of the programs used in comprehension and fluency instruction.

Your child's teacher is Mr. Bruce Christie: bchristie@sau14.org

Technology Education Grade 7

During the Technology Education class students will be looking at the transportation area of Technology. Students will be learning about laws of motion, physics, and mathematical equations. Each student will be constructing a CO₂ (carbon dioxide) powered car.

Your child's teacher is Mr. Scott Lister: listers@sau14.org.

Possible Projects

- Photostory of CO₂ Race Car Design
- CO₂ Race Car
- CO₂ Car Race

What Your Child Should Know, Understand and Be Able to Do

Content Skills

Upon completion of Tech Ed 7, I can:

- Demonstrate the accurate use of appropriate measuring tools to gather, manipulate, and communicate information.
- Demonstrate safe working attitudes and practices.
- Apply problem-solving techniques to technological challenges involving materials, processes, and products
- Exhibit responsible individual and cooperative work habits
- Demonstrate skills needed to find, use, and communicate technical information
- Recognize the core concepts of a "technological system" which include input, processes, output, and feedback

Reading Skills

- Generate a personal response to what is read through a variety of means
- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension strategies before, during and after reading

Writing Skills

- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understand of ideas/concepts by summarizing and connecting

Math Skills

- Recognize, explore, and develop mathematical connections and be able to understand that many real-world applications require an understanding of mathematical concepts

Vocabulary Words:

Newton	Specifications	Symmetrical	Qualify
Motion	Sanding	Rate	Brackets
Laws of motion	Grit	Time	Heats
Problem solving process	Grain	Formula	Rounds
Design process	Plans	Washer	Christmas tree
Thumbnail sketches	Primer	Bushing	Red light
Rough sketches	Finish coat	Screw eyes	Staged
Working drawings	Paint	Blanks	Launch pod
Co2	Redesign	Templates	Accelerate
Dragster	Prototype	Assembly	Decelerate
Axle	Testing	Cartridge	l.s.r.a.v.
Rear Wheel	Tolerance	Starting line	
Front wheel	Powerplant	Finish line	

Suggested Home Activities for Grade 7

Art:

Trash to treasure art...use found objects for building structures; make small sculptures of found objects, draw them; watch the clouds...see what you can see; practice sketching various objects around the house; design a family quilt; visit museums; read a poem or book and illustrate your favorite part; check out these sites online: www.olejarz.com/arted/perspective, www.artsconnected.org/toolkit, www.nga.gov/kids.

Digital Studies:

Explore the new “Seven wonders of the world” by watching a video on YouTube. Using Bing images or Google images look at pictures of famous landmarks. Go to Bing.com everyday and look at the pictures they display from interesting places and images around the world.

Drama:

Buy or rent a DVD of a well known play or musical, and discuss what makes an enjoyable performance; explore a variety of uses for everyday items as props; research and use short skits or theatre games as family or social ice-breakers; attend a live community musical theatre or play productions; audition for community theatre openings; check out: www.nhtheatre.org.

Health:

Monitor and limit the amount of time they are texting and using the internet. Check their history so you can see where they have been navigating. Ask them specific questions about their day and mention things you heard on the news as a conversation starter. “I saw today on the news that some students were caught cyber-bullying and are being held accountable. Do kids at your school get involved with that?”

Take them grocery shopping and ask them to cook a full dinner with you for the family. Or, have them help you bake a homemade cake for someone’s birthday rather than buying it at the store. Also, have them bring snacks to school twice a week rather than always buying it from the snack program.

Language Arts:

Encourage your child to write on a regular basis; provide a journal, encourage your child to record entries about vacation trips, observations, etc.; write letters to friends and relatives in your area, this is a fun way to incorporate writing with a purpose; encourage your child to read on a daily basis, you can continue to read aloud to your child and discuss the decisions the character makes; trips to the local library and bookstore are wonderful ways to immerse your child into the world of reading; subscribe to a local magazine or newspaper; play word games that promote learning, Boggle, Scrabble and Quiddler are great games which encourage spelling and vocabulary.

Mathematics:

Choose a stock and follow it on the stock market; calculate the percentage of increase or decrease in the value of the stock from day to day; work together on a project in your home that involves math; use mathematics to calculate how much paint or wood you’ll need, use math in cooking and preparing a meal; when shopping, ask your child to look for savings in percentages, such as 20% or 30% off; What is the amount saved? What is the new price? When you go out to eat as a family, ask your teen to calculate the tip; how much would the tip increase if everyone ordered dessert?

