

Alvirne High School



STUDENT/FAMILY HANDBOOK

2023-2024

Alvirne High School
200 Derry Road
Hudson NH 03051
603-886-1260
Fax: 603-816-3513
ahs.sau81.org
CEEB #: 300280



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Alvirne High School's Vision

Preparing students for success in their personal, professional, and civic lives.

Alvirne High School's Mission

We are a community of thoughtful, articulate, and skilled learners who:

Aspire to gain understanding about ourselves, the community, and diverse fields of study that will sustain us throughout our lives;

Honor our core values;

Support all members of our community as we strive to meet the dynamic challenges of the future through a process of continuous growth.



Alvirne High School's Core Values and Beliefs

We are a community of thoughtful, articulate, and skilled learners, who seek to gain understanding about ourselves, the world, and diverse fields of study that will sustain us throughout our lives as we strive to meet the dynamic challenges of the 21st century. In partnership with families and the Hudson community, the staff and students of Alvirne High School commit to creating a safe and positive learning environment defined by these values.

- **Character**—the combined qualities of *integrity, kindness, tolerance, humility, and respect*
- **Curiosity**—the life-long enjoyment of and passion for learning
- **Commitment**—the work ethic, independence, and responsibility developed by diverse and challenging programs
- **Community**—pride in our school, ourselves, and in our service to others

Consistent with our core values and beliefs, our graduates will meet the following 21st Century learning expectations:

Academic Competencies

Communicate

Students will communicate effectively using multiple forms and mediums for a variety of academic, civic, personal, career, and artistic purposes.

Inquire

Students will develop reading, research, listening, and observation skills as well as aesthetic awareness through engagement with authentic, inquiry-based experiences.

Think

Students will think critically, creatively, adaptively, and reflectively to solve problems and enhance their understanding of the world around them.

Apply Real World Skills

Students will integrate knowledge and skills with real-world applications.

Use Tools and Technology

Students will use tools and technology responsibly to enhance and express their learning.

Social and Civic Competencies

Work Together

Students will work collaboratively and form positive relationships that respect individual differences and beliefs.

Do the Right Thing

Students will demonstrate ethical conduct, responsibility for their own actions, and respect for the needs and rights of others.

Get Involved

Students will become active and informed citizens who make positive contributions to their school, local, and global communities.



Hudson School District's Portrait of a Graduate

Hudson's students are expected to behave and engage in a manner that builds on the growth of the following post-graduation skills:

Responsibility

I am a self-directed and responsible learner who is driven to achieve success for my education and future.

Communication

I use various media and tools (personally and digitally) to connect and engage effectively with others to share and develop ideas.

Citizenship

I demonstrate the traits that ethical, responsible, contributing citizens exhibit in a healthy community environment.

Curiosity

I solve problems through critical thinking, curiosity, and perseverance.

Social & Emotional

I understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



POLICY

This handbook shares information about the day-to-day operations of our school.

Policies are based on NH state laws, NH Department of Education rules, and Hudson School Board policies. Policies are the rules and guidelines for the district, including student safety, drug use, discipline, academics, financial processes, hiring, and more. All students and staff must abide by these policies. Parents and guardians must review and sign off on core policies before the start of the school year. All families will be sent a link in August.

[Hudson School District Policies](#)

ACADEMICS

Our core values of *Curiosity, Commitment, Character, and Community* are the foundation of our competency-based curriculum, designed to ensure that all students learn, practice, and achieve each of our Academic, Social, and Civic Competencies, while also meeting the vision of the Hudson School District's Portrait of a Graduate. The expansive course offerings, both through our academic programs and the Wilbur Palmer Career and Technical Education (CTE) Center, provide students with many opportunities to pursue their academic, professional, and personal goals.

Competency-based Grading System

Each course reports an overall, cumulative grade as well as a breakdown of the proficiency levels in each competency, both of which can be accessed in live-time on the Quick Lookup area of the parent and student portal. Report cards are posted to the Power School Portal after each quarterly marking period.

- Each quarterly report card will reflect the current, cumulative progress in the course and not an isolated, 45-day calculation.
- Current progress in course Competencies will also be included on the report card. Students must be Meeting or Exceeding Expectations (ME or EE) at the conclusion of the course in order to earn credit. As all courses are still in progress at the end of quarter one, students still have time to improve their overall grades and competencies.
- Official AHS transcripts report only final grades for each course and the career GPA.
- Honor Roll and co-curricular eligibility continue to be based on the quarterly GPA.

Cumulative Grades

Letter grades and other symbols are used to represent levels of academic achievement, which factor into a student's grade point average (GPA) on the official high school transcript. Honors courses are weighted an additional .3 GPA value and Advanced Placement (AP) courses are weighted an additional .6 GPA value.



Grade	Correlation	GPA Value	Honors-Level GPA Value	AP-Level GPA Value
A+	98-100 %	4.3	4.6	4.9
A	93-97 %	4.0	4.3	4.6
A-	90-92 %	3.7	4.0	4.3
B+	87-89 %	3.3	3.6	3.9
B	83-86 %	3.0	3.3	3.6
B-	80-82 %	2.7	3.0	3.3
C+	77-79 %	2.3	2.6	2.9
C	73-76 %	2.0	2.3	2.6
C-	70-72 %	1.7	2.0	2.3
D+	67-69 %	1.3	1.6	1.9
D	63-66 %	1.0	1.3	1.6
D-	60-62 %	0.7	1.0	1.3
F	0-59 %	0	0	0
PC*	Passed Competencies	0	0	0
FC**	Failed Competencies	0	0	0
I	Incomplete	0	0	0
EA	Excessive Absences	59 % calculated for term grade		

*Classes with PC grades are awarded credit with a zero GPA value.

**The original grade and GPA value is reinstated upon successful remediation of Failed Competencies (FC) classes.

Competency Levels

Competencies are the core skills and concepts that are essential to each course at Alvirne High School. In order to earn course credit, students must Meet Expectations (ME) or Exceed Expectations (EE) in all identified Competency areas. This will be accomplished by demonstrating proficiency on key, major assessments (Student Mastery Assessments or SMAs) within the Competency.

Level	Description
EE	Exceeding Expectations: Student is exceeding proficiency standards for this competency.
ME	Meeting Expectations: Student is meeting proficiency standards for this competency.
AE	Approaching Expectations: Student is approaching proficiency standards in this competency.
NI	Needs Improvement: Student has not yet met proficiency standards for this competency.
MNC	Missing No Credit: Sufficient evidence has not been provided to assess proficiency standards.



Assessments

- **Formative Assessment:** Formative Assessments are the ongoing, day-to-day “snapshots” that measure a student’s progress through the learning process and prepare them for present and future learning. Formative Assessments can be informal (teacher observation) or formal (quizzes, classroom activities, benchmark assignments, rough drafts, etc.).
- **Summative Assessment:** Summative Assessments or Student Mastery Assessments (SMAs) are culminating tasks that measure understanding and independent application of the important concepts, skills, and big ideas and may span over a unit or sometimes several units of study. These assessment tools typically reflect the interconnection of several course Competencies and are scaffolded by benchmark activities and Formative Assessments.

Both Formative and Summative Assessments will be awarded a traditional grade using the established grading scale with the weight or point value commensurate with the importance of the assessment. Formative Assessments will carry a weight of no more than 30% of a student's final grade, and Summative Assessments will carry a weight of no less than 70% of a student's final grade. Only Summative Assessments will be evaluated in the course Competencies.

Competency Remediation

Remediation opportunities are available for students who need additional time and support to meet course competencies. Remediation opportunities will be offered after school, during summer school, or in an online format, as appropriate. Students with the grade designation of FC in a course (earned a 60% but did not meet expectations in one or more competencies) during the academic year are eligible for credit recovery through AHS remediation programs.

