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**GLOSSARY** .................................................................................................................................................................... 71
On behalf of the faculty and staff of Rundlett Middle School, proud home of Blue Duke Nation, I am pleased to welcome you to a new school year. Middle school is a vital bridge between elementary school and high school—it is also a period when young people, often for the first time in their lives, begin actively seeking a sense of purpose and place. It is our job to provide them with quality learning experiences that assist them in developing this sense of identity and we believe the best way to do that is through an engaging, rigorous curriculum while building strong positive, relationships that further assist students toward developing positively in all aspects of their lives. Our young people are gifts with limitless potential. Through the efforts of the entire Blue Duke school community, we can help them to develop their own unique skills and talents and prepare them for continued success far beyond their early adolescent years.

We encourage you to make the most of your middle school years by becoming actively involved in your studies and the many extracurricular activities available in Blue Duke Nation. Please take time to read our handbook, learn about our academic program, our co-curricular program, and our school’s building procedures and protocols. Most importantly, seek to understand what it means to live by our PRIDE Core Values of Perseverance, Respect, Integrity, Discipline, and Empathy. We believe the development of these traits helps ensure success in all aspects of life! It is important that you set time aside with your parent or guardian, to review the RMS Parent Student Handbook located on our website (www.sau8.org) under the student tab. **When you have done that, please sign the Student Handbook Signature Page, and return it to one of your child’s cluster teachers.**

To ensure that students start off the year in a positive manner, we strongly recommend that you review the online handbook and board policies with your son or daughter. These are located on our website (www.sau8.org) under the student tab. If you have any questions or concerns, please feel free to contact your child’s grade level administrator or guidance counselor. You are encouraged to visit the school and participate in Parent Teacher Conferences and other building programs. Good communication between home and school is vital for an effective school. E-news is sent home regularly to keep you informed of important information & dates. Please register with the school to receive e-news updates or visit our school’s webpage to read our RMS newsletter.
To ensure that parents/guardians and students are aware of the guidelines and expectations for student behavior at Rundlett Middle School, please sign, date, and return this page only with your student.

Student Signature

Student Name Print: ________________________________

Student Name Signature: ________________________________

Date: ________________________________

Parent/Guardian Signature

Parent/Guardian Name Print: ________________________________

Parent/Guardian Signature: ________________________________

Date: ________________________________
Rundlett Middle School Map

KEY:
- Bathrooms
- Elevator
- Nurse
- Stairs

*All visitors must report to the Main Office.
# RMS School Event Calendar

## AUGUST
- Student Packet Pickup
- First Day of School
- PRIDE Assembly
- Meet the Administrators

## SEPTEMBER
- Picture Day
- Instrumental Rental Night
- RMS Book Fair – Media Center
- Back to School Night – 6th
- Back to School Night – 7th & 8th
- PTO Fall Fundraiser

## OCTOBER
- Quarter 1 Progress Reports Go Home
- Picture Retake Day
- PTO Spirit Wear Event
- Homecoming

## NOVEMBER
- Quarter 1 Report Cards Go Home
- PEG Fall Production
- Parent-Teacher Conferences
- Veterans Day Ceremony
- Canned Food Drive for NH Armory

## DECEMBER
- Quarter 2 Progress Reports Go Home
- 7th & 8th Winter Concerts in Gym (Orchestra/Chorus and Band/Jazz Band)
- 7th Grade Medieval Day
- Faculty Regifting Program for Students

## JANUARY
- 6th Grade Winter Music Concert
- Parent Information Night – 9th Grade
- Geography Bee – Media Center
- NAEP (8th Grade Only)

## FEBRUARY
- Quarter 2 Report Cards Go Home
- PTO Winter Fundraiser
- Winter Carnival

## MARCH
- Quarter 3 Progress Reports Go Home
- District Art Month – Local Exhibitions
- Music in Our School Month
- RMS Dance Club - Dance
- NAEP & Smarter Balanced Testing

## APRIL
- Quarter 3 Report Cards Go Home
- PEG Spring Drama Show
- SBAC (8th Grade Only)

## MAY
- Quarter 4 Progress Reports Go Home
- RMS Around the World
- Information Night for 8th Grade Parents and Students at CHS
- 7th & 8th Grade Spring Chorus/Orchestra Concert in RMS Gym
- RMS Early Dismissal & Move Up Day for all Incoming/Outgoing Students
- Parent Info Night for Incoming 6th Graders
- Memorial Day Ceremony

## JUNE
- Quarter 4 Report Cards Mailed Home
- 6th Grade Spring Music Concert in RMS Gym
- 7th & 8th Grade Spring Band/Jazz Band Concert in RMS Gym
- 8th Grade Semi-formal dance
- 8th Grade Promotion

## JULY
- Quarter 4 Report Cards Mailed Home
- 6th Grade Spring Music Concert in RMS Gym
- 7th & 8th Grade Spring Band/Jazz Band Concert in RMS Gym
- 8th Grade Semi-formal dance
- 8th Grade Promotion
Cluster
A middle school cluster is a school within a school. The cluster is an interdisciplinary team of two or more teachers working with a common group of students. The cluster is the foundation for a strong learning community characterized by a sense of family. Clusters are designed so that students and teachers on the team become well acquainted, feel safe, respected, and supported, and are encouraged to take intellectual risks. Clusters are organized to reflect the needs of the student population with a goal of 1:25 teacher/student ratio.

At Rundlett, clusters are made of core subject teachers and at least one special education teacher. Each cluster has its own set of classrooms and specific area of student lockers.

Within each team, the English/Language Arts, and Social Studies teacher(s) form the Humanities team, and work with half the cluster at a time in 2.5-hour blocks. This time will be used flexibly by the teachers for core instruction, interdisciplinary instruction, and will include a 30-minute Remediation and Enrichment block for students to reinforce and extend their knowledge and understandings of these subjects.

Within each team, the Math and Science teacher(s) form the STEM team, (Science, Technology, Engineering, and Mathematics), and work with half the cluster at a time in 2.5-hour blocks. This time will be used flexibly by the teachers for core instruction, interdisciplinary instruction, and will include a 30-minute Remediation and Enrichment block for students to reinforce and extend their knowledge and understandings of these subjects.

Heterogeneous Grouping
Used in the school setting, this is the way of grouping students by mixing them, as much as possible, by gender, interest, learning style and readiness levels. This is done so that each student can appreciate what others can offer, as in the real world. When groups are formed based on what they have in common, they are called "homogeneous." Careful planning is involved in organizing students into clusters of heterogenous groupings. Therefore, requests to reassign a student to another cluster, after cluster assignments have been finalized are
strongly discouraged as they compromise the ‘real world’ dynamic offered to students in heterogeneous modelling. In extenuating circumstances, RMS administrative review and approval is required prior to any student-cluster assignment changes being considered or initiated.
At RMS, the goal of our academic program is focused on the pursuit of academic excellence through the development of the critical-thinking, problem-solving, communication, and analytical skills. Our students will need these skills to succeed in middle school and prepare for high school and beyond. The program is comprised of three key elements, core classes, exploratory classes, and a culture that celebrates PRIDE, all of which are designed to address the academic and social growth of every RMS student.

Core Classes
Our academic curriculum offers students opportunities to apply and advance their knowledge and skills developed at the elementary school level. Two and a half hours of Academic instructional time are offered in the areas of Humanities (ELA and Social Studies,) and the same amount of time is committed to STEM (Science and Math.) Two additional blocks each day are devoted to learning a wide array of life skills through our Exploratory programs.
ENGLISH LANGUAGE ARTS

English Language Arts builds on the progressive development of every students’ literacy skills. Teachers engage students in a wide range of texts to build their ability to comprehend, analyze, compare, and evaluate text for complex ideas like theme, literary conventions, structures for organizing writing, and vocabulary. When students read from a variety of materials, they learn to become both efficient and effective readers by applying specific reading and thinking strategies to support their ability to comprehend increasingly complex text. Reading both fiction and non-fiction is widely recognized as the primary tool to build both background knowledge and vocabulary. English Language Arts teachers teach from a series of curriculum units that focus on a progression of Common Core learning standards. Teachers use direct instruction and guided practice to teach specific instructional targets and monitor their students’ proficiency on these learning goals. Collaborative student grouping practices are encouraged within the ELA classrooms as students greatly benefit from participating in smaller, task-oriented settings where student-student discussion is integral to the learning process.

Writing in grades six through eight focuses on three primary types of writing: narrative, informative or explanatory, and argument. Using a writing process model, teachers analyze examples of these types with their students to help them understand how effective writers work. Guided by the progression of learning standards in the Common Core, teachers develop their students’ ability to craft all three types of writing. Evidence-based writing that supports well-defined claims and inferences is critical to all written or presented middle school grade assignments.

MATHEMATICS

Mathematics at the middle school is a continuation and extension of the mathematical concepts and skills taught at the elementary level. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. As students’ progress through grades 6, 7 and 8, instruction covers fewer topics in greater depth, focusing on specific areas of ratios and proportional relationships, early algebraic expressions and equations, arithmetic of rational numbers, linear algebra and linear function. Grade-level word problems and conceptual questions require our students to apply mathematical ways of thinking to real-world issues and explain how they arrive at a solution or answer. This focus helps students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.
CORE CLASSES

SCIENCE

Science is an inquiry based program that emphasizes the scientific process and an integration of earth/space, life and physical science over the course of three years. Each student is expected to learn to discover, comprehend, identify, interpret, and apply scientific information and theory in meaningful ways. The approach is, to the greatest extent possible, a "hands-on" experience-based one, requiring all students to write precise enough descriptions of the step-by-step procedures they use in their investigations (or technical work) that others can replicate them or possibly reach the same results.

SOCIAL STUDIES

Social Studies in the middle school is designed to help students develop a global perspective, foster democratic ideas and values, and understand economic theories. It is the integration of history, economics, geography, culture, and government. Students are given opportunities to demonstrate social studies skills, including the use of maps and globes, problem-solving, social participation, and time and chronology skills. Instruction also requires students to incorporate narrative elements effectively into arguments and informative/exploratory texts, including narrative accounts into their analysis of individuals or events of historical importance. The result is an integrated curriculum which prepares students for high school.

In Summary:

Beginning with the 2017 – 18 School year, Rundlett Middle School will be striving to increase integration in the core academic and exploratory areas. As research supports this practice as one that benefits students learning, our focus will be to develop more interdisciplinary units uniting English and Social Studies. This will include enhancing and structuring our Literacy program with a “canon” of books that all students will access during their three-year progression in Blue Duke Nation.

We will also seek increase integration between Science and Math as both content areas share common skills. Additionally, Our Art and Technical Education Programs will be involved in some of the units identified for interdisciplinary development.
Our exploratory program provides our young adolescent students with opportunities to develop and pursue their interests and talents. They include: Art, Music, World Language, Physical Education, Technology Education, and Health. These courses will provide students with an opportunity to learn skills which can be applied throughout life. These courses will provide students with an opportunity to learn skills, habits and hobbies which can be applied to enrich all aspects of our students’ lives.

EXPLORATORY CLASSES

**ART**

Art allows students to experiment with and increase their proficiency in a variety of media and techniques, including printmaking, drawing and painting, fabric art, crafts and mixed media creations. Students also with a variety of sculptural and three-dimensional materials. Creativity is encouraged, along with self-evaluation and the process of making satisfying artistic choices. Throughout middle school, art students work with art concepts and styles from different cultures and periods in art history, along with making connections with the vibrant Concord artistic community.

In March of each year, a number of the district business partners provide venues for district students to feature their artwork for a month to the greater Concord community.
EXPLORATORY CLASSES

MUSIC

Music students are provided with a general overview of music. The history of music is discussed, along with American popular music, and the lives and times of musical greats such as Bach, Mozart, and Beethoven. Students are also offered an introduction to guitar, keyboard, and certain percussion instruments. Students use school-owned instruments to learn the basics of playing and reading music. March is also ‘Music Month’ in our schools. Students from all our district schools are invited to perform at two concert events held at Concord’s premier concert hall, Capitol Center for the Arts in downtown Concord during the month of March.

WORLD LANGUAGE

World Language is introduced at the seventh-grade level in French, Spanish, German and Latin through mini-courses geared towards basic grammatical principles and development of conversational skills. In the eighth-grade students are given the opportunity to select one language for the entire school year. The purpose of the language classes is to develop skills in the four areas of listening, speaking, reading, and writing, and to enhance an appreciation of international cultures. Students who have successfully completed the first year of a language in eighth grade may begin their second year of study in that language when they begin their high school education.