Music:

Create your own song lyrics and have your child compose music to fit the mood of the text, sing campfire or echo songs together; rent a musical you have never seen before and watch it together, discussing what styles, tempos, and feelings were portrayed by the music in the film; legally download or purchase a CD of your favorite style of world music, and discuss musical characteristics that give it a unique sound; attend concerts, musical theatre productions and/or community music

events; watch America Idol and evaluate the performances, encouraging your child to explain what makes a good performance.

Physical Education:

Show your child pictures of you when you were younger and active in a sport. Tell them some of your favorite memories from a game. Take time to build a swing in the yard, put up a basketball hoop or design an area where the family could play whiffleball.

Science:

Learn about where you live in relation to our water shed: use Google Earth and other maps of the area to locate your home in relationship to our rivers and stream. Research healthy eating, see the updated diet recommendations at <http://www.choosemyplate.gov/index.html>; check back often as they are updating this page with the new 2010 recommendations. Plant a garden and see first-hand plant anatomy. Find out about many of the different organisms that make up the animal kingdom and how they are related at <http://animaldiversity.ummz.umich.edu/site/index.html>.

Social Studies:

Discuss current events by watching the evening news or reading the morning paper with your child, when doing so be sure that your student understands where the events are taking place; explore you and our child's family trees, family trees allow student to better connect to foreign countries and understand the importance of immigration; utilize the Internet to find games with a strong education base, sites such as sheppardsoftware.com, maps.com, nationalgeographic.com/geospy, and pbs.org are worthwhile.

Technology Education:

Create sketches of possible solutions to the mouse trap car design problem; create possible designs for your CO2 race car; research what other type of vehicles operate on Newton's 3rd Law of Motion.

Grade 8 Curriculum Guide

Art in Grade 8

The 8th grade Art class is a culmination of a three year program designed to develop more introspection as an artist and teen. The course is offered for an 85 minute block. Students will continue solving visual challenges, working with new materials and being encouraged to make their art more personal. Project involving graffiti art or optical illusions will be explored. Much of the quarter will be spent hand building forms with clay. Focus will be on form, texture and tactile experience. Glazing will be an integral part of the finished project.

Literacy and Numeracy will be incorporated into class work and projects through activities such as reading art related information, summarizing and note taking. Emphasis will be on translating 2D ideas into 3D forms using proportion and perspective skills.

Students will have the opportunity to participate in the New Hampshire Scholastic Art Awards and Doodle4Google and after school art activities.

Your child's teacher is Mrs. Deborah Booth: dbooth@sau14.org.

Topics Covered:

- Understand and appreciate appropriate media, techniques, and process
- Identify and apply the Elements of Art
- Apply range of subject matter and symbols
- Analyze, interpret and evaluate artwork of peers and self
- Connect art and daily life
- Investigate careers in the field of art

What Your Child Should Know and Be Able to Do

By the end of grade 8, your child should understand and be able to explain/create the following:

Art Skills

- Elements of Art and the Principles of Design: contrast, movement, unity, emphasis balance, pattern and rhythm.
- Art as Truth including personal exploration
- Art as a three dimensional form
- Art as a Career

Vocabulary Words:

Elements of Art	Vanishing point	Monochromatic	Bisque
Principles of Design	Representation	Analogous	Bone dry
Contrast	Foreshortening	Ceramics	Leather hard
Unity	Symbol	Hand building	Firing
Movement	Proportion	Potters wheel	Glaze
Emphasis	Circular	Slab construction	Kiln
Genre	Straight	Pinch forming	Sculpture
Hue	Spiral	Throwing	Utilitarian
Tone	Transparent	Wedging	Clay vessel
Aesthetic	Opaque	Trimming	Embellishment
Neutral	Translucent	Slip	Craftsmanship
Exaggerated	Spectrum	Score	

Digital Studies in Grade 8

Students in grade 8 study the different areas of the digital age. The Digital Studies class will cover beginning programming through the programs Kodu, Scratch and Alice. The students will examine social networking and how to use Student Jotter and Microsoft docs. Students will create stop motion videos and digital art will be explored. The students will participate in classroom forums concerning digital citizenship topics. What are the hardware parts of a computer? The class will explore the internal parts of a computer. The 21st century learner's skills change almost daily; because of this the class may take on different topics as new technology emerges. The skills learned in this class will help the students throughout the rest of their school careers and into adulthood.

Your child's teacher is Mrs. Thelma Thompson: tthompson@sau14.org

Topics Covered

Digital Studies in grade 8 focuses on the different areas of the digital age -

- Beginning game programming using Kodu, Scratch and Alice.
- Using social networking responsibly.
- Using Student Jotter or Microsoft docs to do reports
- Understanding copyright issues.
- Thinking outside of the box. Getting creative with the approach to projects.
- Looking at the hardware portion of computers.
- Using video cameras to create stop motion videos.
- Creating graffiti art or optical illusion art through graphic software.