Classroom Citizenship

The Classroom Citizenship Rubric is a way for teachers to work with students to help them develop the important, 21st century skills that translate to success in higher education, career readiness, and throughout their lives. The document reflects *Alvirne High School's Core Values and Beliefs* along with the *Hudson School District's Portrait of a Graduate*. Student proficiency levels are communicated on quarterly grade reports. These designations are for internal use only, and do not appear on student transcripts:

- 4: Contribution Exceeds Expectations
- 3: Contribution Meets Expectations
- 2: Contribution Approaches Expectations
- 1: Contribution Needs Improvement

While the rubric does not directly affect student grades, some elements may be factored into grades in other ways such as penalties for late and missing work. Our hope is that the Classroom Citizenship Rubric creates productive dialogue between home and school by providing parents with information that will help them to support their child’s learning.

[Classroom Citizenship Rubric](#)



Incomplete Grades

A student who does not complete work in a given class within a marking period may be assigned an Incomplete (I) on the Report Card at the discretion of the teacher and the Dean of Academics. Students with Incomplete grades are responsible for communicating with their teachers to establish a plan to complete the necessary coursework. Work not completed within the established time frame will be given a grade of zero unless there are extenuating circumstances.

Graduation Requirements

Students must earn 24 credits in the following areas:

Content Area	Credits
English	4
Social Studies	3
Mathematics (including Algebra 1)	4
Science	3
Fine Arts	0.5
Health Education	0.5
Information and Computer Technology	0.5
Technology	0.5
Physical Education	1
Electives	7
TOTAL	24

Please refer to the Program of Studies for more specific information in each subject area.

There are alternative paths to high school completion. Please see your school counselor for information.

Minimum Course Load

A student must be enrolled in a minimum of six credits each year.

Graduation Ceremony

Hudson School Board Policy states that no senior may participate in the Alvirne High School graduation ceremony unless all credits and graduation requirements have been met.

Early Graduation

A student may graduate prior to their eighth high school semester per the following guidelines:

- All graduation credit and graduation requirements have been met.
- An application for early graduation is completed prior to the senior year.
- Parent/guardian approval is received and the student’s school counselor is involved

Potential early graduates must return for a minimum of five second semester classes if course withdrawal or failure in the first semester causes the student to fall below the graduation requirement.



Course Withdrawal

- Courses dropped during the first 10 days of the start date, whether it is semester one or two, will not appear on the student's transcript.
- Courses dropped from day 11 to day 23 of the term will remain on the transcript as Withdrawn (W) with no GPA impact.
- Courses dropped after day 23 will remain on the transcript with a grade of Withdrawn Pass (WP) or Withdrawn Fail (WF), reflecting the grade at the time of the withdrawal. A WP has no impact on GPA; whereas a WF calculates as a zero GPA factor.

Honor Roll

Honor Roll is determined at the end of each quarterly marking period using the following standards:

- High Honors with Distinction: 4.0 GPA (no grade below a B-; Meeting/Exceeding all competency expectations)
- High Honors: 3.7 GPA (no grade below a B-; Meeting/Exceeding all competency expectations)
- Honors: 3.3 GPA (no grade below a C+; Meeting/Exceeding all competency expectations)

Students must be enrolled in at least six course credits with no Incomplete (I) grades to be eligible for Honor Roll status.

Class Rank

Class rank is determined through the cumulative average of final grades (calculated to the hundredth place) for all credits earned and reflects weighting for both Honors and AP courses. A student's class rank appears on the official transcript and is available to colleges and other post-secondary institutions upon release by the student or the student's parent/guardian. Class rank for graduating seniors is determined after seven semesters of high school study at the conclusion of the first semester of the school year. The class Valedictorian, Salutatorian, and Class Essayist are named at this time.

Honors Graduates

Seniors in the graduating classes of 2024 and 2025 earning a 3.0 career grade point average will be recognized as Honors Graduates as determined after seven semesters of high school study. Seniors achieving this distinction will be recognized in the graduation program and with an award to be worn at graduation. The weighted grade point average is calculated to the hundredths place, with no rounding up or rounding down. A student, therefore, achieving a cumulative 2.99 GPA does not qualify for Honors Graduate recognition.

Seniors in the graduating class of 2026 and later, will be recognized as Honors Graduates if they earn a 3.3 career grade point average.

NH Scholars

Alvirne High School is a partner school in New Hampshire Scholars Initiative, an effort by area business and school volunteers to encourage and motivate all high school students to complete a defined, rigorous academic course of study that prepares them for successful transition to college or university coursework or vocational and technical training necessary to enter today's competitive job market. Research shows a strong positive correlation



between the academic rigor of a student's high school course of study and the completion of a postsecondary program of study, be it a 2-year, 4-year, or certificate program as well as success in the workplace. Students may also specialize their program of studies with an emphasis in Science and Technology (STEM), the Arts, or both (STEAM). Students who complete the requirements to be a NH Scholar will receive special designation on their high school diploma and transcript, as well as a medal and recognition at graduation. Interested students should develop a NH Scholars plan with their school counselor.

[NH Scholars Requirements](#)
[NH Scholars Pathways Form](#)

Advanced Placement (AP) Courses

Alvirne High School offers a wide variety of Advanced Placement programs for students who seek to challenge themselves with accelerated coursework. Students who enroll in an Advanced Placement course at Alvirne High School are required to take the corresponding Advanced Placement examination, which may be paid for by the district. Students choosing to take additional AP examinations are required to pay for those administrations.

College Courses

Students may transfer credits from colleges and universities to meet high school graduation requirements with prior approval. While grades for these courses will appear on the high school transcript, they will not be factored into a student's grade point average (GPA). Students are subject to college policy and entrance requirements and are responsible for any fee and tuition costs.

Summer, Evening, and Online Courses

Students must receive prior permission from the Dean of Academics to apply to a course not taken at Alvirne High School to fulfill a graduation requirement.

Late Work Guidelines

As outlined in the Hudson School District's Portrait of a Graduate, we are committed to helping students' develop the work habits, perseverance, and self-advocacy skills that lead to success in post-secondary education, career readiness, and throughout their lives. The [AHS Late Work Guidelines](#) support students' development of responsible and considerate work habits while still prioritizing their academic growth in our competency-based approach to learning.

Cheating/Plagiarism

In keeping with our core value of *Character*, students are expected to behave with honesty and integrity in the completion of their academic work. Cheating is representing someone else's work as your own or allowing others to represent your work as their own. Plagiarism is a form of cheating that is defined as taking words, information, or ideas from another source without giving credit or providing proper documentation. Cheating and plagiarism undermine our learning community and will not be tolerated.

Examples of cheating include but are not limited to:

- Submitting another's work as one's own



- Giving/receiving test, quiz, or homework answers (working together without teacher permission)
- Using/ supplying “cheat sheets,” texts, etc. on an assessment or inappropriately gaining prior knowledge of assessment questions
- Copying work or allowing someone else to copy your work
- Cutting and pasting from the internet or using direct quotations without proper documentation
- Rephrasing the ideas of another without indicating the source
- Using a translator for assignments in world language classes without teacher approval
- Using summaries (Cliff/Sparknotes) in place of reading the text
- Submitting internet/AI work as one’s own

The penalty for cheating or plagiarism may include a failing grade on the assignment and administrative discipline at the discretion of the Dean of Academics. Incidents of this nature may also result in exclusion from school honor societies including the Alvirne chapter of the National Honor Society or other honor recognitions.

Managed Time

Managed Time is an opportunity for students to read and complete homework in a quiet atmosphere. The expectations for Managed Time are as follows:

- Students should be respectful and follow school rules for appropriate behavior
- Students will be seated and follow the teacher’s lead for attendance-taking
- Students are encouraged to complete schoolwork
- Students can use their computers and cell phones and are encouraged to use headphones to avoid distracting others
- Students can request access to math support via pass if space is available
- Students must remain in the designated Managed Time areas unless a pre-assigned pass has been issued

ATTENDANCE

Good attendance and punctuality support student engagement and success in school. Our attendance policies are intended to foster our core values of *Commitment*, teaching students “work ethic, independence, and responsibility” needed to reach their potential in high school and beyond.