PHYSICAL EDUCATION

To embrace a physically active lifestyle, individuals must possess an understanding of human physiology and the accompanying attitudes and skill that induce safe, regular activity. Physical education provides the necessary foundation of knowledge, skill and dispositions related to movement and physical activity. Through quality instruction by certified physical educators, students can be guided toward a longer life through healthy living. From motor skill learning to movement concepts, physical education extends beyond those with natural athletic ability and recognizes that students possess their own unique physical capabilities and oversee their own well-being.

Three learning domains organize curriculum guidelines; cognitive (knowledge), psychomotor (motor skills, health related fitness), and affective (dispositions) which define a long-held model of physical education. When these three domains are inter-woven in curriculum, instruction and assessment, physical education offers a unique classroom setting. Within a safe, structured environment, students develop motor skills, identify movement concepts, and achieve and maintain a health-enhancing level of physical fitness. In addition to these three unique goals, students are provided learning opportunities to develop acceptable social and personal behaviors in physical activity settings.
TECHNOLOGY EDUCATION

Technology Education focuses on process as well as product. Students have an opportunity to work with a variety of materials, tools, and technologies. Activities that they may participate in include: designing, model making, electronics, and engineering. Safety, along with appropriate use of tools, material and technology, is emphasized at all times.

HEALTH

Health is an interactive program for all three grade levels. The main topic areas covered, but not limited to include: Social, Mental/Emotional, Physical Well-Being, The Importance of Exercise and Nutrition, Effects of Tobacco, Alcohol and Drugs on the Body, Male and Female Reproductive System, Senses, Hygiene and Safety.

FIELD TRIPS

Field Trips

Purpose

The Concord Board of Education believes that field trips provide teachers and students with the opportunity to reinforce, enhance, and broaden the academic instruction, which takes place in the classroom. Because field trips are educational undertakings, they will not be limited to any particular season of the year. Trips will always be properly supervised and, with few exceptions, will be taken during school hours.
FIELD TRIPS

Student Participation

If a parent chooses not to permit a student to participate in a field trip, the student will spend the time in an educationally appropriate, supervised setting and parents so informed. A student’s grades will not be negatively affected for not participating in a trip. Additional accommodations may be provided to students with educational disabilities.

Cost

Generally, field trips will be taken to the site which is nearest and most efficiently allows the students to achieve educational goals related to the trip. Families are asked to contribute towards field trip costs but students will not be deprived of going on field trips due to cost or financial hardship. The Board of Education annually considers funding school district field trips, but field trip costs may also be supplemented by the funds collected from the RMS Parent Teacher Organization (PTO) fall and spring fundraisers. Trips, which require an overnight stay, must be approved by the school principal, and a parent meeting will occur, prior to any announcement to students. Additional information related to student responsibilities and conduct on Field Trips may be referenced under the following Concord School District Policy: #694 Field Trips, #541.4 Student Conduct on Buses, and #540 Code of Student Conduct.
Academic Support Services

Consistent with our vision to provide an environment where every student can succeed academically and socially, RMS provides a range of supportive services for students requiring additional instruction or academic assistance.

ACADEMIC SUPPORT SERVICES

English Language Learners (ELL)

The ELL Program ensures that all English Language Learners in New Hampshire are given an equitable, appropriate, and academically challenging education. RMS provides ELL services for students who can succeed in the mainstream classroom with additional ELL support. Services provide English language instruction in the mainstream classroom for one or more periods per week, and may also use instructional materials and learning tasks from academic content areas to reinforce academic content, cognitive and study skills. For more information, visit the school district’s homepage, and click on Title III English Language Learners Services link under the Departments tab.

Title 1

Title I at Rundlett Middle School provides supplemental reading and math instruction to eligible students in grades 6, 7 and 8. Classroom instruction in reading and math occurs in a dedicated RMS classroom throughout the day with teachers and tutors working with small groups of students. Extended Day instruction and a summer program are also offered to eligible students. For more information, visit the Rundlett Middle School home page and click on the Title 1 link.
Special Education – 504 Education & Individual Education Plan (IEP)

Our district’s mission is to provide a learning environment where every student can thrive and learn. Special education services are available to RMS students with disabilities, so that they too, can develop a passion for learning and believe in their abilities to shape the future of their lives and their communities.

SPECIAL EDUCATION

504 Plans

Section 504 regulations require schools to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district’s authority, regardless of the nature or severity of the disability. For more information about this service, visit the Rundlett Middle School webpage and click on the 504 Plans link.

Individualized Education Program (IEP)

The Individuals with Disabilities Education Act ensures that all children with disabilities have available to them a free, appropriate public education. A team consisting of parents, regular and special education teachers, school psychologist, the LEA, and other professionals with expertise in a suspected disability, meet to determine the eligibility of the student for an educational disability, how it affects the student’s education. The team would then develop an appropriate plan of supports and services to meet the student’s needs.
Program Changes

Once a student has been scheduled, changes to that student’s schedule will be permitted only for necessary and compelling reasons. Guidance counselors will confer with the student's parent(s), teachers involved, and an administrator before any changes are made. No student may drop a course or change his/her schedule unless an Administrator approves a change.

Important Note about Program Changes

- Please note that when a class is added or dropped the student’s entire schedule may be affected to accommodate these changes.
- Students withdrawing from an elective class will receive an indication of course withdrawal on their transcript.
- Dropping or adding courses after the assigned date requires administrative, teacher and parent permission and may result in other changes to the student’s schedule.

Adding or Dropping Exploratory Classes

After two weeks, students may choose to add or drop an exploratory class only with teacher and parent permission.

Important Note about Exploratory Class Changes

- **Performing Group** - Students can drop or add a performing group at any time without question up through the first three (3) weeks after the beginning of the school year.
- **Grade World Languages (8th Grade)** - Students can drop or add during the first three weeks of school. Thereafter, changes will only be made at the end of a quarter with parent/teacher permission.

Withdrawal or Transfer Classes

Parents of students who are withdrawing from school or transferring to another school should notify the grade level secretary as soon as possible and sign a withdrawal form in that office. It is most important that books and materials belonging to the school be returned prior to the withdrawal. Students are responsible for cleaning out their locker.
ACADEMIC PROGRESS ASSESSMENT, GRADING AND TESTING

Homework

Homework is a reinforcement of the skills taught in class. It helps to develop personal study habits and responsibility. Additionally, homework can provide parents with the opportunity to talk to their child about current learning and foster ongoing communication about school activities. The amount and frequency of homework varies from class to class, and subject to subject, throughout the school year.

Students receive agenda books at the beginning of the year to record daily and long term assignments. Parents are encouraged to review student agenda books on a daily/weekly basis. Parents may also access assignments and information related to academics and other cluster activities through Homework/Cluster Pages links accessible through the school’s website. Parents are strongly encouraged to refer to Teacher Syllabus\(^1\) for all homework/assignment expectations and guidelines. For more specific questions regarding homework policies or issues, parents are encouraged to contact the student’s teacher directly.

Grading

There are a variety of assessment strategies used to evaluate, test and report a student’s progress. At RMS, students receive periodic Progress Reports (Report Cards) and four quarterly Grade Reports throughout the academic year. Progress reports (e.g. Individual Student Reports) are sent out mid-way (5\(^{th}\) week) through the quarterly grading process and reflect a student’s academic progress up to that point in the quarter. Quarterly reports (i.e. Quarter Grade Reports) are sent home at the end of each quarter and represent a student’s official grade for the quarter.

Report cards may not reflect the whole story about a student’s abilities, work habits, academic achievement, and social growth but each report card is to be viewed as a critical piece of information about a student’s progress. Parent/Teacher conferences take place in November. Parents are encouraged to schedule a conference with their child’s teachers during these November conference times. Information on when Progress Reports and Quarter Grade Reports are sent home may be found on the RMS Calendar on the RMS home page.

Under Construction

Concord School District is committed to the state’s goal of creating competency based programming in our public schools. Beginning during the 2017 – 18 School Year, RMS will be pursuing the development and implementation of a report card that reflects student movement toward state grade level competencies. This will impact how grades are determined and presented to parents. The administration of RMS will be communicating with parents throughout this process to ensure they are aware and up to date on revisions to the grading system used to report student learning.

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\(^1\) Teacher Syllabus are distributed to students by their classroom teachers at the beginning of the school year.
Under Construction

Concord School District is committed to the states goal of creating competency based programming in our public schools. Beginning during the 2017 – 18 School Year, RMS will be pursuing the development and implementation of a report card that reflects student movement toward state grade level competencies. This will impact how grades are determined and presented to parents. The administration of RMS will be communicating with parents throughout this process to ensure they are aware and up to date on revisions to the grading system used to report student learning.
Textbooks and other instructional materials may be lent to RMS students through the academic year, and it is considered a student’s responsibility to keep all textbooks and materials in good condition.

In cases where library books and other instructional materials are lost, damaged, or destroyed in excess of reasonable wear and tear, a student may be assessed an amount sufficient to replace the item(s).

### Honor Roll

**Under Construction**

Concord School District is committed to the states goal of creating competency based programming in our public schools. Beginning during the 2017 – 18 School Year, RMS will be pursuing the development and implementation of a report card that reflects student movement toward state grade level competencies. This will impact how grades are determined and presented to parents. The administration of RMS will be communicating with parents throughout this process to ensure they are aware and up to date on revisions to the grading system used to report student learning.
The National Assessment of Educational Progress (NAEP) is the largest nationally representative, and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL).

NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessment. These grades and ages were chosen because they represent critical junctures in academic achievement.

In 2010, New Hampshire school districts began the process of transitioning to the Common Core State Standards (CCSS) within our district schools. As a result, CCSS is now an integral part of the academic program in preparing our students for the academic demands of today's entry-level careers, freshman-level college courses, and workforce training programs.

CCSS establish clear, consistent guidelines for what our students should know and be able to do in English Language Arts and Mathematics from Kindergarten through 12th grade.
Important Note to Parents about CCSS:

English Language Arts and Mathematics were the subjects chosen for the CCSS because they are areas upon which our students build skill sets that are used in other subjects. Students learn to read, write, speak, listen, and use language effectively in a variety of content areas, so the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. It is important to note that the literacy standards in History/Social Studies, Science, and Technical subjects for grades 6–12 are meant to supplement content standards in those areas, not replace them.

It should also be noted that the Common Core standards are not meant to encompass everything a student should learn, or describe all the skills that students need in the 21st century. Academic readiness, as defined by the Common Core, is only part of a more comprehensive set of knowledge and skills that contribute to college and career readiness, such as work habits, persistence, and postsecondary planning.

Smarter Balanced Testing and PACE Testing

Critical-thinking, problem-solving, and communication skills are a major focus of CCSS standards and for that reason, Smarter Balanced, the assessment system being used at certain grade levels in Rundlett Middle School, is used to measure and test these important skills.

Smarter Balanced provides timely information to our teachers and parents about student achievement and progress toward college and career readiness including accurate measures of achievement and growth for students with disabilities and English language learners. Smarter Balanced assessments address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do. It provides educators with access to a library of formative assessment resources and tools in the classroom to address the individual needs of their students. It also provides educators with the ability to compare student achievement between schools, districts, and states to ensure that students are making progress.

It is important to remember that Common Core State Standards along with assessment systems such as Smarter Balanced, aid in the design of a ‘best practice’ approach in preparing our students for postsecondary and career opportunities. Students in grade 8 will take the ELA and Math Smarter Balanced Assessment, as well as the New Hampshire PACE Science Performance Task to demonstrate mastery of grade level competencies and standards. In grade 6 and 7, students will participate in the New Hampshire PACE ELA and Math Performance Tasks to demonstrate mastery of grade level competencies and standards.

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2 Smarter Balanced is the assessment system currently being utilized by the Concord school district to measure the full depth and breadth of the Common Core State Standards in English Language Arts/Literacy and Mathematics. In the 2014-2015 academic school year, NECAP standards and assessment systems were replaced by the Smarter Balanced assessment system.
Performance Assessment of Competency Education (PACE)

NH PACE is a first-in-the-nation accountability strategy that offers a reduced level of standardized testing together with locally developed common performance assessments. These assessments are designed to support deeper learning through competency education, and to be more integrated into students’ day-to-day work than current standardized tests. Meaningful assessment is a key part of a strategy to ensure students are getting the most out of their education.