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 8, your child should know and be able to perform the following skills:

- Program a basic computer game.
- Understand the ethics and responsibility of social networking.
- How to use Student Jotter and Microsoft docs to work in school and at home by saving their work on the internet using docs.
- Understand the internal working of a pc.
- How to create a stop motion video using a video camera.

Vocabulary Words:

Podcasts

Social networking

Blog

Copyright

Kodu

Hardware

Webcast

Flip video camera

Alice

Scratch

Stop and go video

Circuit board

Health in Grade 8

Students in grade 8 learn to be held accountable for their choices. They realize that they are in control of their behaviors and actions that impact their personal health. Students start to make connections that decisions made today frame who they will become tomorrow.

Your child's Health teacher is Ms. Courtney MacFarland: cmacfarland@sau14.org.

Topics Covered

This class focuses on the four components of wellness: physical, mental, social and emotional wellbeing. Major topics covered by grade 8 standards include:

- Alcohol and other drugs
- Injury prevention - Keeping safe with teen drivers
- Internet - Texting and social networks
- Emotional health - How to stay true to your beliefs
- Mental health - Suicide prevention
- Personal hygiene - Body image and self esteem
- Sexually Transmitted Diseases- Making sure we prevent ourselves from transmitting or receiving.
- Pregnancy Prevention- Abstinence and pushing how to stay safe.

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 8, your child should know and be able to perform these skills:

Content Skills

- Access valid health information and health promoting products and services.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Analyze the influence of culture, media, technology and other factors on health.
- Use interpersonal communication skills to enhance health.
- Set goals and make decisions to enhance personal health.
- Advocate for personal, family and community health.

Reading Skills

- Making higher order connections to what is read with the use of similes and metaphors.
- Demonstrate ability to monitor comprehension and use

Writing Skills

- Demonstrate command of the structure of sentences, paragraphs, text, and appropriate English conventions.
- Create public service announcements.
- Make oral presentations with a consistent focus, smooth transitions and effective response to the audience.

Math Skills

- Analyzing nutrition facts labels.
- How to budget, save and raise funds.

Vocabulary Words:

Abstinence	Communicable diseases	Fertilization	Reproduction
Acute	Complex carbohydrates	Fetus	STD's
Adolescence	Coping	Grief	Vegan
Anxiety	Depression	Guided imagery	Vegetarian
Chronic	Empathy	Proteins	Visualization

“Iron Chef” Food Challenge

Grade 8

(A 21st Century Skill-centered course)

This course will focus on learning basic kitchen skills, creativity in the kitchen and working with others. Students will need to take initiative, explore leadership roles and be cooperative with others.

Students will begin working on a variety of activities to learn basic skills in the kitchen. In small groups students will research kid friendly recipes to prepare as well as recipes using special ingredients. Chefs will plan and prepare foods that are fun and nutritious. In small groups, Chefs will participate in food challenges to promote collaboration, creativity and food preparation skills.

Chefs may also plan and compete in a food challenge for the top recipe of the quarter to be served to special guests.

Literacy and numeracy are incorporated into this class through reading of recipes and instructions, lists of ingredients, altering recipes, food measurement and preparation.

Possible Projects

- Creative recipes
- Cooking to serve
- Foods from different cultures
- Nutritious food on a budget

Your child’s teacher is Mrs. Deborah Booth – dbooth@sau14.org

What Your Child Should Know, Understand and Will Be Able to Do

By the end of grade 8, your child should know and be able to perform the following skills:

- Demonstrate basic skills in selecting, storing, preparing, and serving foods that meet personal and family nutritional needs.
- Work together as a team to create foods that meet food challenges.
- Understand how to use measurement tools in cooking
- Know how to prepare at least two recipes

Vocabulary Words:

Mix	Bake	Measurement
Mash	Broil	Cup
Beat	Steam	Pint
Blend	Boil	Quart
Pinch	Dice	Gallon
Teaspoon =tsp	Mince	Ounces
Tablespoon=TBS	Chop	Pound
Preheat	Grate	Halves
		Quarters

Language Arts in Grade 8

The language arts curriculum is designed to help students refine skills and utilize a more sophisticated application of reading and writing, in an effort to establish their own voice. Critical thinking skills are incorporated and emphasized throughout the year.

Eighth grade literature focuses on the themes of personal relationships, challenges, and the human spirit. Multicultural perspectives, historical topics, and a wide variety of genres are explored.