The following guidelines should not be interpreted to mean that students have allowable “cuts” or days off from school. To the contrary, these guidelines state that the school will accept no more than six absences in any class per quarter with the expectation that all absences are for legitimate reasons.

Attendance Failures

- Students have a limit of six undocumented absences per quarter for each course.
- More than six absences in a quarter result in an Excessive Absence (EA) failure for the term.
- An EA quarter grade on the report card is calculated as 59% toward the corresponding term grade for the course. The term GPA affects school privileges such as athletic and



co-curricular eligibility, parking, and honors attendance.

- Every 3 days per quarter a student is tardy/dismissed from class will equal ½ class period of absence.
- Students will have ten school days to appeal an EA grade from the day the report card was issued. Such appeals should be directed to an assistant principal.

Notified Absence (AN)

Notified Absences, including dismissals and tardies, should be reported to the attendance office (886-1260 ext. 3) by a parent or guardian. Students may not call themselves in. Notified Absences count toward the six day term absence limit. Students with Notified Absences are responsible for making up all missed work for full credit.

Documented Absence (AD)

Documented Absences do not count toward the six day term absence limit. These include but are not limited to:

- Illness or appointments with doctor's documentation.
- Family emergencies
- Bereavement
- Religious holidays
- Court orders
- School-related field trips and activities
- College visits (capped at 2 per year unless permission is given by the principal for additional visits)
- In-school and out-of-school suspensions

Parents/Guardians requesting a Documented Absence should contact an assistant principal around the date of absence.

Suspended Truant Absence (ST)

If a student has been assigned to in-school suspension (ISS), and they do not attend ISS without parent permission, the absence will be designated as suspended truant (ST). These absences will count toward the 6 day term absence limit, and missing work/assignments are accepted only with teacher approval.

Truant Absence (AT)

Truant Absences have not been reported to the attendance office and count toward the six day term absence limit. Students are responsible for all missed work. Late penalties, consistent with teacher practice, may apply.

Class, Study Hall & Lunch Cuts

Students are required to be present for all scheduled classes, study hall(s) and assigned lunch during the school day. Class cuts are considered Truant Absences and count toward the six day term absence limit. Cutting classes, study hall(s) and lunch will result in the following consequences:

- First infraction: 1 hour of detention
- Second infraction: 2 hours of detention
- 3-5 infractions: 3 hours of detention each
- 6+ infractions: 1 day ISS for each (EA grade for 7 undocumented absences in a quarter)

Tardy to School



Students arriving to first period class after 7:25 a.m. are deemed tardy to school. Oversleeping, missing the bus, or unreliable transportation do not excuse tardiness to school.

- Students arriving tardy to school before 7:30 a.m. go directly to class, and the teacher will record the tardy to school.
- Students arriving after 7:30 a.m. must sign in with the attendant/at the kiosk at the main entrance at the Steckevicz doors, even if the student is on time for later classes.

Tardy to School/Class Consequences

Students are expected to be in class on time with the following consequence for undocumented tardiness:

- First tardy per quarter: Teacher Warning
- Second tardy per quarter: Teacher Detention
- 3-5 tardies: 1 hour for each violation (even if teacher detention wasn't assigned)
- 6-8 tardies: 2 hours for each violation
- 9-10 tardies: 3 hours for each violation
- Eleven + tardies per quarter: In-school Suspension (ISS)

***Note:** Individual teachers may assign consequences at their discretion to allow students to make up work missed due to tardies to class. Excessive tardiness to school may also result in loss of student privileges.*

Make-up Work

- Students are responsible for all classwork and homework missed during an absence.
- Students have two days to make up work for each day of absence. A student should speak with the individual teacher or school counselor regarding extensions for extenuating circumstances.
- Work assigned before the absence is due immediately upon return to school.
- Students on school field trips are responsible for missed work and are not entitled to extensions on due dates. Students should inform their teachers of an absence for a field trip or other school activity prior to the absence.

Homework Request

Parents may phone the Dean of Academics or School Counseling Office to request homework for an absent student allowing for a 24-hour turn-around time. Parents and students are also encouraged to contact teachers directly through email with questions about missed classwork.

Dismissal from School

No student is to leave the building without being properly dismissed. Students who need to be dismissed from school must present a note from a parent/guardian to the main entrance attendant or main office as they arrive at school. A telephone number where a parent may be reached must be included on the note. Leaving the school building without following proper procedure will result in disciplinary action, and notes presented after the fact will not be accepted.

Should any student need to be dismissed during the day, and does not have a signed note, the parent/guardian must sign them out at the Steckovich entrance. Students may not be dismissed over the phone as we cannot verify the identity of the caller.



Appointments

Doctor's appointments and other appointments should be scheduled, whenever possible, at times other than during the school day. Documentation for such visits should be submitted upon the student's return to school.

Late Arrival and Early Release

Late Arrival is a privilege available to juniors and seniors, allowing students who do not have an assigned first-period class to arrive at school in time to attend their first scheduled class. The following procedures apply:

- Students must have a Late Arrival form signed by a parent/guardian on file each semester.
- Students report to the cafeteria after signing in and wait for the bell ending first period.

Early release is a privilege available to juniors and seniors, allowing students to leave school at the completion of their last scheduled class. The following procedures apply:

- Students must have a signed Early Release form on file each semester.
- Students must leave the building after their last scheduled class within a reasonable time.
- Students who need to remain on campus must report to cafe study and follow all study hall rules.

Failing one or more classes in a term will result in loss of privilege until the next marking period.

Two disciplinary suspensions will result in loss of privilege for the remainder of the marking period.

Early Release/Late Arrival form can be found at this [link](#).

Age of Majority

Consistent with federal requirements under 34 CFR § 99.5, when students reach the age of majority the rights and responsibilities that had been previously assigned to parents transfer to the student. This means that upon reaching the age of 18, students will become responsible to sign consent forms for school events, dismissal slips, permission slips and other documents. Alvirne High School will no longer be able to accept consent documents or formal requests from a person other than the 18-year-old student.

School Withdrawal

Any student who is eighteen years of age or older wishing to withdraw must bring in a written note from parents. This procedure will be followed in all cases except for students eighteen years or older living independently. Students withdrawing or transferring from school must obtain a *Withdrawal from School Form* from the School Counseling Office which outlines the following procedure:

- Return any course books or materials to teachers who will sign the withdrawal form.
- Return library books and school-issued computer and have the school library/media specialist sign the withdrawal form.
- Have the form signed by an Assistant Principal and school nurse.
- Return the *Withdrawal from School Form* to the School Counseling Office.



Honors Attendance

Seniors on the Honor Roll and Juniors on the High Honor Roll will be eligible for a free period rather than an assigned study hall. Students will have access to the café, the library, and to teachers for make-up work and extra help without a teacher pass. Students may request to remain in a structured study hall. Students who want Honors Attendance should fill out the form available in the Student Management Office (room 102) or at the links listed.

The Juniors Honors Attendance form can also be found by clicking this [link](#).

The Senior Honors Attendance form can be found by clicking this [link](#).

College Visits

Juniors and seniors are allowed two documented absences for college visits per year, and additional days may be authorized by the building principal. A *College Visitation Form* must be obtained from the School Counseling Office prior to the visit, completed by the visited institution, and returned to the main office.

Vacations

Vacations during the school year are discouraged and count towards quarterly absence limitations, even with parent notification.

Field Trips

A parent or guardian must sign a permission slip before the student will be permitted to participate in school-sponsored field trips. Approved field trips are Documented Absences and do not count toward the six-day Excess Absence limit.