PACE is based on a rich system of local and common (across multiple districts) assessments that support deeper learning, as well as allow students to demonstrate their competency through multiple performance assessment measures in a variety of contexts. Performance assessments are multi-step assignments with clear criteria, expectations and processes which measure how well a student transfers knowledge and applies complex skills to create or refine an original product and/or solution.

School districts piloting PACE in 2016-17 are Epping, Rochester, Sanborn Regional, Souhegan, Concord, Monroe, Pittsfield, SAU 35, and Seacoast Charter.

PACE implementing districts give the Smarter Balanced assessment once in elementary school, once in middle school and the SAT in high school. In all other years, the PACE districts administer carefully designed common and local performance assessments developed by the districts themselves, and validated at the state level.

In grade 6 and 7, students will participate in the New Hampshire PACE ELA and Math Performance Tasks to demonstrate mastery of grade level competencies and standards. Students in grade 8 will take the ELA and Math Smarter Balanced Assessment, as well as the New Hampshire PACE Science Performance Task to demonstrate mastery of grade level competencies and standards.
When and How Often are State Tests Conducted During the Academic Year?

The Smarter Balanced assessment(s) are administered online and are currently scheduled during the last 12 weeks of the school year for program evaluation and school, district, and state accountability systems.

Optional computer adaptive interim assessments may be administered at locally determined intervals to provide information about student progress throughout the year. Dates for state testing at Rundlett Middle School are available on the RMS Calendar on the RMS home page.
CLASSROOM EXPECTATIONS

Collaborative Learning Environment

Concord School District policies and mission statement already facilitate the promotion of a collaborative learning environment for all students at Rundlett Middle School. All school members are expected to assume roles to accomplish group or community goals using self-knowledge, compromise, cooperation and respect. As school community participants, all students are expected to understand and practice their democratic traditions and values, while respecting human dignity, honesty and fairness, and accepting the consequences of their actions.

P.R.I.D.E & Core Values

In our classrooms, and throughout our school, a five-letter acronym - PRIDE (Perseverance, Respect, Integrity, Discipline and Empathy) guides all student behavior expectations. Coupled with a simple PRIDE Expectation Matrix, PRIDE embodies the core values of Rundlett Middle School and serves as the basis upon which all student behavior is explicitly modelled and taught daily at RMS.

The fairness and effectiveness of our PRIDE Expectations matrix lies not just in the simplicity of its language but in its universal applicability to virtually any room, gym, hallway, assembly, meeting area, building, or bus area(s) within our school grounds. The PRIDE Expectation Matrix is designed to remain relevant to all learning environments within our school including events where students are not on RMS grounds but are representing RMS on school sponsored events (e.g. field trips, athletic events, concerts, etc.). The expectations are clear and consistent. A student is required to ‘use appropriate language and voice level’ and ‘clean up’ after themselves regardless of where they are in the RMS building, i.e. classroom, cafeteria, bathroom, gym etc. The overarching view at RMS is that our entire school is a collection of learning environments (classrooms) where students are given opportunities to grow academically and socially and take responsibility for the behavioral choices they make.
Our school’s classroom expectations are framed and modeled in multiple ways. PRIDE Expectation posters displayed throughout RMS remind students daily of what it is to be a PRIDE member of our school. Students are also frequently recognized and rewarded when they are seen to be exemplifying PRIDE values. The Classroom PRIDE Expectation Matrix guides all classroom behaviors and helps teachers and educators determine appropriate response strategies to non-compliant behavior.

For instance, when a student chooses to respond negatively to reasonable requests, a student is reminded that they are not showing PRIDE Respect for his/her teachers or peers. In-classroom strategies such as re-teaching behavior expectations, redirection, or a short removal from the classroom with a break in the hallway, followed by a brief discussion with the classroom teacher before reentering the classroom, may be used initially to help a student manage their response more positively next time.

In repeated occurrences of non-compliant behavior, our Positive Behavioral Interventions and Supports (PBIS) system provides other interventions and supports that aid students in learning from their mistakes and receiving the support they need to change their behavior over time.
In this section, you will find basic information about your child’s day at school. In order to create a safe environment that promotes learning, it’s important to have standard procedures in place for staff, students, and parents/guardians to follow.

### Announcements

Public Address System announcements are made each morning and afternoon. Students should listen carefully for information about school operations, extracurricular activities, or other events happening at the school. Announcements are also displayed on the monitor in the cafeteria for students to view during their lunch periods.

### Attendance

The Concord School District requires that students attend school for a minimum of 177 days. Your child is expected to be at school, and on time, for each day that school is in session. In the event your child is absent for all or part of a school day, please follow the procedures listed below:

**Absence from School**

When a student is absent from school, we expect a phone call from parents/guardians on the date of a student’s absence. The office can be reached before/after hours to report your child’s absence by calling 225-0862 and leaving a voicemail. When a student is absent and we do not receive a call, the grade level secretary will attempt to reach a parent/guardian or an emergency backup at the contact number(s) provided by the parent/guardian. If no contact is made, the parent/guardian should send in a written note with their student when he/she returns to school. If we do not verify the absence, a letter will be sent home reminding the parent/guardian of this policy.

**Assignments Missed Due to Absence (Three or More Days)**

In the event of an extended absence due to illness, injury, or family emergency, requests for assignments can be made by contacting the student’s cluster teachers and grade level school counselor. In addition, clusters and individual teachers maintain web pages on the school website where students can find homework assignments and other cluster information. Parents may access information via the parent portal of PowerSchool.

**Early Dismissal from School**

To be dismissed early from school, a student must present a note signed by a parent/guardian at the attendance window or to the grade level secretary upon arrival at school. The note should include the date and time of dismissal, telephone number, and the reason (doctor’s appointment, etc.) for the dismissal. If someone other than the parent/guardian or an adult listed as an emergency contact is to pick the student up, please specify this in writing. It is against school policy to allow a student to
be dismissed over the phone. As a safety precaution, parents/guardians arriving at school to pick up a student may be asked to show proper identification.

**Tardiness to School**

Students arriving after 8:30 am should report directly to the grade level secretary for an admit slip. Tardiness will be excused if a note from a parent/guardian is presented, or if the parent/guardian calls to verify the student’s tardiness. Students will receive a detention after 3 unverified tardies by the grade level secretary.

**Arrivals and Dismissals**

The RMS school day officially begins at 8:30 am and ends at 3:30 pm. Students are supervised inside beginning at 8:10 am, and should wait patiently in their designated grade level areas until the school building opens for students at 8:25 am. Grade 6 students report to the MPR, grade 7 students report to the gymnasium, and grade 8 students report to the NAR. Students are not allowed to wait outside of the school building; they must report to the grade level areas. YMCA offers a Before School Program beginning at 7:15 in the RMS gymnasium. Any student who arrives before 8:10 must report to the gymnasium.

Parents are discouraged from sending or dropping their children off at Rundlett prior to 8:00 am which is when the school breakfast program starts. Students arriving before this time should not enter the building unless they have been otherwise instructed to do so by an administrator or teacher.

Once on school grounds, students are not permitted to leave without permission from the school nurse or an administrator. At the end of the school day, students will be dismissed in tiers and should proceed directly home, to their bus line, the car pick-up area, or their after-school activity.

**Buses**

Complete bus routes and schedules can be found on the Concord School District’s website at [www.sau8.org](http://www.sau8.org). For further information, contact the Director of Transportation at 225-0849.

**Late Bus**

A late bus is available each weekday to students who participate in after-school activities through our 21C program. **Students must obtain a late bus pass from the adult supervising the activity.** Buses arrive at approximately 5:25 pm and depart at approximately 5:40 pm. **Please note there is not a 4:30 bus.** Students must be in a supervised activity under the direction of an adult until 5:20 to use the 5:30 late bus.

**Car Drop-Off and Pick Up**

To maintain a safe area for our students during the busiest times of the school day, please adhere to the following procedures when dropping off or picking your child up from school:
There are two driveways that run through the Rundlett campus. Both are ONE-WAY, entering from South St. and exiting onto Conant Drive. The inside driveway, closest to the school, is reserved for buses and emergency vehicles ONLY between 7:45 am and 3:45 pm. The outside driveway should be used for parking and dropping off or picking up students. There are three visitors and accessible (handicap) parking spots close to the covered entrance. Do not pull cars into the designated accessible parking spots unless your vehicle has the appropriate permit. Please observe the 5-mph speed limit and come to a full stop at each crosswalk.

**Student Drop Off and Pick Up**

Using the outside driveway, please form two lines of traffic and drop off students at the crosswalk by the appropriate grade level entrance. Staff will monitor the crosswalk beginning at 8:10 am. The outside lane, closest to Abbot-Downing, will be for thru traffic. Please note this change.
Communication with Families/Guardians

Most information communicated between families and RMS is communicated electronically. The daily announcements, news, and calendar listings are available on the school website at www.sau8.org. In addition, clusters and individual teachers maintain web pages on the school website where students can find homework assignments and other cluster information. General announcements are made to the entire school community through SCHOOL MESSENGER, an automatic phone system, regular e-newsletter from grade level secretaries, and via e-mail.

Cancellation or Delayed Opening of School

If the decision is made to cancel or delay the opening of school because of inclement weather, a phone announcement will be sent to the entire school community by 7:00 am through SCHOOL MESSENGER. It will also be posted on the school district homepage at www.sau8.org. In addition, an announcement will be made by local radio stations and televised on WMUR-TV Channel 9.

Change of Contact or Other Pertinent Information

In the event of an emergency, it is imperative that we have current contact information for parents/guardians and the individuals you name as emergency contacts. If there is a change of contact information -- address, telephone number, e-mail address, etc. -- during the school year, please inform the school in writing as soon as possible. It is also important to keep the school informed in writing of any changes in custody or family circumstances.

Annual Student Update of Information

Perhaps you are wondering why you have not yet received a stack of back-to-school paperwork to sign? Today, we are pleased to launch Smart Choice, our new online registration system, which will allow you to verify or enter your child(ren)’s information online!

To begin, please visit https://register.sau8.org

- Click the Annual Update button on the far right.
- Create an account using your personal email address.
- Look up your child by typing in their first and last name, current grade level, and birthdate.

As you work through the process, you may save your progress and go back to it at any time. Once you submit your data, school staff will review your child’s information before it is pushed to PowerSchool, our Student Information System. If you have any difficulties with this process, please contact the office at RMS.

Parent Conference

Parents are encouraged to talk with teachers, counselors, and/or administrators about their child’s progress and performance. Sign-ups for the school’s annual parent/teacher conferences will take place on Back-to-School night in September. These conferences are held on the Thursday and Monday evenings preceding the Thanksgiving break.
Conferences can be arranged at any time by calling the school and requesting a teacher, counselor, or administrator to set up a meeting at a mutually convenient time and date.

Confidential Matters

At RMS, we understand that life-changing events, family transitions, or life changes can and do challenge a student’s ability to meet the academic or social demands of their school community. It is our goal to provide a supportive framework in which student matters are listened to and addressed through the proper levels of school administration to ensure the privacy and confidentiality of all.

The sequence in which a parent or guardian may contact the school may vary depending on the nature of concern or the sensitivity requested in addressing a confidential matter. However, parents and guardians are strongly advised to contact the student’s classroom teacher first to determine if assistance or resolution may be provided at that level. If not, the teacher may then redirect or involve a Guidance Counselor, Grade-Level Administrator, or the Principal as they deem necessary to escalate and address the issue or concern.

Contacting Student/Delivering Item to Student during School Hours

All deliveries/important messages to students must go through the receptionist in the main office. It is imperative that parents/students not contact one another via cell phone/text messaging during school hours. This is disruptive to the learning environment and in violation of our cell phone policy. Students may check their phones for messages at the time of dismissal.

Emergency Situations

Periodic drills are conducted to prepare students and staff for the unlikely event of an emergency. Should there be an emergency at the school, please DO NOT come to the school. Instructions will be delivered via SCHOOL MESSENGER, posted on the Concord School District website at www.sau8.org, and, if appropriate, via local news media.

School Evacuations

Directions for evacuating the building are posted in a prominent place in each classroom. These procedures are practiced throughout the school year to ensure a prompt and orderly evacuation of the building.

School Lockdown

Students will quickly and silently follow the directions of the teacher or adult in charge.

Hold in Place

Students will follow the directions of the teacher or adult in charge.
**Passes**

All classrooms have a sign-out/sign-in log which students use to record their departure and return. In addition to signing out, students are required to have a pass.

**Bathroom Passes**

A student must obtain a pass to use the bathroom during class. During lunch periods, students may receive permission from one of the cafeteria supervisors. Students should return directly to their classroom or the cafeteria when they are finished.