Students are encouraged to think critically, take time to reflect, and to voice their thoughts, questions, ideas, and concerns in effective and appropriate manners.

Your child's teacher is Ms. Pat Weisberg: pweisberg@sau14.org

Topics Covered

English-language arts standards cover the following strands. Expectations for what a student should be able to do increase from one grade level to the next.

- Reading fluency and accuracy
- Vocabulary/word identification skills
- Initial understanding of literary and informational texts
- Analysis and interpretation of literary and informational texts
- Reading comprehension skills and strategies

What Your Student Should Know, Understand and Be Able to Do

By the end of grade 8, your student should know and be able to perform the following skills:

- Recognize and understand setting, character development, theme, and subplots.
- Evaluate connections within or across texts with related ideas.
- Explain how the purpose may affect the interpretation of text.
- Recognize distinguishing features of poetry (i.e. hyperbole, symbolism).
- Establish an authoritative voice.
- Continue to develop writing proficiency through the writing process (prewriting, drafting, revising, proofreading/editing, presenting) using the 6+1 Traits of Writing organization, idea development, voice, conventions, fluency, word choice, presentation.

Vocabulary Words:

Active Voice	Denotation	Infinitive	Relevant
Allusion	Denouement	Interpretation	Resolution
Analogy	Dialogue	Interrogative	Revelation
Chronological	Edit	Mood	Revise
Clarify	Ellipsis	Moral	Setting
Climax	Essay	Paraphrase	Stage direction
Comma	Explicit	Participle	Sound devices
Conflict	Figurative	Passive voice	Subjunctive
Connotation	Gerund	Persuasive	Suspense
Context clues	Imperative	Plot	Symbol
Contrast	Indicative	Point of view	
Dash	Inference	Prediction	

Mathematics in Grade 8

By grade 8, students should be comfortable using numbers and understand general principles behind what they do. They should recognize that mathematics is important to their everyday life – especially solving problems that involve discount, profit, money management, ratio, and proportion.

In eighth grade, students use abstract thinking to work with algebraic expressions and equations. They continue to use statistical operations, such as analyzing data and sampling spaces for possible bias and misleading conclusions. They will expand their geometric knowledge to include right triangle relationships, similarity, surface area and volume.

Your child's teacher is Ms. Deborah Dyer: ddyer@sau14.org.

Topics Covered

Mathematics standards for kindergarten through grade 8 are presented in the following four strands. Expectations for what a child should be able to do increase from one grade to the next.

- Understanding numbers and how they work, such as adding, subtracting, multiplying and dividing. (Number and Operations)
- Identifying shapes, sizes and relationships using measurement to investigate, experiment, and explore geometric properties. (Geometry and Measurement)
- Investigating patterns and using symbols to analyze mathematical situations. (Functions and Algebra)
- Solving real world problems by collecting, organizing, displaying and analyzing data, and using the information to decide what will happen. (Data, Statistics, and Probability)

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 8, your child should know and be able to perform the following skills:

- Explain the properties of and compute with real numbers expressed in various forms.
- Read, write and compare rational numbers written in a variety of forms.
- Solve problems using the properties of right triangles.
- Solve problems involving percent of increase or decrease, interest, markups, or rates.
- Use proportions to express relationships between corresponding parts of similar figures.
- Solve problems involving surface area and volume of a variety of solids.
- Demonstrate an understanding of number properties such as commutative, associative, distributive, or identity.
- Graph a linear equation using ordered pairs or the slope-intercept method. When given a line, write its equation.

- Set up and solve linear equations or inequalities with one or two variables using algebraic methods, models, and graphs.
- Recognize the practices of collecting and displaying data that may bias the presentation or analysis.

Vocabulary Words:

Absolute value	Expanded form	Non-linear	Rational
Associative property	Exponent	Order of operations	Real number
Classify	Expression	Ordered pair	Scientific notation
Commutative property	Graph	Partial products	Simplify
Compare	Inequality	Percent	Slope
Corresponding	Integer	Perfect squares	Solve
Coordinate plane	Irrational	Polygon	Square root
Difference	Justify	Polyhedron	Square
Distributive property	Like terms	Polynomial	Statistics
Elimination	Linear	Powers of ten	Sum
Equation	Mean	Probability	Symbols
Equivalent	Median	Quotient	T-table
Estimate	Median	Rate	Unit rat
Evaluate	Mode	Ratio	Variables e
			Whole number

Music in Grade 8

In 8th grade students will continue their in-depth study of the primary elements of music, as well as be introduced to relevant music issues for today's culture.