STUDENT MANAGEMENT

Our core values of *Character* and *Community* are the principles that guide our standards for student conduct at Alvirne High School. We are committed to supporting the emotional well-being and growth of every student by maintaining expectations and structures that foster the development of responsibility, self-management skills, and consideration of the rights of others. Thus, our highest priority as a school community is to provide a safe, secure, and respectful environment, where students have the opportunity to learn and teachers have the opportunity to teach—an environment free of drugs, intimidation, fear, or violence of any kind.

Trust and communication between students and staff and between home and school are essential to the achievement of these goals. It is the responsibility of teachers and administrators to implement school discipline policies with fairness and consistency as well as understanding and compassion. In addition, students are afforded due process in all school disciplinary matters, and parents receive notification of discipline infractions involving administrative consequences. Criminal offenses are reported to the Hudson Police Department. In an effort to clarify the Hudson School District Policies, we have divided various misbehaviors and rule violations—and their consequences—into an easy to understand chart.



STUDENT BEHAVIOR STANDARDS (PRE-K-12)

Hudson's Strategic Plan for 2019-2024 has three pillars including Strong Learning Environments, Vibrant Learning System, and Strong Connection: School, Family and Community. Two out of the three pillars directly address Student Behavior. These connections are found in Strong Learning Environment Goal 1: The Hudson School District (HSD) will provide safe and secure schools that support welcoming learning environments and foster continuous learning for students, staff, and the community; and in Vibrant Learning Community Goal 1: Students in the Hudson School District are actively engaged in goal setting and accountability related to their learning.

The Hudson School District is committed to supporting the Social, Emotional, and Intellectual growth of every student. The primary purpose of the Hudson School District is education. In order for students to learn and teachers to teach, a safe and orderly atmosphere conducive to learning must be maintained. The following behavioral standards have been designed to help students to learn and teachers to teach, both in remote learning environments or in-person school activities.

Behavior standards are established in alignment with school and district core values:

- Hudson School District Strategic Plan 2019-2024
- Portrait of a Graduate: *Responsibility, Communication, Citizenship, Curiosity, and Social Emotional Learning*
- Alvirne Core Values: *Character, Curiosity, Commitment, Community*
- Hudson Memorial Core Values: *Respect, Responsibility, and Hard Work*
- Nottingham West Core Values: *Positive Attitude, Accept Responsibility, Work and Play Safely and Show Respect*
- Hills Garrison Core Values: *Be Safe, Be Respectful, Be Responsible*
- Early Learning Center Core Values: *Be Safe, Be Respectful, Be Responsible*

Classroom Behavior

These behaviors will generally be addressed through in-class instruction regarding behavior expectations for classroom routines and structure, and clear responses to behavior which may include in-school disciplinary actions and strategies initiated by the classroom teacher.

- Teachers will discuss behaviors with the student, and remind and reteach behavior expectations in a discreet, respectful, and private way.
- Student and staff will work together to develop a mutually agreeable plan to help the student learn skills to successfully meet expectations.
- The teacher may proceed with in-class interventions, with home contact by the teacher as needed.



- If the student does not respond to previous interventions, the student may receive additional intervention (additional support through school counseling or support staff).
- Continued classroom behaviors may escalate to more serious responses.

Disciplinary outcomes will be determined by the teacher and the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Minor noncompliance/work refusal	Developmentally Appropriate Responses determined at the classroom level. Remind Redirect Reteach Reset break in classroom Loss of privilege Removal from activity Classroom level consequence Home contact Classroom level or individual positive behavior reinforcement plans Other actions as deemed appropriate by the staff member	Developmentally Appropriate Responses determined at the classroom level. Discussion with the reasons why Private processing with student and teacher Problem solving including student and teacher Take a break location for Space and Time Conversations and support with counseling office	Developmentally Appropriate Responses determined at the classroom level. Private processing with student and teacher Problem solving including student and teacher Take a break go for a drink in the hall location for Space and Time Conversations and support with counseling office Conference with other teachers
Talking out during class			
Sleeping during class			
Tardy to class			
Misuse of electronic devices			
Being unprepared for class			
Low intensity behaviors that interrupt the routine of the classroom			

Disruptive Behavior

These behaviors are purposeful or repeated low-intensity behaviors that interrupt the routine of the school day. These behaviors can be addressed both inside or outside the classroom by a teacher or with support from an administrator.

- Staff will discuss behaviors with the student, remind and reteach behavior expectations in a discreet, respectful, and private way.
- Student and staff will work together to develop a mutually agreeable plan to help the student learn skills to successfully meet expectations.
- Staff will then proceed with interventions, with home contact as needed.
- If the student behavior does not change, the student will receive additional intervention inside or outside of the classroom by an administrator.
- Students who are assigned to detention will have an opportunity to reflect on their behavior, problem solve for improved behavior, and make up lost learning time.
- Continued disruptive behaviors may escalate to more serious responses.



Disciplinary outcomes will be determined by the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Skipping class	N/A	Administrative Detention	Administrative Detention
Disrespectful or unkind behavior	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Administrative Detention	Administrative Detention
Tardies to school/class	School Counseling Intervention Home Contact by Administrator	Administrative Detention after 6 Tardies	Administrative Detention/ISS
Refusal to leave class	Remind/Reteach Loss of privilege Lunch/Recess Detention	Administrative Detention/ ISS	Administrative Detention/ISS
Minor unwanted physical contact, excessive rough play, or invading personal space	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Administrative Detention/ ISS	Administrative Detention/ISS
Noncompliance	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Administrative Detention/ ISS	Administrative Detention/ISS
Repeated dress code violations	Warning (conversation/change of clothes) Home Contact by Administrator	Warning/ Change of clothes/Sent home	Warning/Change of clothes/Sent home
Disruption to learning environment	Remind/Reteach Loss of privilege Lunch/Recess Detention	Warning/Administrative Detention/ ISS	Administrative Detention/ISS
Misuse of personal electronics/phones	Removal of electronic device/warning/home contact	Warning/ Administrative Detention	Warning/Administrative Detention/ISS
Bus misconduct	Remind/Reteach Loss of privilege Lunch/Recess Detention Assigned Seating Bus Plan	Selected seating/ Bus suspension/ Administrative Detention	Selected seating/Bus Suspension/Administrative Detention
Out of area	Remind/Reteach Loss of privilege	Administrative Detention/ ISS	Administrative Detention/ISS



	Lunch/Recess Detention		
Intentional profanity not directed at a person	Remind/Reteach Loss of privilege Lunch/Recess Detention	Administrative Detention/ ISS	Administrative Detention/ISS
Cutting teacher/admin detentions	N/A	Administrative Detention/ ISS	Administrative Detention/ISS

Rule Violation

These acts are considered as significant violations of accepted student behavioral standards. These behaviors require the intervention of a building administrator.

- Staff will discuss behaviors with the student, remind and reteach behavior expectations.
- Student and staff will work together to develop a mutually agreeable plan to help the student learn skills to successfully meet expectations.
- Staff will then proceed with corrective actions, with parent contact by an administrator on an as needed basis.
- If the student behavior does not change, the student will receive additional actions inside or outside of the classroom by an administrator.
- Continued disruptive behaviors may escalate to more serious responses.

Disciplinary outcomes will be determined by teacher/administration the severity of the action and context in which the action occurred.