**Hall Passes (Nurse, Media Center, Office, Locker)**

Unless supervised by a teacher, students must have a hall pass any time they are in the hallways during class. Students should go directly to/from their destination and use an appropriate voice level while in the hallway.

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**Personal Property**

Students should mark all personal property with their full name. We strongly encourage students to leave electronics and other valuables at home, as RMS cannot be responsible for lost or damaged property.

**Backpacks/Book Bags**

Backpacks/book bags are expected to be kept in lockers during the school day. Students may carry a gym bag when attending a physical education class during the Exploratory Classes block.

**Bicycles and Skateboards**

Students riding bikes to school should park their bikes only in the racks provided. Please be sure bikes are securely locked. Students are not permitted to ride their bikes on school property except to arrive and to leave. Skateboarding is not permitted on school property.

**Lockers**

Students will be assigned a locker for their use during the school year. Students having problems with locks or lockers should contact their homeroom teacher. To ensure that personal property and books loaned to them by the school are safe, students should:

- Make sure the locker is closed and securely locked each time it has been used.
- Not share their lockers or combinations with other students.
- Student cell phones will be secured in their lockers at the beginning of each school day so they are not a distraction from learning.

**Please be aware that the school reserves the right to inspect student lockers.**
Parents/Guardians are welcomed and encouraged to volunteer their time, energy, and talents at Rundlett Middle School. Whether you would like to volunteer for a specific project, or commit to something on a regular basis, there are opportunities to do so.

**Parent Teacher Organization**

Throughout the school year, the PTO meets monthly to discuss issues pertaining to Rundlett Middle School and current adolescent issues / research that can parents and community members in supporting the healthy development of individual students and children in general. The PTO also conducts many functions, such as staff appreciation events, and sponsors the school’s major fundraising efforts. The money raised by the PTO is used to fund opportunities, field trips and materials for students and teachers that don’t fall within the district’s budget. PTO information and volunteer sign-up sheets will be available at Packet Pick-up in August. If you have questions or wish to be involved with the PTO, please contact the PTO President at rundlettpto@gmail.com or visit the RMS PTO page on our website (www.sau8.org).

**Lost and Found**

If an item is lost, students should check the ”lost and found” box in the cafeteria. There is an additional “lost and found” box located in the gymnasium. Unclaimed items are periodically donated to charity.

**Student Use of School Phone**

Students are permitted to use the classroom phone with the teacher’s permission, or the office phone with the permission of an office staff member, for school related business.

**Visitors**

Visitors to Rundlett Middle School must sign in at the main office, explain the purpose of their visit, and get a visitor’s pass. Students from other schools will not be allowed to visit unless they receive the prior approval of an administrator.
Volunteering at RMS

Parents/Guardians are welcomed and encouraged to volunteer their time, energy, and talents at Rundlett Middle School. Whether you would like to volunteer for a specific project, or commit to something on a regular basis, there are opportunities to do so.

Volunteering During the School Day

If you would like to volunteer during the school day, contact your student’s cluster teachers, grade level secretaries and/or other RMS staff. At times, RMS staff will put out a call for parent volunteers for specific activities.

Volunteering Through Extracurricular Activities

If your student participates in RMS sports or other extracurricular activities, check with his/her coach or activity leader for volunteer opportunities. Programs such as Rundlett Performance Ensemble Group (PEG) rely heavily on parent volunteers.

Concord School Policy Regarding Volunteers

To be a designated volunteer working with students without staff member(s) present, a background check is required. The Concord School District will conduct this check. Additional information related to volunteering prerequisites may be referenced under the following Concord School District Policy: (#890 – Designated Volunteers – Designated Volunteer Service Statement & Agreement policy).
RMS offers several daily lunch options and we proudly partner with companies who produce fresh local ingredients offering students quality choices.

Beside the selected meal of the day additional daily choices include freshly made salads, subs/wraps (such as: turkey, tuna, ham & cheese, egg salad or roast beef), and whole grain pizza. All meals include a milk choice of non-fat or 1% milk and an 8 ounce bottle of water.

A breakfast program is also available each morning from 8:00 – 8:25 a.m. Refer to the Lunch Menu link on the RMS main webpage for more details. Lunch times are a time to socialize with friends, take a break from the school day and possibly go outside (weather permitting) but students are expected to behave as they would at a restaurant.

Paying for Food

All students have a debit account at Rundlett Middle School that can be used for any type of purchase in the cafeteria (breakfast, snack or lunch).

Students who have their card from the previous year can use that card this year. All students who have their picture taken by the school photographer will receive an updated picture I.D. card with the student’s PIN number on it after the pictures are taken. The card and/or PIN number is required if the child is using his/her account. If a card is lost, a replacement card will be issued for a cost of $3.00 that will be charged to the student’s account.

Students can pay with cash, but the quickest way to go through the lines is to use the card and/or PIN number. Parents can send in any amount of money for the account in cash or check to the cafeteria or online under School District Department Food Services link (Lunch Prepay).

Students must have their cards or cash in order to access the snack line in the cafeteria. If your child’s account has run low or they have forgotten to bring a lunch, the student should see their grade level administrator or guidance counselor. No child will go hungry at RMS.

Free and reduced meal assistance is available for in need families. Please see insert in student packet given out at the beginning of each year, or go online to the School District Department Food Services link and click on Free or Reduced Price School Meals Application and/or Free or Reduced Price School Meals FAQ for more details). The application has to be submitted each year. For further information, please contact Food Services at 225-0823.
Rundlett Middle School offers a full range of school based counseling services with a counselor on staff for each grade level.

**Grade Level Counselors**

Grade level counselors follow students from grade to grade, so that students do not have to adjust to a new counselor each year. These counselors also help transition students between grades as well as the transition from Elementary School to 6th grade and 8th grade to High School. Once the grade level counselor finishes "looping" with their group of students (6th, 7th and 8th grade) they return to grade 6 and start the process over again. Students and parents find this process effective because there is at least one adult that will be working with them for all three years.

**Special Program Counselors**

In addition to Grade Level counselors, Rundlett also has a ‘Special Programs’ counselor that works with students who may be a part of specific programming within the building. This counselor works with students at all grade levels and continues to work with them for their entire experience at Rundlett. If a student meets with the Special Programs counselor, they are also able to access the counselor that works with their grade level as well.

These counselors are available during the school day to provide both individual and group counseling. Whenever possible, counselors will provide guidance support to students outside of classroom instructional times. In the case of an emergency, students will be seen by a counselor or school psychologist (on staff) immediately. Please contact your child’s grade level secretary to set up an appointment with a counselor or school psychiatrist. Professional ethics binds our counselors to respect confidential matters and ensure privacy.

**Health Services**

The school’s registered nurses provide health Care. RMS staff will contact the health office if a student sustains an injury or becomes ill while at school. Students may request a pass to the nurse from anyone of their teachers. The school nurse will assess the student to determine the seriousness of the injury or illness and contact parents as necessary.

Comprehensive information related to health procedures, state mandated immunizations and student wellness may be referenced under the following Concord School District policies: **(#530 – Student Wellness, #531 – Concord School District Health Procedure Manual)**.
Medication

If it is necessary for a student to take prescribed medication including asthma inhalers and EpiPen’s during the school day, a written order must come from a physician and written permission must be received from the parent or guardian. Medications prescribed by a physician must be brought to school in a current prescription container properly labeled for the student and must be kept in the health office. Students receiving prescription medication for more than one year must have a new order for each year.

Possession and self-administration of asthma inhalers and/or epinephrine is permitted per RSA 200:42 - 200:47 with proper documentation. Forms for these purposes are available from the school nurse. For the safety of your child and all the students at RMS, students are not allowed to carry or self-administer over the counter medications at school. Non-prescription medications such as Tylenol, Advil, cold medicine, etc. are stocked in the health office and can be administered to your child with your written permission on the Emergency Form you fill out at the start of each school year. Please call the school nurse if your child needs to take different over-the-counter medication at school than those that are listed on the Emergency Form.

Dismissal for Health Reasons

The school nurse will determine whether a dismissal is warranted. A student may be dismissed only with the direct or written permission of a parent, guardian, or by a person who has been authorized by a parent or guardian to assume temporary care of the student. A student cannot be dismissed for health reasons without observing this procedure.

Physical Education – Medical Exemption

All students are required to take physical education. Should it be necessary for a student to be excused from physical education because of health reasons, the following procedures should be observed:

**Short Term Exemption**

Upon written request from a parent or guardian, the school nurse may excuse a student from participating in physical education classes for up to three classes.

**Long Term Exemption**

In order to be exempt from physical education for a period longer than three class periods, a note from a physician attesting to this need must be submitted to the school nurse.

Physical Exam, Immunizations, and Sports Requirements

All Rundlett Middle School students need to have a physical exam report on file in the nurse’s office prior to entering the sixth grade. Examinations performed during the fourth and/or fifth grade year(s) are acceptable for the sixth-grade physical. If a family physician is unavailable or does not exist, families should contact the school nurse for a referral.
RMS Services & Resources

The State of New Hampshire requires up-to-date immunizations for attendance in school. The school nurse will contact the parent or guardian if the student is missing any required immunizations. Prompt attention to this notification will be necessary or the student may be excluded from school.

In addition to the physical exam, every student is required to complete a health questionnaire each time he/she has a try-out for a sport. These forms will be distributed and collected by the team coach. Students who have had recent surgery, injury or illness must provide the school nurse with a doctor’s note indicating that they are medically able to participate in the sport. All students involved in RMS sports take the IMPACT Test, which assesses cognitive responses. This data is used to determine a student’s readiness to return to athletics should a head injury/concussion occur.

Legal Services

There is low cost or no fee legal services available to students and parents. Information may be obtained from the New Hampshire Bar Association (603-224-6942).

Library/Media Center Services

The Library/Media Center is a rich resource for the students. Additionally, research databases and research guides are available online 24/7 for student use.

Library materials can be borrowed for three weeks unless reserved for class use. Library materials can be renewed unless requested by another user. Back issues of magazines and a collection of encyclopedias can be borrowed overnight only. Other materials are for use in the building. The Library offers a large collection of electronic books which can be borrowed online.

Students are responsible for all library materials they borrow. A replacement cost will be charged for all lost or damaged materials. Reminders will be sent to homeroom teachers at least once a month and students can monitor their accounts through the Destiny system under the Library Learning Commons on the RMS home page.

Borrowing privileges may be suspended for students with overdue items. Final report cards will only be issued to students who have cleared all school accounts.
Student Independent Use

Teachers may issue passes to the library for specific reasons, such as class research projects. The Library has eight computers for student use. Teachers may issue passes for students to choose a book for pleasure reading. Students will sign in at the library upon arrival, and will sign out when departing.

Technology Expectations

The Concord School District expects students to be safe and responsible users of district technology and the internet. To view detailed expectations of using the district’s technology network refer to Concord School District policy - - #542 Acceptable Internet Use – Students.

A Few Important Guidelines to Consider:

- School technology should be a thinking tool, not a device for playing.
- When using technology to take photos or videos, all users are expected to be respectful of the privacy of other students and staff.
- Many RMS students have access to an iPad. All iPad users are expected to observe and respect the expectations listed in the CSD Student Technology Use Guidelines and Responsibilities and User Agreement when using school iPads.
- Students are expected to stay in the app or website they are directed to be in.
- If you accidentally visit a website with inappropriate content, let an adult know.
- If you receive any form of digital communication that is inappropriate immediately tell an adult.

Unacceptable Behavior:

- Taking pictures or video without that person’s permission or viewing inappropriate pictures or videos.
- Intentionally trying to cover up inappropriate use.
- Participating in social media sites not designed for student and school use.

Student Insurance

The Concord School District has an agreement with a local insurance agency to provide a low-cost accident insurance policy for students. The school will provide the forms at the beginning of the school year. Once the insurance is purchased, the contact is between the parents and the insurance agency.
21C (21st Century Community Learning Center Program)

Through the 21st Century Community Learning Center, students at RMS can become involved in:

- Before and after school academic assistance (homework help/study skills),
- Fitness and wellness activities (intramural sports, open gym time, dance, walking club),
- A variety of enrichment opportunities and experiences (e.g. Cup Stacking, Inventor’s Club, Math Counts etc.)