Music in 8th grade focuses on the major contributions of American music in the 20th century. Students will learn the highlights of popular musicians, styles, and song forms as they travel to influential U.S. cities on a Musical Road Trip. Study will focus on the popular music and genres of each decade and how they have evolved over time.

Additionally, students have the opportunity to explore personal composition further through music technology in a variety of forms, and will learn important lessons on intellectual property and music copyrighting. Creating, editing, and publishing their own unique musical pieces will allow students to incorporate the legal spectrum of the music industry into their own terms.

Finally, students culminate their study of popular musical genres, composition, and the music industry with either the Popular Music Project or MyBytes Composition Project. This will grant students the choice to either fully analyze a popular song of their choosing, relating it to the elements of music, or arrange their own original ringtones via online looping software. The discussion of Intellectual Property Rights is an important component of the MyBytes Project. Creativity, peer collaboration, and personal interest are essential to the success of these final projects. Mathematics and literacy skills are incorporated in all class experiences.

Your child's teacher is Mr. Brian Freed – bfreed@sau14.org

Topics Covered

Music standards cover 4 major areas:

- *Performance* – the ability to perform accurately and independently in both vocal and instrumental music.
- *Reading and Composition* – The ability to read and write music accurately in a range appropriate for their instrument or voice.
- *Analysis and Evaluation* – The ability to understand what they are listening to and recognize important elements of performance.
- *History and Culture* – The study of music and how it relates to the people and customs from which it came.

What Your Child Should Know, Understand and Be Able to Do

By the end of 8th grade, your child should know and be able to perform these skills:

Music Content Skills

- Read whole, half, quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.
- Analyze, describe, and distinguish elements of music as they are expressed in different genres and contemporary song settings.
- Evaluate the quality and effectiveness of their own and others' performances.
- Demonstrate composition technique in a variety of ways using software technology.
- Discuss aspects of the music industry and process of putting out an album through a major record label.
- Explain the legal method for purchasing music through the internet.

Vocabulary Words:

Genre	Barrelhouse	Delay	Loop
Meter	Dixieland	Music Industry	Track
Interval	Punk Rock	Session Musician	Rhythm & Blues
Major Third	Alternative Rock	Copyright	Click track
Minor Third	Hip-Hop/Rap	Electronic	Heavy metal
Blues	Pop Rock	Sound Engineer	Fusion
12-Bar Blues	Improvisation	Reggae	Reverb
Jazz	Syncopation	Royalties	Mixer
Country	Walking Bass	Playlist	Channels
Doo-wop	Intellectual property	Techno	Dub
Surf Guitar	Distortion	Indie Labels	Mastering
Motown	Staccato	MIDI	Intellectual Property Rights (IPR)
Zydeco	Legato	Demo	

Physical Education in Grade 8

Students in physical education experience a variety of health enhancing activities. They will participate in team sports, recreational games, fitness stations and individual sports. In the eighth grade students have the opportunity to learn strength training activities through weight lifting. Also, they begin to learn how to use cardiovascular equipment. These tools allow them to feel comfortable working out in a commercial fitness facility. By participating in fitness and sport games, they are exposed to an active and healthy lifestyle to develop a desire towards life long fitness.

Your child's Wellness teacher is Ms. Courtney MacFarland: cmacfarland@sau14.org.

Topics Covered

- Physical fitness
- Sportsmanship
- Strategies and tactics
- Sport skills
- Health enhancement
- Weight lifting
- Plyometrics
- Cardiovascular equipment
- Integrating technology with dance

What Your Child Should Know, Understand and Be Able to Do:

By the end of grade 8, your child should know and be able to perform these skills:

Content Skills

- Participate in physical activities that promote a healthy lifestyle based on personal abilities and interest.
- Design a plan to improve personal physical fitness.
- Apply motor skills into a variety of physical activities.
- Identify when, why and how to use strategies and tactics within game play.
- Explain the value of personally participating in physical activities.
- Participate productively in both cooperative and competitive group activities.
- Identify and follow safety guidelines for participation in activities.
- Integrating technology into a dance curriculum with Wii Fit and Xbox 360.

Reading Skills

- Generate a personal response to what is read through a variety of means.
- Comprehend fitness articles and apply it to personal fitness plans.

Writing Skills

- Use self reflections to assess their fitness development over a period of time.
- Design short term goals to develop long term outcomes.

Math Skills

- Use fitness logs based on the concepts of repetitions and sets.
- Track the amount of weight lifted using math skills to compute the number of plates.