Student Behaviors	Elementary Response	Middle School Response	High School Response
Significant noncompliance	Loss of privilege Lunch/Recess Detention In-School Suspension	ISS	ISS
Cheating/plagiarism	Teach/reteach expectations from classroom teacher and/or redo assignment	Contact home/alternate or redo of assignment to meet competency	Referral to Dean of Academics; Alternate assignment to meet competency; possible grade reduction
Refusal to follow accepted behavioral norms	Remind/Reteach Loss of privilege Lunch/Recess Detention	ISS	ISS
Verbal altercation	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	ISS/OSS	ISS/OSS
Theft	Lunch/Recess Detention	Administrative Detention/ISS	ISS/OSS



Inappropriate behavior	Remind/Reteach Loss of privilege Lunch/Recess Detention	Warning/ Administrative Detention/ISS	Warning/Adminis trative Detention/ISS
Vandalism	Loss of privilege Lunch/Recess Detention Mediation/Apology Restitution	Administrative Detention/ISS	Administrative Detention/ISS
Instigating or inciting an altercation	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	ISS/OSS	ISS/OSS
Profanity directed towards a person	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Warning/ Administrative Detention/ISS	Administrative Detention/ISS
Forgery	Lunch/Recess Detention	Warning/ Administrative Detention/ISS	Administrative Detention/ISS
Failure to report to assigned location	Remind/Reteach Loss of privilege Lunch/Recess Detention	Warning/ Administrative Detention/ISS	Administrative Detention/ISS
Recording of staff or students	Lunch/Recess Detention	ISS	ISS
Misuse of computers or network	Restriction of computer privileges per student handbook/Acceptable Use Policy	Warning/ Administrative Detention/ISS	Warning/Adminis trative Detention/ISS
Physical contact or invading personal space	Remind/Reteach Loss of privilege Lunch/Recess Detention Mediation/Apology	Warning/ Administrative Detention/ISS	Warning/Adminis trative Detention/ISS

Safety Violation

These behaviors constitute significant violation of safety for students, teachers, staff, and other members of the school community and will be addressed by administration.

- *Administration will investigate behaviors with the student/witnesses, and proceed with corrective actions and parent contact.*
- *Administration will consult and refer issues to School Resource Office when appropriate*

Disciplinary outcomes will be determined by administration and the severity of the action and context in which the action occurred.



Student Behaviors	Elementary Response	Middle School Response	High School Response
Bullying/Cyberbullying	ISS/OSS	ISS/OSS	ISS/OSS
Aggressive physical conduct	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Vaping	N/A	ISS/OSS/Vape Educate Lessons/ Referral to SRO	ISS/OSS/Referral to SRO
Threats of violence	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Abusive conduct or language	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Hate speech	Lunch/Recess Detention ISS/OSS Referral to SRO	ISS/OSS/ Referral to SRO	ISS/OSS
False allegations	Lunch/Recess Detention ISS/OSS	ISS/OSS	ISS/OSS
Creating false alarm	Lunch/Recess Detention ISS/OSS	ISS/OSS/ Referral to SRO	ISS/OSS
Possession, use or under the influence of drugs	ISS/OSS/Referral to SRO	ISS/OSS/ Referral to SRO	ISS/OSS
Harassment of an ethnic, racial, sexual or religious nature, including but not limited to verbal, written, or physical means to another person with the intent to intimidate or coerce.	Lunch/Recess Detention ISS/OSS	ISS/OSS/ Referral to SRO	ISS/OSS

Gross Misconduct

Acts which are of such an egregious nature that they go beyond the standard school discipline system and may require the intervention of the Hudson Police, the superintendent, or the school board.

- Administration will investigate behaviors with the student/witnesses, and proceed with corrective actions and parent contact.
- Administration will refer students to the School Resource Officer where appropriate, and may also refer to the Superintendent/School Board for further corrective actions.

Disciplinary outcomes will be determined by administration and the severity of the action and context in which the action occurred.



Student Behaviors	Elementary Response	Middle School Response	High School Response
Weapon Possession	Behaviors that are deemed to be gross misconduct may be referred to the SRO and/or Superintendent of Schools for additional suspension and/or possible expulsion by the School Board.	Behaviors that are deemed to be gross misconduct may be referred to the SRO and/or Superintendent of Schools for additional suspension and/or possible expulsion by the School Board.	Behaviors that are deemed to be gross misconduct may be referred to the Superintendent of Schools for additional suspension and/or possible expulsion by the School Board.
Threats to school safety			
Causing a school emergency response			
Riot behaviors			
Sale of drugs			

The following section details specifics about procedures at Alvirne:

Teacher Detention

Teachers can assign detention to be served before or after school at their discretion for minor classroom offenses such as occasional tardiness, missing homework, lack of preparedness for class, or talking out of turn. Students will be provided 24-hour notice prior to serving the detention and, if scheduled for after school, be released by 3:15 pm in order to take the late bus. Teacher detentions are not included in a student's cumulative discipline record; however, missed teacher detentions and/or repeated misconduct will be referred for administrative discipline.

While serving Teacher Detention, students must report to the teacher's classroom at the end of the school day. Depending on the teacher and the conditions of that day's attendance, the student may be completing missed assignments or other academic tasks as assigned. When students leave their assigned detention area, they are to report to the Steckevicz entrance and remain there until they catch the late bus or are picked up.

Classroom Removal or Dismissal Due to Behavior

If a student is removed from, or is asked to leave, class, the student is expected to report to the assistant principal's office, known as Room 102. Students will fill out a reflection form before meeting with their assistant principal. Student expectations while in Room 102 are the same as in the classroom with the additional expectations of remaining quiet and diligently working on given tasks. Additionally, students are expected to refrain from using cell phones while in Room 102. **Students who are removed from class and issued a consequence (detention/suspension) will not participate in athletics or other co-curricular activities for the remainder of that day.**

Administrative Detention

Disciplinary actions involving administrative detentions are retained in the school discipline files. After school detentions are held on Monday, Tuesday, and Thursday from 2:15 - 3:15. Administration may also have the student serve detention during the student's lunch. While serving an Administrative Detention, students report to the Student Management Office (Room 102) and a teacher monitor will take them to a designated area for quiet academic work. Students should bring enough work or silent reading to occupy



the designated detention period. When students leave their assigned detention area, they are to report to their next scheduled class (if during the day) or the Steckevicz entrance and remain there until they catch the late bus or are picked up.

Note: Personal phones and other electronic devices are not permitted during detention periods or while in ISS.

Missed Detentions

Missing a teacher or administrative detention may occur on occasion for unavoidable reasons such as illness, academic obligations, or family emergency. If this occurs, the student should communicate with the teacher or administrator, and the detention may be assigned to another day. Failure to attend an administrative detention may result in additional detention time and/or one day of In-School Suspension (ISS).

In-School Suspension (ISS)

In-School Suspension (ISS) is assigned for more serious or multiple discipline infractions. Students can be assigned a maximum of three In-School Suspensions per quarter, with a duration of no more than 10 days for each infraction. Following the third assignment, students will be assigned an Out-of-School Suspension (OSS) for infractions for the remainder of the quarter. While serving an In-School Suspension, students will report to the ISS room and work on assignments given to them by their classroom teachers or administration. Use of phones and other electronic devices is not permitted.

Note: Personal phones and other electronic devices are not permitted during detention periods or while in ISS.

Out-of-School Suspension (OSS)

Students who commit severe violations of school safety are suspended from school and are not permitted on school grounds. If school is canceled for any reason, the suspension will be extended to the next school day.

Suspension from School and Athletics/Participation in Co-Curricular Activities

Students who receive either ISS or OSS are also suspended from participating in athletic practices and games, and participation in any co-curricular activities during or after school. This suspension will last from the date of suspension through its duration. **In addition, students who are removed from class and issued a consequence will *not* participate in athletics or other co-curricular activities for the remainder of that day.**

Make-up work after an OSS

Students receive full credit for work completed during an OSS. Out-Of-School Suspension days are not counted towards the six-day limit for an Excessive Absence (EA) grade. Students should coordinate missing work with individual teachers. If a student has received an OSS for multiple days, parents should follow the Homework Request practice listed in this handbook.