Students participating in 21C may access the 5:30 late bus. Signed parent permission is required to enroll. For more details, refer to 21C link on the RMS home page. **Please note there no longer a 4:30 PM bus.**
RMS Sports & Co-Curricular Activities

Several interscholastic sports and intramural activities for boys and girls are available at Rundlett Middle School. Eligibility: Students must pass five of seven or six of eight classes to be eligible to participate on an athletic team during the school year. Grades are based on the previous terms performance. Students may try out for teams if they are presently ineligible proved their current grades are in good standing. If a student is on a team but does not meet the academic standard at the time of grade reporting, they will be removed from the team upon grade finalization.

The sports/activities available during each season are as follows:

### Interscholastic Sports

<table>
<thead>
<tr>
<th>Season</th>
<th>Sport</th>
<th>Eligible</th>
<th>Grade</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td><em>Soccer</em></td>
<td>Boys</td>
<td>7 8</td>
<td></td>
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<tr>
<td></td>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td><em>Field Hockey</em></td>
<td>Girls</td>
<td>6 7 8</td>
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<td></td>
<td></td>
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<tr>
<td>Fall</td>
<td><em>Cross-Country</em></td>
<td>Boys</td>
<td>6 7 8</td>
<td></td>
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<tr>
<td></td>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td><em>Volleyball</em></td>
<td>Boys</td>
<td>7 8</td>
<td></td>
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<tr>
<td></td>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>Basketball</td>
<td>Boys</td>
<td>7 8</td>
<td>2 Teams</td>
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<tr>
<td></td>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td><em>Cheerleading</em></td>
<td>Girls</td>
<td>6 7 8</td>
<td>2 Teams</td>
</tr>
<tr>
<td>Winter</td>
<td><em>Wrestling</em></td>
<td></td>
<td>6 7 8</td>
<td></td>
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<tr>
<td>Winter</td>
<td><em>Nordic Skiing</em></td>
<td></td>
<td>6 7 8</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td><em>Track &amp; Field</em></td>
<td>Boys</td>
<td>6 7 8</td>
<td></td>
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<tr>
<td></td>
<td>Girls</td>
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### Intramural Sports

<table>
<thead>
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<th>Sport</th>
<th>Eligible</th>
<th>Grade</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td><em>Volleyball</em></td>
<td>Girls</td>
<td>6</td>
</tr>
</tbody>
</table>

---

3 *RMS Interscholastic sport events occur between two or more schools.*

4 *RMS intramural sports involve students at the same school.*
RMS Sports & Co-Curricular Activities

<table>
<thead>
<tr>
<th>Spring</th>
<th>*Floor Hockey</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

(* denotes no limits on number of participants)

Co-Curricular Activities

Clubs/Organizations

Throughout the school year various clubs and organizations are available for student participation. Please refer to the RMS homepage for more details on how and when to sign up.

Drama

Performance Ensemble Group (PEG)

PEG is the Rundlett Middle School theater program. PEG meets after school, and is open to all RMS students. The program enhances and strengthens students’ abilities as actors and actresses, and teaches and gives hands-on experiences for students who want to learn technical aspects of theater work such as sound, lighting, costumes, and set construction. Often there are workshops during the fall to teach aspects of acting and stage performance.

PEG Performances

Each spring the group stages a musical, featuring singing, dancing, and acting combined. The musical is open by audition: students will prepare selected lines from a show, several singing excerpts and will learn dance steps. While not all students who audition are accepted to be on stage, there are multiple opportunities for helping backstage, so if a student wants to be involved, there are usually opportunities to do so.
Music

Performing groups available to sixth, seventh and eighth grade students at Rundlett Middle School include:

- Orchestra
- Band
- Jazz Band
- Chorus
- Chamber Chorus
- Chamber Singers

Class Enrollment

Ensembles meet during the school day and it is expected that students enrolled will attend their rehearsal as scheduled. Jazz Band meets after school and members are selected by audition. Admission to Chamber Orchestra and Chamber Chorus is based on individual experience as well as the director’s recommendation. Participants in the band and orchestra programs should have completed at least one year of lessons on their chosen instrument prior to joining the group to be adequately prepared for this experience.

Music Performances

RMS music performing groups present several public concerts throughout the year, as well as performances at various community activities, state festivals and parades. Students participating in performing ensembles meet their music requirement through this participation. Therefore, it is expected that each student be required to maintain a year-long commitment to membership in an ensemble once the “drop date” for the class has expired. Please note that during the drop/add period if a student drops/adds a performing group, the student’s exploratory schedule will be affected. Any drop/add that occurs after the first three weeks of school will only occur at the end of a quarter.
Student Ambassadors

Rundlett Middle School Student Ambassadors learn leadership qualities through a variety of real-life experiences and can employ their skills at Rundlett Middle School as well as within the greater Concord, NH community. For more details, visit the RMS Student Ambassadors webpage.

Student Council

An opportunity to establish a Student Council within Rundlett Middle School is open to students interested in planning, implementing, and managing school-based activities, addressing student concerns, and promoting a positive school culture based on our core P.R.I.D.E. values. Within this student government framework, elections would be held to fill key roles for President, Secretary, and Treasurer including 1-2 cluster representatives for each cluster. Elected student council members would be responsible for communicating and promoting events through clusters, and when necessary, collaborating on school related projects, events, and activities.

Student-Led Activities

Students planning a school-related activity such as a dance, bake sale, or raffle must receive approval by their grade level administrator at least one week prior to the scheduled activity (two to three weeks is recommended, especially for fundraisers). Any signage affiliated with the event also needs approval from the principal prior to posting it in the school building. A staff member must be involved in all fundraising activities.
RMS EXPECTATIONS FOR STUDENT BEHAVIOR

The Rundlett Middle School community is dedicated to creating a safe school climate and culture that promotes the academic and social growth of all students. Rundlett Middle School is a large community with over 1,000 people in our building on any given school day.

To ensure the safety and well-being of everyone, our school has adopted a system called Positive Behavioral Interventions and Supports (PBIS) that includes the following:

- a set of values and clear expectations for behavior in our school,
- a system for teaching students what is expected of them during various transitions and settings during the school day, and,
- a consistent set of consequences and restorative practices for students who have difficulty meeting our social expectations.

RMS Core Values & PRIDE Expectations

An integral part of RMS PBIS is a core set of values and expectations called P.R.I.D.E. PRIDE stands for: Perseverance, Respect, Integrity, Discipline and Empathy.

Posters that depict PRIDE behaviors, that we expect students and adults to demonstrate, are displayed throughout our school. PRIDE expectation posters are visible in every classroom, cafeteria, hallway, and in all RMS learning environments. These posters are constant reminders of what it is to be a PRIDE member in our RMS school community, placing emphasis on teaching students the desired behavior, rather than telling students what not to do.
<table>
<thead>
<tr>
<th>PRIDE Behavior Expectation Matrix</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Bathroom/Locker</th>
<th>Cafeteria</th>
<th>Arrival / Departure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perseverance</strong></td>
<td>Keep trying</td>
<td>Prepare yourself for class quickly</td>
<td>Be patient as you wait your turn in line</td>
<td>Be patient as you wait</td>
<td>Stay in assigned area</td>
</tr>
<tr>
<td></td>
<td>Seek help when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finish what you start</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain a positive attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Use appropriate language and voice level</td>
<td>Use appropriate language and voice level</td>
<td>Use appropriate language and voice level</td>
<td>Use appropriate language and voice level</td>
<td>Use appropriate language and voice level</td>
</tr>
<tr>
<td></td>
<td>Respond positively to reasonable requests</td>
<td>Keep hands and feet to yourself</td>
<td>Clean up after yourself</td>
<td>Clean up after yourself</td>
<td>Respond positively to reasonable requests</td>
</tr>
<tr>
<td></td>
<td>Be considerate of others’ learning and feelings</td>
<td>Make room for others to pass</td>
<td>Flush</td>
<td>Be silent for announcements</td>
<td>Keep hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>Take care of school property and your learning materials</td>
<td>Be considerate of others’ feelings</td>
<td>Place personal items into the proper receptacle</td>
<td>Be considerate of others’ feelings</td>
<td>Be silent for announcements</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>Do your own work</td>
<td>Help others in need</td>
<td>Give others their privacy</td>
<td>Pay for and consume your own food and drink</td>
<td>Always walk</td>
</tr>
<tr>
<td></td>
<td>Recognize and support the good work of others</td>
<td>Report problems to an adult</td>
<td>Report problems to an adult</td>
<td>Support and include one another</td>
<td>Support and include one another</td>
</tr>
<tr>
<td></td>
<td>Report problems to an adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Be on time</td>
<td>Walk</td>
<td>Consistently follow routines</td>
<td>Consistently follow routines</td>
<td>Follow the arrival and dismissal procedure</td>
</tr>
<tr>
<td></td>
<td>Be on task</td>
<td>Keep to the right</td>
<td>Return to room promptly</td>
<td>Honor personal space</td>
<td>Enter and exit the building through the designated door</td>
</tr>
<tr>
<td></td>
<td>Be prepared</td>
<td>Go directly to your destination</td>
<td></td>
<td>Walk</td>
<td>Sit in your seat when on the bus</td>
</tr>
<tr>
<td></td>
<td>Be organized</td>
<td>Keep locker closed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Do your best work</td>
<td>Keep walls, lockers, and floors clean</td>
<td>Leave your area clean</td>
<td>Leave your area clean</td>
<td>Leave your area clean</td>
</tr>
<tr>
<td></td>
<td>Listen to learn and understand</td>
<td></td>
<td></td>
<td></td>
<td>Follow all bus rules</td>
</tr>
<tr>
<td></td>
<td>Keep classroom neat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage in your learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PBIS gives guidance so that school community members can participate productively and responsibly in our school but also holds members accountable for behaving safely and appropriately. The RMS Positive Behavioral Interventions & Supports (PBIS) system is an evidence-based framework to improve school culture and climate. PBIS is implemented in over 19,000 schools in the United States, and a growing body of evidence demonstrates that when PBIS is implemented with fidelity, students have improved behavior and achieve better academic outcome\(^5\). For more information about PBIS, visit www.pbis.org.

\(^5\) Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Horner et al., 2009.
If a student has difficulty with behaving according to our expectations, we have created a system of responses that are designed to help those students to be successful without disrupting another student’s learning.

The set of expected behaviors in the RMS PRIDE Expectations Matrix is used in conjunction with remind and redirect strategies to address minor behavioral issues. However, when addressing major or repeated problem behaviors, we have three strategies:

1) in some instances when there is a serious behavior problem governed by state laws and/or school district policies, we are required to address the issue directly and may have to remove the student from the school community;

2) when the student repeatedly engages in problem behavior that does not break a law or a policy, we use a guide that helps teachers to respond consistently and in a fair manner; and,

3) we have a range of services for those students who engage in behaviors that they cannot correct with redirection and typical teacher support.

The RMS Pyramid of Interventions on the next page provides a range of PBIS interventions and supports used within the RMS community.
RMS Pyramid of Interventions

**Tier 1:** Interventions & Supports - Structured Behavior Interventions for every student
- Project Success (Substance Abuse and Stress Management Curriculum embedded in Health Courses)
- Before & After School Program (21C)
- Student/Parent Conferences,
- Advisory
- Educational Behavioral Supports
- School Counseling Services
- PRIDE Classroom Expectations & PRIDE Classroom Lessons
- PRIDE Expectation Matrix

**Tier 2:** Behavioral Interventions & Supports - Supports for some students who struggle with meeting expectations
- Plan and Process Room
- Mentoring
- Check In/Check Out
- Academic Seminar
- Coping CAT /Zones of Regulation
- Targeted Counseling Groups
- Simple Functional Behavioral Assessments (FBA)

**Tier 3:** Structured Interventions for the few students with the greatest need
- RENEW
- Complex Functional Behavioral Assessment (FBA) and Behavior Support
- 3 R (Respectful, Relevant, Realistic) Plan(s)
- Individualized Family and Youth-Driven Planning & Support
- Community Supports (WRAP, DCYF, Mental Health, Child & Family Services)
- Enhanced Academic Seminar

**RMS Expectations for Student Behavior**

**Positive Behavioral Interventions & Supports (PBIS)**
Rule violations are an opportunity to teach, counsel and mentor students toward more socially effective behavior to increase students’ options for appropriate responses in the future. Therefore, a primary goal of a systematic and consistent system (e.g. PRIDE, PBIS) is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and logical consequences when they are not following the rules. Rule violations are an opportunity to teach correct behavior and increase students’ options for appropriate responses.

**Major versus Minor Behaviors**
To make it easier for teachers to respond quickly to problem behavior, RMS has defined behaviors that are managed in the classroom by the teacher (“Minors”) versus behaviors that are managed by an administrator in the office (“Majors”).