Vocabulary Words:

Bench press	Decline press	Intensity	Range of motion
Bent row	Dips	Lactic acid	Repetition
Calf raises	Fitness	Lateral raises	Sets
Cardiovascular endurance	Flexibility	Muscular endurance	Squats
Curling	Flies	Muscular strength	Time
Dead lift	Incline press	Over head press	Toning

Science in Grade 8

Students in grade 8 will explore the Earth: its formation, location, geological features, natural resources, atmosphere, and chemistry. Students will utilize technology and resources to gather information, solve problems and connect to the real world. Students will explain and present their findings using reading and writing skills as they pertain to the content area.

Students will understand the geological processes of the Earth while studying plate tectonics. They will identify the chemistry of our Earth while investigating elements, minerals and rocks and identify the Earth's natural resources. Students will be able to discuss geological and human effects on the Earth and in the atmosphere and what can be done to help.

Your child's teacher is Ms. Emily Tansey: etansey@sau14.org

Topics Covered

Science in grade 8 focuses on Earth Science, the branch of science that studies the origins of Earth and things that are a part of it, such as elements, minerals, rocks, natural resources and atmosphere. Major topics covered by grade 8 standards include:

- Scientific Thinking and Inquiry- a way that scientists ask questions, form theories about the natural world, and collect information to find answers.
- Science and Technology-using what we know of the natural world to solve problems or meet our needs; for example the use of natural resources to produce electricity.
- The Chemistry of the Earth- understanding the concept of the atom and its compounds; for example, studying the formation of minerals and rocks.
- Plate Tectonics- studying the history of the planet and its geological processes; for example, earthquakes and volcanoes.
- Earth's Atmosphere- weather and climate, meteorological maps and techniques, and structure.
- Astronomy- studying the origin of the universe, formation of our solar system and technology for gathering information.

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 8, your child should know and be able to perform the following skills:

- Write a report of investigation that includes the problem to be solved, the methods and tests used, the data or evidence, and the conclusion or results.
- Describe how scientific knowledge may be changed based on new data or observation.
- Describe the many ways technology helps scientists such as helping to collect, store, sort, and analyze data.
- Explain that each element has its own properties (such as color and density) and its own atomic structure.
- Utilize the Periodic Table.
- Explain that chemical changes involved in the combinations of atoms or rearrangement to form products with different properties.
- Present the uses of natural resources to generate electricity.

- Use plate tectonics to explain important features of Earth's surface such as earthquakes and volcanoes.
- Identify the properties of minerals and rocks.
- Describe the layers of Earth's atmosphere and the effect that humans have on the environment.
- Explain the Big Bang Theory, formation of the universe and our solar system and the life cycle of a star.
- Identify the parts of the space shuttle and describe the use of it.
- Understand the effect humans have on Earth and what can be done to help.

Vocabulary Words:

Absolute time	Proton	Cirque	Electricity
Geode	Gram	Isostasy	Gravity
Richter scale	Isotope	Ring of Fire	Ozone
Lithosphere	Geology	Electrical generator	Convection currents
Scrubber	Esker	Beaker	Streak
Neutron	Faults	Graduated cylinder	Electron
Dew point	Technology	Stratus clouds	Mantle
Cleavage	Barometer	Density	Caldera
Celsius	Humidity	Solute	Spectrum
Solvent	Scientific method	Ionic bond	Fission
Atom	Quarks	Aurora	Dependent variable
Element	Oxidation	Seismic waves	
Halite	Crystal	Hypothesis	

Social Studies in Grade 8

In the eighth grade, students will analyze key events in the history of the United States of America from the colonization of the Americas through the Civil War. Students will be encouraged to consistently make connections from the past to the present. Basic economic principles such as supply and demand, the stock market, and consumerism will be discussed. The importance of geography in our developing and expanding nation will also be a major theme. Classes will appreciate the impact unique individuals and groups had on the American culture of the late 18th century and early 19th century. Students will then explain and showcase their findings using reading and writing skills as they pertain to the content area.

Grade 8 students will closely examine how the United States formed as a nation and how it evolved in its infancy. Classes will capably make comparisons between Early America and the one we know today by examining laws, battles, elections, speeches, maps, graphs, and biographies.

Your child's teacher is Mr. Gabriel Mosca – gmosca@sau14.org

Topics Covered

Social Studies standards cover five major areas:

- Civics and Government - the study of politics, governmental systems, as well as the rights and responsibilities of citizens.
- Economics - a unit of study of how people balance their wants and needs with available goods and services; including consumerism and the stock market with an emphasis on mathematics.
- Geography - the study of the geography of North America, as well as the physical features of the continent.
- U.S. and New Hampshire History - the study of past events that have had an important effect on the country and our state.
- World History - the study of past international events that have had an important effect on our country.