Suspension and Expulsion of Students (RSA 193:13)

- The Superintendent or chief administering officer, or a representative designated in writing, may suspend students from school for a period not to exceed 10 consecutive



school days for behavior that is detrimental to the health, safety, or welfare of students or school personnel or for repeated and willful disregard of the reasonable rules of the school that is not remediated through the district's graduated sanctions of consequences.

- The school board or a representative designated in writing may, following a hearing, extend the suspension of a student up to 10 additional consecutive school days for an act that constitutes an act of theft, destruction, violence, bullying (pursuant to the school district's policy when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student), or possession of a firearm, BB gun, or paintball gun. Providing that where there is a suspension lasting beyond 10 school days, the parent or guardian has the right to appeal such suspension to the local school board. Suspension to continue beyond 20 school days must be approved by the local school board.
- Any student may be expelled from school by the local school board for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes a repeated act as mentioned above, any act of physical or sexual assault that would be a felony if committed by an adult, any act of violence pursuant to RSA 651:; XIII or criminal threatening pursuant to RSA 631:4, II(a).
- Any student who brings or possesses a firearm as defined in Section 921 of Title 18 U.S.C. in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Any expulsion shall be subject to review by the local school board if requested by a parent or guardian prior to the start of each school year, and further, any parent or guardian shall have the right to appeal any such expulsion by the local school board to the state Board of Education.
- The local school board shall adopt a policy allowing the Superintendent or chief administering officer to modify expulsion requirements set forth in paragraphs II and III on a case-by-case basis.
- Any student expelled by a local school board under the provisions of the Gun-Free School Act of 1994 shall not be eligible to enroll in another school district in New Hampshire for the period of the expulsion. Nothing in this section shall be construed to prevent the local school district that expelled student from providing educational services to such student in an alternative setting.
- A student expelled from school in another state under the provisions of the Gun-Free School Act of 1994 shall not be eligible to enroll in a school district in NH for the period of the expulsion.

Fighting

Fighting for any reason will not be tolerated. Students involved in fights (including being a spectator and/or recording) will be subject to suspension or expulsion from school. Students are encouraged to resolve disputes by talking the problem out or by seeking an adult (teacher, administrator, or counselor) to resolve the dispute.

Profanity

Students using profanity toward a staff member will be assigned 1-5 days Out-Of-School Suspension depending on the severity of the infraction as well as the frequency of the student misconduct.



Smoking & Vaping

New Hampshire State law prohibits:

- Possession of any tobacco products and smoking by persons under the age of eighteen (tobacco products include cigarettes, cigars, pipe tobacco, chewing tobacco, vaporizers or similar products).
- Smoking, or vaping, in school buildings or on school property.

School policy reflects these laws with the goal of making Alvirne High School a healthy environment for both students and staff. Students are prohibited from smoking and vaping on school property and at any school-related event that takes place off school property, regardless of their age. *The use of/possession of an E-Smoking/Vaporizing device is included in policy R.S.A. 78:12-b.* Any student in violation of the smoking policy will be disciplined in the following manner:

- Possession or use of any tobacco/e-cigarette products:
 - First Offense: Three days of out-of-school suspension.
 - Second Offense: Four days of out-of-school suspension.
 - Subsequent Offense: Five days of out-of-school suspension.

In accordance with R.S.A. 78:12-b, all incidents of possession of tobacco products or smoking involving students under the age of eighteen will be reported to the Hudson Police Department. Under R.S.A. 169-B:32 the student will be issued a district court complaint by the Hudson Police Department.

Drug and Alcohol Use

Because of the serious consequences, legal and otherwise, that may result from the use of alcohol or other drugs, a student may not attend school, or participate in, or be present at any activity sponsored by the school if the student shows evidence of having used alcohol or any other drug. Violators will be suspended at once. In addition, any student in the possession of, or any student selling or distributing alcohol or drugs, will be subject to disciplinary action up to and including expulsion from school. It should also be noted that students who are in possession of look-alike drugs or in the presence of others who use or possess drugs are subject to disciplinary action. All drug and alcohol related violations will result in police notification.

Possession and/or Use of Drugs or Alcohol:

- 1st Offense: Ten days Out-of-school Suspension
- 2nd Offense: Ten days Out-of-school Suspension with recommendation to the Superintendent of Schools for additional disciplinary action. This additional action could be a recommendation to the Hudson School Board by the Superintendent that the student be expelled from school for the remainder of the school year.

Selling, Transferring or Distributing Alcohol or Drugs:

Ten days Out-of-School Suspension with recommendation to the Superintendent of Schools to take additional disciplinary action. This additional action could be a recommendation to the Hudson School Board by the Superintendent that the student be expelled from school for the remainder of the school year.

Unauthorized Attendance (RSA 193:15)



If any student, after notice, shall attend or visit a school which he or she has no right to attend, or shall interrupt or disturb the same, shall for the first offense be guilty of a violation and for any subsequent offense be guilty of a misdemeanor. Notification of R.S.A. 193:15 is posted at entrances to Alvirne High School. Students on suspension from school or absent from school on a given day are not to be on school property for any reason, at any time of day, unless given explicit permission by the administration.

Possession of Weapons

In compliance with New Hampshire RSA 193:13 and 193D (Safe School Zones and relative to school violence), and Federal Statute Improving America's Schools Act of 1994, "any student who is determined to have brought a weapon to school or who knowingly possesses a weapon in a safe school zone without written authorization from the Superintendent or designee shall be expelled for not less than one year (365 days). A 'weapon' means a firearm as defined in Section 921 of Title 18, United States Code, and in NHRSA 193:13. Weapons shall include, but not be limited to starter pistols, pellet guns, BB guns, rifles (NHRSA 193:13); and by any 'weapon' which will or is designed to or may readily be converted to expel a projectile by the action of an explosive' (Title 18), or any destructive device, including 'any explosive', incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine or any similar device..." (Title 18).

Possession of Dangerous Objects/Other Weapons

The possession of a dangerous object in the school building or on school property and school buses and including school functions is prohibited and will result in suspension, police intervention, and possible expulsion from school. Dangerous objects include but are not limited to knives, slingshots, pepper spray, and other similar chemicals and/or sprays. In addition to these expressly prohibited dangerous objects, almost any object can be potentially dangerous depending upon its usage. Any object used in an aggressive or reckless manner shall fall under the consequences of this section. All students are permitted to turn in "dangerous objects/other weapons" which may have been accidentally brought to school as soon as they are discovered thus averting the serious consequences described by the regulations.

Note: Look alike and/or toy weapons will be included in the category of "other weapons," and will result in serious consequences for students who intend to use them to frighten, harass, or intimidate others and then use the disclaimer "it was only a toy."

Off-limit Areas

Students are not allowed in the hallways, bathrooms, or outdoors during class or managed time periods unless issued a pass from a staff member. With the exception of assigned classes, the school grounds and parking lots are off limits during the school day and during lunch, as are the gymnasium, weight loft, and stage without supervision. Students in any unauthorized area will face disciplinary action. Students who need to go to their parked cars must receive permission from an assistant principal.

Elevator Procedure

Elevators are off limits to students at all times. The school nurse may issue an elevator pass to any student who needs access. Students using the elevator without permission will



receive disciplinary consequences.

Pass System

Students who are in the corridors at times other than the passing time between periods must have a pass issued by a staff member. Students requesting permission to leave managed time must present a pass from the staff member they wish to see. Wandering the building, visiting the cafe, and remaining too long in a restroom is an abuse of trust and may result in loss of privilege and/or disciplinary action.