The Rundlett Middle School system of responses to problem behavior is designed to, in priority order:

1. Maintain safety of all students, staff, and visitors,
2. Enable optimum learning for all students,
3. Create and maintain a community of support, respect and caring for all members, and
4. Teach critical social skills that all individuals need to be successful in life.

For these reasons, consequences are designed to correspond to the severity of the problem behavior. There is flexibility within each option regarding the actions that will be taken based on the student’s age, the nature of the offence and circumstances that led to the offense, the student’s prior disciplinary record, the effectiveness of other forms of discipline, information from parents, teachers or others, as appropriate, other extenuating circumstances (e.g. cultural and linguistic needs), the student’s level of understanding or his or her behavior, and the skills he or she needs to learn in order to behave appropriately. The consequences should be focused on teaching the student how to behave appropriately, whenever possible, and on removing the effectiveness of the student’s problematic behavior. For example, some students act out to avoid academic work, or others act out impulsively because the other students find it funny (i.e., the student is gaining peer attention).

**Range of Possible Responses to Problem Behaviors**
To develop consistency to the discipline process, Rundlett Middle School employs a progressive disciplinary process, reflected in the *Table of Progressive Discipline* on the following page.
### Table of Progressive Discipline

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Behavior (Staff Managed)</td>
<td>Minor Behavior (Staff Managed)</td>
<td>Major Behavior (Office Managed)</td>
<td>Major Behavior (Office Managed)</td>
<td>Major Behavior (Office Managed)</td>
</tr>
<tr>
<td>Recorded as a Minor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Column 1: Minor Behavior (Staff Managed)
1) Restate the expectation  
2) Redirect to task  
3) Reteach  
4) Differential Reinforcement (ignoring negative behavior while paying attention to what you want)  
5) Nonverbal cue to task  
6) Physical proximity  
7) Thank nearby student who is doing desired behavior  
8) “The Look”  
9) Clearly state choices/options

#### Column 2: Minor Behavior (Staff Managed)
1) Teacher redirect and conference with student  
2) Teacher/student behavior contract  
3) Teacher detention  
4) Reteach with corrective feedback  
5) Problem-solving worksheet  
6) Restate direction and mild consequences  
7) Change seating  
8) Modify assignment  
9) Parent contact  
10) Consult with Administrators

#### Column 3: Major Behavior (Office Managed)
1) Keep student in classroom if possible; complete discipline form and give to grade level administrator as soon as possible  
2) Conference with student  
3) Parent contact  
4) Guidance and counseling (including substance use counseling)  
5) Behavior contract  
6) Restitution agreement  
7) Time in office  
8) Administrative consequences that may include one of the following: lunch detention(s), after-school detentions

#### Column 4: Major Behavior (Office Managed)
1) Keep student in classroom if possible; complete discipline form and give to grade level administrator as soon as possible  
2) Conference with student  
3) Parent contact  
4) Restitution agreement  
5) Guidance and counseling (including substance use counseling)  
6) Behavior contract  
7) Administrative consequences that may include one of more of the following: multi-day In-school suspension and/or Out-of-school suspension, In-school suspension, Saturday detention, referral to Diversion Program for education, Concord Police Department

#### Column 5: Major Behavior (Office Managed)
1) Contact office for immediate administrative action  
2) Immediate parent contact  
3) Safety Assessment with possible contact with Emergency Services  
4) Concord Police Department  
5) Administrative consequences that may include one of more of the following: multi-day In-school suspension and/or Out-of-school suspension, re-entry meeting to institute a behavior contract, referral to Diversion Program for education, long-term suspension, referral to Director of Student Services, administrative disciplinary hearing

### Required Documentation
- Teacher will track these incidents.  
- Minor Office Discipline Referral  
- Teacher contact with parent  
- Major Office Discipline Referral  
- Referral to Tier II Team after 3 major incidents in one month  
- Major Office Discipline Referral  
- Referral to Tier II Team after 3 major incidents in one month  
- Major Office Discipline Referral  
- Additional incident and school, school district, or outside agency report forms  
- Referral to Tier II Team  
- Behavior Contract with reinforcement schedule to track learning
Continuum of Discipline Responses

The Progressive Discipline model is a range of possible responses (not a sequence of responses) to problem behaviors.

**The least intensive (Column 1)** responses are provided by the teacher or staff member to minimal problem behaviors that violate the PRIDE expectations such as tardy to class for the first time, interrupting, minor horseplay, disrupting a lesson for the first time, among others.

**The next intensive (Column 2)** responses are provided by the teacher or staff member to recurring minor problem behaviors or behaviors that are disruptive to other students, are disrespectful, or interfere with instruction. The consequences are more formal but do not constitute a referral to an administrator. Examples include swearing that is not directed to hurt anyone, repeated talking while the teacher is lecturing, refusing to comply with a teacher request for the first or second time.

**The next intensive (Column 3)** responses are initiated by the teachers or staff but are then managed by an administrator because the problem behavior has been repeated 3 or more times and the student is not responding to the teacher’s attempts to rectify the behavior. The purpose is to help the student learn that his or her behavior is not appropriate and to potentially seek consultation. Examples include student non-response with 3 or more requests to conform to a specific PRIDE expectation (such as “respect others’ learning” or “appropriate dress”). Administrators have discretion regarding the consequence given to the student.

**The next to highest intensive (Column 4)** responses represent an increased concern about the student’s ability to learn appropriate social skills and are handled by administrators in consultation with the teacher, student, parent, and may include school counselors, the psychologist, or additional staff. Typical situations in this category include a student who engages in fighting more than once, a student who continues to disrupt class despite repeated detentions, or a student who is repeatedly leaving class and not returning. Students who engage in these behaviors typically have a social or emotional issue that needs to be addressed.

**The most intensive (Column 5)** responses are for serious school safety or rule violations and should be referred to and managed by an administrator as soon as it is detected. These problem behaviors include threats to others, possession of a weapon or talking about having a weapon, intoxication at school, talking about harming self or others, among other major concerns. Students who behave in this manner often have significant issues that need to be addressed immediately by trained administrators/staff for legal, safety, and personal reasons.
The following table defines some specific problem behaviors; related policies, regulations, and statutes; and potential administrative responses to the behavior based on the Table of Progressive Discipline.

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Description</th>
<th>District Policy/ NH State Statute/ School Regulation/</th>
<th>Administrative Response</th>
</tr>
</thead>
</table>
| Arson            | Student plans and/or participates in malicious burning | Safe School Zone #520
*New Hampshire Revised Statutes Annotated - NH RSA 634:1* Destruction of property is prohibited on school premises, on school buses, or at school sponsored activities | See Column 5 |
| Bomb Threat      | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion | Safe School Zone #520
Explosives or explosive substances as defined by the *New Hampshire Revised Statutes Annotated - NH RSA 158:30-32* are prohibited on school premises, on school buses, or at school sponsored activities | See Column 5 |
| Bullying Harassment | Disrespectful messages including negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters. **Sexual Harassment** Harassment of any type, verbal or physical, will not be tolerated at Rundlett Middle School. If a student feels that he/she has been harassed by any person in any way at Rundlett Middle School, he/she is to report such action(s) immediately to a member of the administration, a guidance counselor, the teaching staff, or the school nurse. Students who are | Student Safety and Violence Prevention - Bullying (#539)
Student Conduct on Buses (#541.4 )
Conduct constituting bullying or cyberbullying as defined by the *New Hampshire Revised Statutes Annotated - RSA 193-F:2* is not permitted on school premises, on school buses, at school sponsored activities, or off school property, if the Reporting form, investigation process, and response defined in district policy. Office managed response depending on outcome of investigation. See Columns 3-5. |
<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Description</th>
<th>District Policy/ NH State Statute/ School Regulation/</th>
<th>Administrative Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>False Alarm</td>
<td>Falsely reporting or initiating an emergency</td>
<td>Safe School Zone #520</td>
<td>See Column 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>New Hampshire Revised Statutes Annotated - NH RSA 644, 193:11</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct constituting false alarms or disturbance is not permitted on school premises, on school buses, or at school sponsored activities</td>
<td></td>
</tr>
<tr>
<td>Fighting Assault</td>
<td>Involves physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching)</td>
<td>Code of Student Conduct (#540) – <em>district policy states that physical ‘fighting’ is unacceptable in schools as it seriously interferes with teaching and learning</em></td>
<td>See Columns 4 and 5.</td>
</tr>
<tr>
<td>Physical Contact or Aggression</td>
<td>Student engages in non-serious, but inappropriate physical contact.</td>
<td>Code of Student Conduct (#540)</td>
<td>See Columns 1-3</td>
</tr>
<tr>
<td>Inappropriate Display of affection</td>
<td>Inappropriate, but consensual, physical contact, between students</td>
<td>Code of Student Conduct (#540)</td>
<td>See Columns 1-3</td>
</tr>
<tr>
<td>Inappropriate, Abusive or Profane Language</td>
<td>Disrespectful verbal messages/statements, swearing</td>
<td>Code of Student Conduct (#540) – <em>District policy states that ‘use of abusive language’ is unacceptable in our schools as it seriously interferes with teaching and learning</em></td>
<td>See Columns 1-4</td>
</tr>
<tr>
<td>Non-Compliance</td>
<td>Willful refusal to follow rules and directions</td>
<td>Code of Student Conduct (#540) – <em>district policy</em></td>
<td>See Columns 2-5</td>
</tr>
<tr>
<td>Problem Behavior</td>
<td>Description</td>
<td>District Policy/ NH State Statute/ School Regulation</td>
<td>Administrative Response</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Gross Misconduct</td>
<td>states that ‘persistent violations of school and classroom rules’ is deemed unacceptable behavior in Concord School District schools</td>
<td><strong>Safe School Zone #520</strong> – District policy states that <strong>Gross Misconduct</strong> is an act which constitutes a substantial and/or repeated violation of a school rule or policy</td>
<td>intensity and frequency of the non-compliant behavior</td>
</tr>
</tbody>
</table>
| Possession of Illegal Substances | Tobacco and/or Tobacco Products/E-Cigarettes and/or Vaporizers Under RSA 78:12-C and Concord School District Policy (JICG) no person under 18 years of age shall purchase, possess or use any tobacco product. Possession or use of tobacco products, electronic cigarettes, and/or vaporizers by any person is prohibited in Concord School buildings or on Rundlett Middle School grounds at any time, which includes all school events that occur outside of the regular school day. Tobacco products that are seen will be confiscated and destroyed whether they are being used or not. Student possession or use of tobacco products will result in appropriate disciplinary action and police notification. | **Code of Conduct Student (#540)**  
**Safe School Zone #520**  
**New Hampshire Revised Statutes Annotated** –  
- **NH RSA Section 179:10**  
- **NH RSA Section 126-K:6**  
- **NH RSA Section 318-B:1** | See Columns 4-5 |
| Property Misuse-Damage Vandalism | Behavior or activity that results in the misuse, disfigurement, or destruction of property | **Code of Conduct Student (#540)**  
**Student Conduct on Buses (#541.4)**  
Vandalism by minors as defined by **New Hampshire Revised Statutes Annotated - NH RSA 169-B:45** | See Columns 3-5 |
<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Description</th>
<th>District Policy/ NH State Statute/ School Regulation/</th>
<th>Administrative Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving School without Permission</td>
<td>Leaving school/school property without legitimate authority during the school day</td>
<td>Code of Student Conduct #540 – District policy states that 'leaving school grounds without legitimate school or parental authority' is deemed an unacceptable behavior in Concord School District schools)</td>
<td>See Column 5</td>
</tr>
<tr>
<td>Truancy</td>
<td>Chronic failure to attend school. Students who exceed the equivalent of 10 half days or five full days of unexcused absence will be considered truant.</td>
<td>Attendance, Absenteeism and Truancy (#514) – District policy states that ten half-days of unexcused absences during a school year constitute habitual truancy.</td>
<td>Investigation into why student is skipping school and development of plan to reduce student’s absences or truancy. Truancy-prevention or truancy-reduction strategies. Habitually truant behavior may result in the district’s truant officer filing a truancy or a CHINS petition with Juvenile Court.</td>
</tr>
<tr>
<td>Tardiness</td>
<td>Arriving 6 minutes or later to class</td>
<td>Code of Student Conduct #540</td>
<td>See Columns 1-3 depending on frequency</td>
</tr>
</tbody>
</table>
| Technology Violation                 | Inappropriate use of school district devices, computer network, connections to the internet | Acceptable Internet Use - Students #542
Any computers or electronic devices of any type including any hardware, software, media or other devices that are not owned by the district but that have | See Columns 1-4 depending on the inappropriate use. |
<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Description</th>
<th>District Policy/ NH State Statute/ School Regulation/</th>
<th>Administrative Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft</td>
<td>In possession of, having passed on, or being responsible for removing someone else's property without that person's permission</td>
<td>be permitted to be attached to the Concord School District Computer (CSD) Network are considered part of the network and are governed by the district policy Acceptable Internet Use - Students #542</td>
<td>Column 3 and 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rundlett students and parents are required to sign a CSD Student Technology Use Guidelines and Responsibilities Agreement (agreement is available at back of this handbook).</td>
<td></td>
</tr>
<tr>
<td>Weapons</td>
<td>Weapons are not permitted on school property at any time. Visitors, faculty, staff, and students are strictly prohibited from bringing any weapon, whether visible or concealed, into any school building, onto school property or a school bus, or to any school-sponsored event. The possession and/or use of a weapon (or any item utilized as a weapon) by students on school property is detrimental to the welfare and safety of other students, school personnel and the general public; therefore, it is the Policy of the District (JICI) that no students will be allowed to possess weapons on school</td>
<td>Code of Conduct Student (#540) Safe School Zone #520</td>
<td>Column 3-5 depending on intent, use, and students’ perception of safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theft as defined by New Hampshire Revised Statutes Annotated - RSA 637 is prohibited on school premises, on school buses or at school sponsored activities</td>
<td></td>
</tr>
<tr>
<td>Problem Behavior</td>
<td>Description</td>
<td>District Policy/ NH State Statute/ School Regulation/</td>
<td>Administrative Response</td>
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<tr>
<td></td>
<td>property. Student possession and/or use of any dangerous or deadly weapon in any school buildings or on school grounds, in any school vehicle or at any school sponsored activity is prohibited. Such weapons include, but are not limited to, any pistol, revolver, rifle, shotgun, air gun, BB gun, spring gun, slingshot, bludgeon, brass knuckles, artificial knuckles of any kind, and any knife. A violation of this policy by any person will result in an immediate report to the principal, who shall in turn, notify the police. A violation of this policy will result in immediate confiscation of the weapon, suspension from school and parental notification. If the student violation involves a firearm, the School Board shall expel that student from school in accordance with the mandates of RSA 193:13 III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concord School District Policies & RMS School Regulations