What Your Child Should Know, Understand and Be Able to Do

By the end of grade 8, your child should know and be able to perform the following skills:

Social Studies Skills

- Explain the divisions of government and the protection of individual rights and states' rights; define their personal place/role in the democratic process
- Describe ways in which a particular event or group of people have had a significant impact on the American government (e.g. Federalists, Abolitionists)
- Critically examine the evolution of the U.S. foreign policy throughout history

- Understand the effects of the economic business cycle on the United States both domestically and internationally
- Examine the growing power of the United States as it was applied to the Western Hemisphere through Westward Expansion
- Describe the role New Hampshire voters have in our nation’s presidential primaries and elections
- Explain the evolution of our American culture and identity

Reading & Writing Skills

- Read grade-level appropriate material with accuracy and fluency
- Apply word identification/decoding strategies using (scientific terms, prefixes, and suffixes)
- Generate a personal response to what is read through reflection and debate
- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension and use comprehension strategies before, during, and after reading
- Research by reading multiple sources (including print and non-print texts) to solve a problem, make a decision, and formulate a thesis
- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understanding of ideas/concepts by summarizing and making connections
- Create an informative essay that maintains a clear focus from introduction to conclusion
- Properly utilize mla format when developing bibliographies and citing information
- Analyze and create graphs, timelines, and charts
- Evaluate the validity of primary and secondary materials as sources of fact

Vocabulary Words:

Abolition	Embargo	Manifest	Recession
Agrarian	Emigrant	Mercantilism	Republic
Amendment	Federalism	Mercenary	Revenue
Appellate	Feudalism	Militia	Secession
Apprentice	Guerrilla	Nationalism	Sectionalism
Boycott	Homestead	Naturalization	Strike
Caucus	Immigrant	Ordinance	Suffrage
Charter	Impeachment	Pacifist	Tariff
Confederation	Impressment	Parliament	Transcontinental
Conquistador	Inauguration	Plantation	Union
Depression	Indentured	Primary	Urbanization
Electors	Interchangeable	Privateer	
Emancipation	Judiciary	Profit	

Specialized Reading Instruction

Specialized, small-group reading instruction is available for students focusing on decoding and encoding, fluency, and comprehension.

Instruction in encoding and decoding is designed for students who have not yet internalized sounds and word structure which significantly hinders their reading. The Wilson Reading System is used for this type of instruction and is taught by a certified Wilson instructor.

The fluency and comprehension classes are designed to help students better understand what they read and to increase their reading speed and accuracy. Reading strategies are directly taught to help students frame their reading into organized patterns, thus helping them comprehend what they read at a faster rate. A Response to Intervention (RTI) Model, Read Naturally, and Precision Teaching are some of the programs used in comprehension and fluency instruction.

Your child's teacher is Mr. Bruce Christie: bchristie@sau14.org

Technology Education Grade 8

During the Technology Education class, students will be learning about the fundamentals of flight. Students will discover the real reason that planes fly. We will study laws of motion, laws of gravity, coefficient of friction, lift and drag ratio, and much more. Students will create a ROG (Rise Off Ground) plane to compete for the longest time aloft. Students will also create a wooden pen/pencil using a wood lathe. They will learn all of the steps involved in the creation of the pen, from cutting the wooden pen blanks, drilling the correct size hole, trimming, turning, finishing, and assembly. They will also learn proper safety techniques for operating a lathe.

Your child's teacher is Mr. Scott Lister: listers@sau14.org

Possible Projects

- ROG Plane
- History of Flight
- Wooden Lathe Turned Pen

What Your Child Should Know, Understand and Be Able to Do

Content Skills

Upon completion of Tech Ed 8, I can:

- Demonstrate the accurate use of appropriate measuring tools to gather, manipulate, and communicate information
- Demonstrate safe working attitudes and practices
- Demonstrate basic skills in the safe and proper selection and use of technical equipment, materials, and processes
- Recognize the core concepts of a "technological system" which include input, processes, output, and feedback
- Demonstrate skills needed to find, use, and communicate technical information
- Apply academic concepts and practices in a technological setting
- Exhibit responsible individual and cooperative work habits

Reading Skills

- Generate a personal response to what is read through a variety of means
- Analyze and interpret informational text, citing evidence as appropriate
- Demonstrate ability to monitor comprehension strategies before, during and after reading

Writing Skills

- Demonstrate command of the structure of sentences, paragraphs, text and appropriate English conventions
- Show understand of ideas/concepts by summarizing and connecting

Math Skills

- Recognize, explore, and develop mathematical connections and be able to understand that many real-world applications require an understanding of mathematical concepts.
- Collect and interpret data.
- Measure to the nearest $1/16^{\text{th}}$ of an inch.