Safety Drills

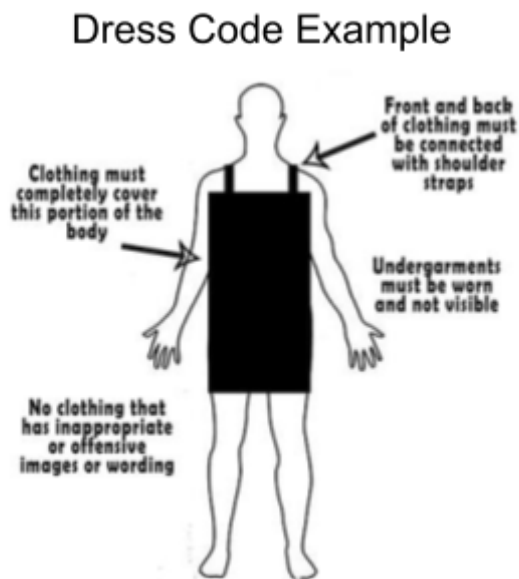
All students must be aware of the posted instructions found in each classroom and are to exit the building in an orderly and efficient manner. The first day of each semester teachers will instruct students on the evacuation plan for that classroom. Students who do not leave the building or do not otherwise follow evacuation procedures will be subject to administrative discipline.

Dress Code

Students are expected to dress appropriately at school and in a way that does not disrupt the learning environment. Students not in compliance with the dress code will be asked to correct the violation or face disciplinary consequences.

Violations include, but are not limited to, clothing or jewelry that depicts, promotes, or expresses:

- Violence or weapons
- Profanity
- Drugs, alcohol, and/or tobacco use
- Sexual innuendos
- Intolerance or a lack of respect to others
- Gang affiliation



Also prohibited:

- Strapless/backless garments (must have 2 straps)
- Garments that are sheer or expose undergarments
- Garments that expose the torso, breasts, bare midriffs, or buttocks

Garments and/or accessories must also meet safety standards for a specific class or activity. Individual classroom teachers will address these requirements.

Public Display of Affection

Students are expected to conduct themselves in a respectful manner at all times in school.

Computer Misuse

Students using school computers for purposes other than school-related assignments will lose their computer privileges, per the school [Good Digital Citizenship Student Agreement](#).



Altering computer programs, desktop setup, equipment, or other student files is vandalism which will result in disciplinary action and reimbursement for damages. The digital citizenship agreement must be signed each year.

Electronic Devices

To support the learning process and avoid disruption, electronic devices including cell phones, earbuds, iPods, tablets and watches are permitted in school within the following parameters:

- Electronic devices, including phones, earbuds, and watches, should only be used in classrooms when appropriate and as directed by the individual teacher for educational purposes.
→ *Electronic communication(s) in classes or classroom-based study halls is not allowed.* ←
- Phones and other electronic devices are permitted in the cafeteria during study halls and lunch periods.
- Phones and other electronic devices are not to be used to contact students in classes.
- Phones and other electronic devices should not be used to call or text a parent with the exception of scheduled lunch or cafeteria study time. Emergency situations should be handled in the main office, school counseling, or the nurse's office.
- Phones and other electronic devices are not to be used to take photos or recordings of students or staff without their permission.
- Only hands-free cell phone use is allowed while driving in the school parking lot.
- Students are responsible for the security of their electronic devices.

If the device is distracting from the educational environment, the device will be placed in an alternative location away from the student. Some teachers may require the use of classroom cell phone pockets to minimize distractions. If the student refuses to comply, the student will be removed from class and will receive a consequence. Students violating the electronic device rules may have their devices secured for the duration of the school day and receive disciplinary action as follows:

- 1st offense --Administrative warning
- Second offense--1 hour administrative detention
- Subsequent offenses--3 hour administrative detention or ISS.

Please note that recording others without permission will result in ISS.

1-1 Computer

Students who are either using a classroom laptop and/or a 1-1 school-provided laptop are expected to abide by the rules and responsibilities as outlined above and in the computer student users agreement.

STUDENT RESOURCES AND SERVICES

Current research and our own experience as educators tell us that students learn and grow best when supported by a caring and responsive school community. At the heart of our Core Values, therefore, are the resources and services provided by Alvirne High School and the Hudson School District to support students and their families. From routine questions to crisis intervention, homework assistance to food insecurity, trained and caring staff members are available to help students reach their full potential.



School Counseling

The School Counseling Department is an important resource that works together with students, parents, and school staff to help students build a solid foundation in high school for their future. School counselors help students to better understand themselves, to recognize their interests and talents, and to design their high school careers around their academic, career, and personal goals. Each student entering Alvirne is assigned a counselor and will work with that counselor during his or her four-year career in high school. We encourage students to see their counselor often to obtain information concerning two and four year colleges, technical and vocational schools, job-seeking strategies, course selection, career planning, and for answers to any other questions or concerns they may have about planning from school to career. A four-year academic plan and a focus on school to career transition are established in grade nine.

Counselors are also available for personal counseling. Appointments may be made during study periods. In addition, counselors contact students during the school year for various checks on individual academic progress and for selection of courses for the next academic year.

Health Services

Health Services are available to all students through the nurse's office. The following are school policies regarding medication, immunizations, and physical exams:

Medications:

- All medications must be taken under the direct supervision of the school nurse.
- The nurse must have a Physician's order and parental consent form on file for each medication and inhaler.
- All medication will be kept in the original container in the nurse's office.
- State law requires that all prescription medications must be brought to school by a parent.

Students in possession of medication, including over-the-counter medication, outside of the nurse's office will be subject to disciplinary action.

Immunizations

All students must present the nurse with up to date immunization records.

Physical Exams

Copies of yearly physical exams should be submitted to the Nurse's Office.

Academic Support/Math Support Centers

Extra help is available to students in all subject areas throughout the school day and after school in the Academic Support Center. A schedule is posted on the school website. The Math Support Center (located within the Academic Support Center) is an additional resource providing tutoring, reassessment, and remediation for math courses as well as support for students' interdisciplinary math needs. Students may request a pass from a teacher or school counselor to visit.



School Lunch Program

Healthy lunches and a la carte items are available for sale in the cafeteria during lunch periods each day. The Hudson School District uses a computer-based debit meal payment system. This system allows parents to deposit money into a child's account, and funds will automatically be deducted when cafeteria meals are purchased, using a unique 4-digit personal identification number (PIN) assigned to the child. Since this is a debit system, students must have a balance in their account to purchase lunch or a la carte items.

Free/Reduced Price Lunch: Applications for free or reduced price meals are available for any family who wish to apply. They are available year-round in the Main Office, Nurse's Office, School Counseling Office, as well as from the Food Service Director or on our website [here](#). You may apply at any time and are encouraged to do so. Students requiring meal modifications must have their physician complete a Special Diet Order, which are available in the Nurse's Office, online, and from the Food Service Director.

The 2023/2024 cost for breakfast is \$2.25 and up and lunch is \$3.25.

If you have any questions, please contact the Food Service Department by calling 886-1245, Monday-Friday (9:30 am-2:30 pm).

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

Online payments may be made at www.K12PaymentCenter.com. Contact Food Service via email at sjackson@sau81.org to sign up for the first time.

If your student needs any contacting the Food Service Office

Library/Media Center

Students are required to sign in with their full name during the school day. Students not visiting with a scheduled class must obtain a library pass before school, after school, or between classes. Passes will not be given after the bell rings at the start of the period.



- Students must remain in the library for the entire period.
- The library/media center is a place of study, exploration, as well as classroom work; students should show respect and courtesy to all who share this space. All school rules apply in the library such as no food, or gum is allowed. *Only clear liquids are allowed.*
- Computer usage agreements must be signed to use library computers.
- Books are borrowed for two week periods and are allowed to be renewed up to 4 times.
- DVDs and CDs may be borrowed for one night under a teacher's name and with a note from that teacher.
- Overdue notices are issued no more than three times after the due date. After the third notice a parent notification will be sent.
- Books that are not returned must be replaced or paid for before the end of the year. Failure to do so will prevent students from borrowing materials the next year. Seniors must pay for lost library materials prior to graduation or they do not receive their cap and gown.