Some specific problem behaviors are covered either by Concord School District Policy, NH Safe Schools Regulations, or by New Hampshire Revised Statues Annotated. Copies of the Concord School District Policies and the NH RSAs are available in the principal's office and notice of policy is displayed on our school's notice board.

Concord School District Policy - #540 Code of Student Conduct

The existence of society is predicated upon the willingness of its members to adhere to established behavioral rules. One purpose of education is to prepare young people to participate productively and responsibly in our society. To do so, students must learn what is appropriate behavior and the consequences for inappropriate behavior. Furthermore, the mission of the Concord School District is to enable every student to acquire and demonstrate the skills, knowledge and attitudes essential to be a responsible world citizen committed to personal, family and community well-being. Among other outcomes, graduates of the Concord Schools are expected to be:

- Active self-directed learners who examine options as they initiate and complete tasks;
- Effective collaborators who assume various roles to accomplish group or community goals, using self-knowledge, compromise, cooperation and respect;
- Informed decision makers who consider consequences and make choices which demonstrate intellectual integrity and rigorous evaluation;
- Community participants who understand and practice our democratic traditions and values, including respect for human dignity, honesty and fairness and who accept the consequence for their actions.

To enable every student to achieve these outcomes, we need to provide a productive, healthy and safe school climate in which every member of the school community understands the rights and responsibilities of being a member of that community.

A productive, healthy and safe school climate can exist only when behavior expectations are clearly stated; when consequences are consistently applied by the school and parents, working together. The behavior expectations and consequences which follow are intended to create a productive, healthy, and safe school climate.

1. **Expectations for Students**
   It is expected that students will demonstrate appropriate behaviors and attitudes including respect, honesty, and fairness necessary to maintain a productive, healthy, and safe school climate.
Concord School District Policy - #540 Code of Student Conduct

It is also expected that students will not demonstrate the following behaviors which seriously interfere with teaching and learning and are deemed unacceptable in our schools.

- Use of abusive language or inappropriate gestures
- Leaving school grounds without legitimate school or parental authority
- Physical, verbal and/or sexual harassment and bullying;
- Fighting
- Assault
- Possession of illegal substances - alcohol, tobacco, and drugs
- Vandalizing or stealing school, staff and/or student property
- Possession of weapons or weapon-like devices
- Persistent violations of school and classroom rules
- Disrespect toward school personnel and other students
- Any other behavior which seriously disrupts the productive, healthy and safe school climate we value.

All school staffs, primary level through high school, will teach about these behaviors in a consistent manner.

Students are also expected to abide by all federal, state and local laws.

II. Consequences
Application of these listed consequences will depend on the severity and frequency of the unacceptable behavior in accordance with the building discipline plan:
- Parental/guardian notification
- Teacher/administrative detention
- Restitution
- n-school suspension
- Out-of-school suspension
- Police notification (Safe School Zone requirement)
- Dismissal from school (requires School Board action)

III. Procedures
When accused of a behavior violation, a student is entitled to the following:
- The right to be informed of the rules and regulations involved;
- The right to be informed of the charges if a violation occurs;
- A fair hearing; • Appeal to the Board Communications Committee for long-term suspension;
- Receive a copy of all rulings regarding the case.

*Adopted September 7, 1999 Revised August 6, 2001; September 2, 2014*
Concord School District Policy - # 541.2 Dress Code

If a style of dress or personal grooming demonstrates that it would be disruptive to the educational process, constitutes a threat to the safety and health of the individual or others, or is in violation of any lawful statute, they would not be permitted in school. Within these limits, the final decision as to attire and grooming shall be the good judgment and responsibility of the individual and his/her parents. The school staff will encourage all students to dress in a fashion that, in the staff’s judgment, reflects good taste and appropriate for a school setting. However, if a student wishes to dress in a more individual fashion that still falls within the broad limits stated above and his/her parents agree, we would not deprive him/her the opportunity to attend school.

Adopted June 1971 Revised February 1974, February 1976

Rundlett Middle School Dress Code Regulation

Why We Have a Dress Code:

School is a place of learning and preparation for success in life, so appropriate dress is expected. It is developmentally appropriate, though, for middle school-aged students to want to fit in, wear the latest fashion, and begin to experiment with ways to express themselves. Rundlett Middle School respects the rights of students to dress and groom according to their own individual tastes, cultural, and family preferences. There is need, though, for school dress that demonstrates PRIDE and respect for one’s self, classmates, and faculty. With balance in mind, and to create an atmosphere that is conducive to learning, is safe, and is respectful to everyone, the following regulations for dress will be enforced in school:

Regulations:

- Clothing or accessories that portray or promote obscenities, drugs, alcohol, cigarettes, violence, or sex is prohibited.
- Any type of head covering except for those worn for religious/cultural purposes must be removed upon entering the building. Barrettes, headbands, etc., used to keep hair in place, are permitted.
- Coats, jackets, hats, and backpacks are to be left in lockers unless directed otherwise by a staff member.
- Undergarments and the middle region of the torso should be completely covered (not visible) always.
- All students shall wear clothing of an opaque material that covers their bodies from the top of the armpits to mid-thigh region of their legs.

Exceptions: Certain prohibited types of headgear or clothing may be worn:

A. On designated days such as a school-wide “Hat Day.”
B. By students who have special permission to wear clothing that accommodates their learning needs (such as wearing headphones to accommodate a disability).

Response to Inappropriate Dress:

Dress Code violations are considered minor infractions and, as such, are managed by teachers unless the violation becomes repetitive. Teachers have the authority to ask a student to comply with the dress code and can direct the student to the school nurse for assistance with this.

Adopted July 2014
Concord School District Policy - #542 Acceptable Internet Use–Students

I. Preamble
The purpose of this policy is to serve as a statement on the appropriate and acceptable use of the Concord School District Computer Network, including the district’s connection to the Internet, by the students of the Concord School District.

II. Definitions
The Concord School District Computer Network consists of all computers of any type, monitors, printers, permanent and portable computer peripheral devices, personal digital assistants, alphanumerical pagers and cellular phones, digital photocopiers and, in general, any hardware, software, media, or other devices that are owned or leased by the Concord School District. Any computers of any type, monitors, printers, permanent and portable computer peripheral devices, personal digital assistants, alphanumerical pagers and cellular phones, digital photocopiers and, in general any hardware, software, media or other devices that are not owned by the district but that have been permitted to be attached to the network shall be considered part of the network and shall be governed by this policy.

III. Privilege
The use of the Concord School District Network is a privilege and not a right. There are and will be varying degrees of access to the Concord School District Network that are and will be allowed to different learners. Some of these levels will be determined by age or grade, and some by demonstration of acceptance of responsibility.

Inappropriate use will result in restriction or cancellation of access privileges and such other actions as the district’s staff deems appropriate for violations of the school district’s or school building’s policies or procedures. Other actions may include verbal warnings, written warnings, in school or out-of-school suspensions and expulsion.

IV. Educational Purposes
The purpose of the Concord School District Network is to enhance established school curriculum. Its purpose is to serve as a resource for improving, extending, and enriching the teaching and learning in the Concord School District. Any use by students other than for educational purposes shall not be permitted. Users are responsible for ensuring that their activities adhere to these uses and generally accepted educational standards.

Inappropriate use includes all those activities prohibited to the user based on their allowed degree of access and any activity that violates the school district’s or school building’s policies or procedures.

Uses of the network that are not considered generally accepted for education purposes are generally those that are unlawful or offensive, which include but are not limited to:

- Destruction or damage to equipment, software, or data belonging to the district or to others;
- Disruption or unauthorized use of accounts, access codes, or identification numbers;
Concord School District Policy - #542 Acceptable Internet Use—Students

- Use of computer resources to defraud, harass, bully, defame, or threaten others;
- Use of computer resources in such a way as to impede the computing activities of others intentionally or unintentionally;
- Use of computer resources that violate copyright, trademark, or license agreements;
- Use of computer resources to violate another’s privacy;
- Transmission of unsolicited advertising, promotional materials, or other forms of solicitation, including placing hyperlinks to non-district related web sites;
- Use of computer resources for commercial purposes;
- Inappropriate mass mailings;
- Tampering with software protections or restrictions placed on equipment or files;
- Attempting to circumvent local or network security restrictions;
- Altering or attempting to alter system software or hardware configurations;
- Installing unauthorized software programs onto the district’s computers or network, and/or using such programs on the district’s computers or network;
- Use of computer resources outside of the network to cause material and substantial interference with the education and discipline within a school;
- Ignoring or disobeying policies and procedures established for specific network systems; and,
- Use of computer resources to access adult oriented sites that contain descriptions or depictions of a pornographic or obscene nature, or that pen-nit access to gambling facilities over the Internet.

The above list is not intended to be a comprehensive list, but rather to provide examples of inappropriate use of the district’s Computer Network. The district may choose to employ filtering software and/or devices that may block certain sites, or that may notify appropriate administrators and/or staff that inappropriate use is taking place within a building. Any such notification shall be investigated in accordance with Part V of this policy.

V. Investigation

A. All investigations that relate to student conduct (policy #540), and/or sexual harassment (policy #414/521), and/or bullying (policy #539), shall also be investigated as required under those policies. Discipline actions may include those outlined under the above policies if those investigations find that violations of the policy or policies in question occurred.

B. Investigating administrators shall be the building principal or, if designated, the assistant principal, in his or her respective building. The Chief Finance Officer shall be the investigator for the central office, maintenance, and transportation facilities. The Assistant Superintendent shall investigate the White Farm facility, and shall serve as a backup for the building principals unable to conduct an investigation in their building. All administrators may use internal technical expertise as needed and may be authorized to use external technical expertise if deemed necessary.
VI. Responsibilities

All users assume full liability - legal, financial, and otherwise - for their actions when using the Concord School District Network. All users of the network will be held fully responsible for the use of their account. Any inappropriate activities performed through the account will be considered to be the actions of the account holder. Users should report any inappropriate activity observed to the building principal or a responsible administrator immediately. The responsibility of the user is to familiarize himself/herself with and abide by the rules of the Concord School District’s Acceptable Internet Use - Students policy.