Vocabulary Words:

Yaw	Formula	Drag	Japanese tissue
Nose heavy	Design	Gravity	Spars
Tail heavy	Plans	Thrust	Wing ribs
Static balance	Problem solving process	Center of gravity	Motor stick
Rotational balance	Design process	Center of lift	Tailboom
Propeller	Prototype	Center of pressure	Rubber string
Airscrew	Lever	Ailerons	Horizontal stabilizer
Landing	Climb	Rudder	Vertical stabilizer
Landing gear	Descend	Elevator	Covering
Wheels	Stall	Spoilers	Pitch
Diameter	Winder	Flaps	Roll
Circle	Ratio	Airfoils	
Mylar	Lift	Freeflight	

Suggested Home Activities for Grade 8

Art:

Visit a museum together; save money...be creative...make holiday cards and gifts; design a garden using various colors; make and decorate a cake. Practice drawing anything; illustrate your favorite song; make a CD cover for your favorite music; press flowers and use on cards or decoupage; check out these online activities: www.craftsforkids.com, www.nga.gov/kids, www.tesselations.org, www.familyfun.go.com/art-and-craft, www.artsconnected.org/toolkit.

Digital Studies:

Find a podcast or webcast online and watch it. On YouTube find the Amazon commercial that uses the stop and go technique. Think about what kind of video you would like to create using the stop and go technique.

Health:

Have a universal cell phone charger in a designated area. At a certain time of night, power down the cell phones and place them on the charger. This will allow the house to settle down and keep them from texting 24/7. Make sure you have all their passwords and screen names so you can monitor their instant messaging and social networking. Have them help you plan the grocery budget, shopping list and take them to the store with you. Ask them to help create healthy meals.

Language Arts:

Read each day – have your teen read newspapers, magazines, and/or books daily and collect items (pictures, cartoons, ads, quotes, words) and articles that interest him/her – save in a writer’s notebook; Write for results – suggest your teen put his/her views in writing (request for a pet or later bedtime; ideas on chores and the amount of TV to be watched); encourage your student to think of all the reasons to support these views, as well as possible reasons for opposition, together discuss how a compromise can be reached; Get involved – promote good citizenship and communications skills by encouraging your teen to: volunteer in the community, write a letter to the editor about an issue s/he feels strongly about, get involved with a political candidate’s campaign, research and find ways to contribute to a local or global concern.

Mathematics:

When you see an opinion poll reported in your newspaper, ask your teen to find out some details of how the poll was taken, What makes a poll more accurate? Have your teen make a project of drawing a scale model of a sports field or other landmarks near your home; follow the batting or scoring average of a favorite ball player; keep a log of ways mathematics is used in the real world: in the home, in business, in sports; ask your child to explain to you how the standards they learn relate to real world demands.

Music:

Explore music composition software with your child; buy, rent or download music from the Internet, discussing the importance of legal means of attaining music; do a music exchange with your child, both choosing a couple songs to exchange. Discuss what you liked about the musical and lyrical content after listening; learn the basics of guitar, piano, or drums and explore various song-writing techniques; attend concerts, musical theatre productions and/or community music events; watch American Idol and evaluate the performances, encouraging your child to explain what makes a good performance.

Physical Education:

Limit the amount of time they are able to play video games. Ask them to be outside or active a certain amount of time each day. Buy bicycles and go riding together, take a walk outside and track the mileage or have them help with the yard work. Also, have areas where they can be active in the yard or neighborhood. You could put up a basketball hoop, buy a back yard badminton/volleyball set or play Frisbee.

Science:

Energy Survey of Home – testing the amount of electricity being used by reading the electric meter; set up a recycling program; log into NASA's websites; plan a family trip to the Seabrook Nuclear Power Plant or other stations in the area; start a collection of minerals and rocks; grow crystals; follow directions to bake a cake or cookies; home safety ideas; record weather changes and conditions over a period of time.

Social Studies:

Discuss current events by watching the evening news or reading the morning paper with your child, when doing so be sure that your student understands where the events are taking place; discuss the rights of government as they apply to an individual's rights, Is a ban on smoking fair? Why is NH the only state to not have a mandatory seatbelt law? Is the federal income tax legal? On Memorial Day or Veterans Day (or any other day) go to the local library or surf the Internet for the diary or weblog of a U.S. soldier, diaries can be found from almost any U.S. war and blogs are posted by the young men and women currently serving in our military.

Technology Education:

Build a model with your child; engage in a hobby with your child; have a discussion about how aviation has changed the world we live in.