VII. Privacy

The Concord School District Network is maintained and managed by the system administrator in such a way as to insure its availability and reliability in performing its educational mission. Users have no reasonable expectation of privacy concerning any materials transferred over or stored with the Concord School District Network, even if protected by password. The Concord School District reserves the right to monitor, access, change, delete, review and/or retrieve any and all information transferred to or stored on the Network, even if such information has been deleted but is still available on the Network, and/or on district-owned media storage such as, but not limited to, diskettes, cd-roms, tapes, zip disks, or other types of data storage. Users will be expected to surrender all passwords needed to access this information if requested.

*Adopted October 4, 2004*
Concord School District Student Technology Use Guidelines and Responsibilities Agreement

As a user of technology provided by the Concord School District, I understand and agree to the following expectations. Both parent and student should initial each line.

**Student Daily Responsibilities**
Please make these behaviors a part of your routine. If you forget to do these things, you may lose the right to use the technology.

- Always be aware of where your iPad is.
- Leave your iPad in the case at all times.
- Plug in your iPad when it needs to be charged.
- Always place the iPad on a stable surface when using it.
- Make sure your iPad isn’t distracting you or others in the classroom (e.g. games, sounds and screen effects)
- Stay in the app or on the website that you are expected to be in at all times.
- Stay in the app or on the website that you are expected to be in at all times.
- Apple up when your teacher asks you to.
- Technology should be used as a thinking tool, not a device for playing.
- You are responsible for making sure your iPad stays clean.

**Being a Good Digital Citizen**
Please use technology as a responsible student. If you are not acting as a good digital citizen, you may lose the right to use the technology.

- If you accidentally visit a website with inappropriate content, let an adult know immediately.
- Use only the device assigned to you.
- Only project your iPad if the teacher has asked you to.
- When teaching someone else how to use technology, use words not actions.
- Make all your digital interactions with others safe and appropriate.
- If you receive any form of digital communication that is inappropriate immediately tell an adult.

**Unacceptable Behavior**
The following are considered *unacceptable uses of technology*. If you engage in these behaviors, you will lose the right to use district technology for an extended period of time as determined by the principal in consultation with the technology integrator.
Concord School District Student Technology Use Guidelines and Responsibilities Agreement

DO NOT:

- Take a picture or video of someone without that person’s permission.
- Use the iPad to take or view inappropriate pictures or videos.
- Visit websites with and/or searching for inappropriate images or content.
- Pretend to be someone else on-line or use someone else’s account.
- Set a passcode/using guided access.
- Cover up inappropriate use of technology.
- Participate in social media sites not designed for students and school use.
- Use apps/technology tools for purposes other than what they are intended for.

I have read and agree to Concord School District’s Student Technology Use Guidelines and Responsibilities user agreement.

Student Signature

Student Name Print: __________________________
Student Name Signature: _______________________
Date: ____________________________

Parent/Guardian Signature

Parent/Guardian Name Print: __________________________
Parent/Guardian Name Signature: _______________________
Date: ____________________________

Teacher/Grade Information

Homeroom Teacher: __________________________
Grade Level: __________________________

Adapted from the “iPad Rules of the Road” developed by the Darlington School in Rome, GA.
Rundlett Middle School Personal Electronic Device (PED) Regulation

(PEDs include: cell phones, smart phones, iPods, music video players, tablets (NOOKS, KINDLES, personally owned iPADS, etc.), personal computers, headphones, ear buds, earphones, or any similar device).

Why we have this regulation:

Concord School District is proud to provide each student with a technology based learning tool in each year of their education. Therefore, personal technology tools are unnecessary to support academic learning throughout the school day and can serve as a distraction to the primary goal of pursuing academic excellence here in Blue Duke Nation. Therefore, students will place their cell phones and other PEDs in their locker prior to the beginning of school each day.

PED use in the Classroom:
Use of any type of PED in class, including cell phones, will be at the discretion of the classroom teacher and for educational purposes only or for an essential reason (such as to let a parent know about a change in schedule). This use must be with the expressed permission of the classroom teacher.

At the beginning of the year, each teacher will review the following with their students:
- the reasons for PED expectations in his or her class,
- when PED use is acceptable and when it is not acceptable, and
- the consequence for violation of the expectation.

Teachers have the authority to monitor use (i.e. look at what each student is viewing on his or her electronic device). If necessary, the teacher will follow the Response to Inappropriate Use stated below.

PED use in other locations:
Use of PEDs in the cafeteria, hallways, and other locations in the building is not permitted and students will be asked to put their device away should this be necessary. Students will place any/all PEDs in his/her secured locker at the beginning of each school day.

Response to Inappropriate Use of a PED:
If a student is using a PED in an inappropriate manner or location, the teacher or staff member will take the item from the student and direct the student to place in locked locker after class for first offense. Second offense will result in the teacher taking the device and turning it in to the grade level secretary. The student may pick the device up at the end of the school day. Third offense will result in the item taken, turned in to the grade level secretary, and a parent/guardian will be required to pick up the device. Administration will inform parent/guardian that the device will no longer be allowed at school.

Adopted July, 2016
**GLOSSARY**

Listed below is a glossary of important terms used in our RMS school community and in this student handbook.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21C</strong></td>
<td>Through the 21st Century Community Learning Center, students at RMS can become involved in: before and after school academic assistance (homework help/study skills), fitness and wellness activities (intramural sports/open gym time/dance/walking club) and a variety of enrichment opportunities and experiences (Chess Club, Hour of Code, Babysitting Course, Classic Movie Club, Math Counts, Game Club, Kids Book Beat Book Club...etc.)</td>
</tr>
<tr>
<td><strong>Academic &amp; Behavioral Recovery Plan</strong></td>
<td>Guided study in small group structure/setting to assist student with ‘catch-up’ work. Provided on an as-needed basis and requires administrative review, approval and parental consent.</td>
</tr>
<tr>
<td><strong>Academic Seminar Class</strong></td>
<td>Provides student with class instruction on organizational and executive time management skills.</td>
</tr>
<tr>
<td><strong>Administrative Detention</strong></td>
<td>Inappropriate student conduct may result in a student being assigned to an after-school administrative detention. Students are expected to have schoolwork to complete during an administrative detention. Students may also be assigned Saturday Detention (see below). Administrative detention begins five minutes after dismissal at 3:40 PM and ends at 4:15 P.M. Any student who is removed from detention for repeated disruption will receive additional disciplinary consequences up to and including suspension from school. The parent/guardian will receive notice-verbal and/or written (email, telephone, detention slip) regarding the reason for the detention and the date it will be served. Parents will receive 24 hour notice unless they agree to waive this notice with the administrator assigning the after school detention. See Saturday Detention and Teacher Detention also.</td>
</tr>
<tr>
<td><strong>Administrative Plan and Process Room</strong></td>
<td>The Administrative Plan and Process Room program is designed to provide an in-school alternative to out-of-school suspension for students who repeatedly disregard building rules and need a clearly defined closely supervised, supportive setting. The purpose of this program is to provide an alternative setting for a small number of students who are in need of behavioral support.</td>
</tr>
<tr>
<td><strong>Check-In Check-Out (CICO)</strong></td>
<td>The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.</td>
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<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>Computer Adaptive Technology (CAT)</td>
<td>The Smarter Balanced assessment system capitalizes on the precision and efficiency of Computer Adaptive Testing (CAT) for both the mandatory summative assessment and the optional interim assessments. A significant change over traditional paper-and-pencil assessments used in many states today. Computer adaptive testing adjusts to a student’s ability by basing the difficulty of future questions on previous answers, providing more accurate measurement of student achievement particularly for high and low-performing students.</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>Considered a best practice in education, this method of teaching focuses on the students learning by working with others in very small, structured cooperative learning groups. Sometimes students are the best teachers, as they learn from each other. The principles of positive interdependence, individual accountability, equal participation and simultaneous interaction are utilized when using cooperative learning in classes to promote student learning.</td>
</tr>
<tr>
<td>Coping CAT</td>
<td>16 Week Stress and Anxiety Program – Training concepts are introduced, practiced and reinforced in first 8 sessions. In last 8 sessions, new skills are practiced in imaginary and real-life situations varying from low-stress/low anxiety to high stress/high anxiety.</td>
</tr>
<tr>
<td>DCYF</td>
<td>Department of Children, Youth and their Families</td>
</tr>
<tr>
<td>Differentiated Instruction and Learning</td>
<td>Teachers prepare lessons and assessments in an array of ways to meet the needs a variety of learners in their classrooms. Teachers address varying readiness levels, interests and learning styles in their students through the design and implementation of tailored learning activities and assessments. If you are interested in learning more about differentiation in the classroom, please see the classroom teacher or contact the grade level administrator.</td>
</tr>
<tr>
<td>Diversion Program</td>
<td>This program holds defendants accountable while providing resources, skills and education to prevent them from committing new crimes. ‘Diversion’ is a voluntary pre-trial program for individuals charged with a criminal offense. The program only accepts certain types of criminal offenses and each referral must go through an assessment before being offered a diversion contract.</td>
</tr>
<tr>
<td>Functional Behavioral Assessment (FBA)</td>
<td>The purpose of a Functional Behavioral Assessment is to identify the purposes of specific behavior using a variety of techniques and strategies to help Individual Education Plan teams select interventions to address problem behavior. Its focus is to identify significant pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence of specific behaviors.</td>
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<tr>
<td><strong>Interdisciplinary</strong></td>
<td>Frequently, teachers will plan activities and projects which can be related to other subjects in the student’s schedule. An example is students may study a theme in which they read a novel in Language Arts about a certain period of history, while researching the scientific discoveries of that time in Science class and exploring the historical implications in Social Studies. It is considered a best practice in education.</td>
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<tr>
<td><strong>Language Arts and Reading</strong></td>
<td>Common Core State Standards reference for same subject is called English Language Arts.</td>
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</tbody>
</table>
| **National Assessment of Educational Progress (NAEP)** | The National Assessment of Educational Progress (NAEP) is the largest nationally representative, and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL).  

NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessment. These grades and ages were chosen because they represent critical junctures in academic achievement. |
| **Performance Assessment for Competency Education: PACE** | NH PACE is a first-in-the-nation accountability strategy that offers a reduced level of standardized testing together with locally developed common performance assessments. These assessments are designed to support deeper learning through competency education, and to be more integrated into students’ day-to-day work than current standardized tests. Meaningful assessment is a key part of a strategy to ensure students are getting the most out of their education. |
| **Related** | Another way to refer to Exploratory Classes. |
| **Saturday Detention** | As an alternative to multiple administrative detentions, or other consequences (depending upon the circumstances) students may be assigned to Saturday Detention at Rundlett Middle School. Students are required to attend the assigned Saturday date beginning at 8:00 a.m. and ending at 11:00 a.m. Students who arrive after 8:00 a.m. will not be allowed to enter due to supervisory issues. Staff members will supervise the student as he/she works on homework or reads. Parents/guardians are notified of Saturday Detention assignment verbally over the phone as well as in writing. A signature is required of both the student and the parent/guardian for the student to attend. **Failure to attend an assigned Saturday Detention will automatically result in an out** |
### School Suspension

of school suspension the first school day of the following week. See *Administrative Detention* and *Teacher Detention* also.

### Teacher Detention

Staff members may assign students to an after-school or lunch detention for tardiness to class, disruptive or inappropriate behavior in the classroom and/or for failing to complete assignments as required. The after-school detention is served with the issuing staff member beginning at 3:40 p.m. and ending at the discretion of the teacher, but no later than 4:15. The parent/guardian will receive notice-verbal and/or written (email, telephone, detention slip) regarding the reason for the detention and the date it will be served. If a student fails to attend the detention, further disciplinary action will take place. Parents must have 24 hour notice for after school detentions, unless the parent gives the teacher permission to waive the 24 hour notice. See *Administrative Detention* and *Saturday Detention* also.

### Suspension

Students may be suspended from school for refusal to conform to the reasonable rules of the school. In the event a suspension falls on an emergency (no school) day, the suspension shall be in effect the next school day.

When a student has been suspended, the parents or guardians can expect to be notified by telephone, if this is possible, and receive a confirming letter explaining the conditions and circumstances of the suspension.

A student facing suspension from school is entitled to due process and has the right

1. to be informed of the reasons for the suspension,
2. be given a reasonable opportunity to give his/her version of the incident and,
3. appeal the suspension to school officials.

Any student suspended from school is not permitted on school grounds and cannot participate in school sponsored activities during the suspension period. Failure to comply with this policy may result in additional consequences up to and including police contact for trespassing.