Text and Library Books

All required textbooks for Alvirne High School courses are provided on loan to students. Students are responsible for the replacement cost of books that are lost or damaged beyond reasonable wear. Questions regarding the loss or damage of textbooks should be directed to the teacher or the department head.

Bus Transportation

Bus transportation to and from school is provided to students of the Hudson School District. A late bus is also available Monday, Tuesday and Thursday, departing Alvirne at approximately 3:45 pm. The school bus is considered an extension of the classroom with the bus driver acting as the supervising adult. All school rules apply during bus rides, including, but not limited to:

- Following the bus driver's directions and all safety rules.
- Taking their assigned bus.
- Being at the bus stop at the assigned time.

Failure to comply with school rules may result in the suspension of bus transportation and/or other disciplinary action.

Student Parking

Students are granted the privilege to drive a motor vehicle to school provided they are issued a school parking permit. These permits may be obtained from the main office in accordance with announced dates and times. Alvirne High School reserves the right to restrict parking if the number of permits requested is greater than the number of available parking spaces.

Parking permit application paperwork can be found here: [Parking Information](#)

Parking criteria is as followed:

- Students must have a 2.0 GPA or higher from the previous quarter.
- Seniors will be given first preference followed by juniors.
- Students must present a valid New Hampshire driver's license when they apply.
- Students must present the vehicle's registration when they apply. Students may



register more than one car, each with its own permit affixed to the window.

- Students must pay a \$25.00 fee for the first permit. Each additional parking permit will cost \$10. A free permit will be provided in exchange for the original if a student obtains a replacement vehicle.
- Students must show proof of insurance coverage.
- Students who park without a permit will be assigned a disciplinary consequence and lose parking privileges for one quarter for each offense.
- In order to be eligible for a parking permit, all obligations from the prior school year/semester must be met. This includes but is not limited to school and library books, outstanding detention hours, and athletic uniforms.
- Parking at the Hills Garrison Elementary School or the town library is prohibited.
- **Students may NOT visit their cars during the school day.** In an emergency, permission from an assistant principal is required.

Students may lose their parking privileges if they are found in the parking lot/in a vehicle without permission, drive unsafely, leave school property, or take other students off school property.

Lockers

Lockers are furnished and maintained by the School District and remain school property. Students are assigned lockers by the school. Gym lockers are provided for student use during P.E. classes. To protect their possessions students should place their own lock on the gym locker. As a condition of usage of a school locker, students are advised that the school administration reserves the right to inspect a student's locker, if necessary, to maintain the integrity of the school environment, to protect other students, or to enforce safety regulations.

Senior Picnic Area

The picnic area located near the football field concession stand is for seniors only. The area will be open, weather and behavior permitting, during a senior's assigned lunch period. Seniors who allow underclassmen to eat in the picnic area will lose the privilege; underclassmen in the picnic area will face disciplinary consequences.



Suicide Prevention Plan

National Suicide Prevention Hotline: Call 988

The School Board is committed to protecting the health, safety and welfare of its students and school community. District policy JLDBB Suicide Prevention and Response supports federal, state, and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

- District & building liaisons
- Student and staff education
- Suicide warning signs
- Protective factors
- Resuming a school routine

District & Building Liaisons

The district has designated the following staff members as Building Suicide Prevention Liaisons in the event that a safety concern arises for a student.

BUILDING	LIAISON	PHONE
School District Suicide Prevention Coordinator	Bill Huguen Director School Counseling	(603) 886-1260 x75012
Alvirne High School	Bill Huguen Director School Counseling	603) 886-1260 x75012
Hudson Memorial School	Karen O'Brien School Counselor	(603) 886-1240 x65019
Hills Garrison Elementary School	Jen Perkins School Counselor	(603) 881-3930 x45007
Nottingham West Elementary School	Christal Fitzgerald School Counselor	(603) 881-3930 x55015
Early Learning Center	Lauren Skinner School Counselor	(603) 886-1248 x35009

Student and Staff Education

Students

All students are taught, in a developmentally appropriate manner, about making safe and healthy choices, coping strategies and ways to seek help. Students in older grades



grades are taught about risk factors and warning signs of mental disorders and suicide.

Staff

ALL district staff has annual training on youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community.

If a Hudson student discloses suicidal thoughts, it is the district's procedure that the student be evaluated by a mental health professional to determine the level of risk to their safety.

According to New Hampshire Law RSA 169C, failure to provide adequate services to a child in need is considered neglect, and all school personnel are mandated reporters.

Suicide Warning Signs (not a complete list)

- Talking about death and dying in general
- Talking about suicide or wanting to die; talking about means or methods to kill oneself; obtaining a weapon or other means
- Isolating self from friends and family
- Feeling life is meaningless; feeling hopeless, helpless
- Putting life in order or giving away possessions
- Picking fights, arguing, irritability, increased anger
- Refusing to help, feeling beyond help
- Sudden improvement in mood after being down or withdrawn
- Neglect of appearance, hygiene
- Sleep and/or appetite changes
- Dropping of activities
- Direct verbal clues such as "I wish I were dead," "You will be better off without me," "I am so tired of it all," "Pretty soon you will not have to worry about me," or "No one will miss me when I am gone."

If you observe any of these signs or have other reasons to suspect your child may be at risk of suicide, ASK THEM. Say, "I am concerned about you. You are not yourself lately. Are you thinking about killing yourself?"

If there is immediate danger, DO NOT LEAVE YOUR CHILD ALONE - CALL 911

Other considerations: Children are at far greater risk for suicide when medications or guns are accessible in the home. LOCK WEAPONS UP.

Other factors may increase suicidal behavior such as previous attempts, alcohol and substance abuse, mental illness, a family tragedy, and exposure to other young people who have experience with suicidal thinking/behavior. Grief and loss issues such as the death of a relative, friend, or pet, or a breakup of a relationship can trigger thoughts of dying.



Receiving information that your child is thinking about suicide can produce a wide range of emotions including disbelief, anxiety, sadness, guilt, and anger, to name a few. All these reactions are normal and common in such situations. Fortunately, there are services and supportive professionals willing to step forward to offer information and a helping hand.

If you receive a phone call from school staff informing you that your child is at risk, you will be provided with some recommendations and requirements for additional assessment. The safety of your child is our priority.

Protective Factors (not a complete list)

Protective factors are the positive conditions and resources that promote resiliency and reduce the potential for youth suicide. These include:

- Close family bonds
- A powerful sense of self-worth
- A sense of personal control
- A stable environment
- Best friends
- Responsibility to others
- Activities
- Pets
- Lack of access to lethal means

Resuming the School Routine

Once your child is determined to no longer be at imminent risk of harming him/herself, it is helpful to create a sense of routine and structure. It is also helpful to keep the school informed so that your child may return to their coursework and activities as soon as possible. With this in mind, we ask that a re-entry meeting with administration, counselor, and other staff members deemed necessary be held after the assessment and before your child begins their next school day. It is imperative that the parents and student attend this meeting.

Acting as your child's advocate, the school counselor and school nurse can be of tremendous support. The school nurse can regularly assess for any medical complications or medication side effects. District policy states that all medications a child uses are to be kept under the supervision of the Nurse to ensure its appropriate application and monitor safe usage. We would like to help coordinate care between your health providers and our school. Let us know what your child needs and how we can help. We will do our best to support your child and you during this challenging time.



Crisis Response Information

ACCESS or Acute Community Crisis Evaluation Services System

at Southern NH Medical Center conducts 24-hour crisis assessment and referral for appropriate level of care.

8 Prospect Street, Nashua, NH (603) 577-2728 (603) 577-2290 Fax

Elliot Behavioral Health/Elliot Emergency

1 Elliot Way, Manchester, NH (603) 669-5300 (603) 663-8605 Fax

St. Joseph's Hospital

172 Kinsley Street, Nashua, NH (603) 882-3000 (603) 889-3774 Fax

Catholic Medical Center (CMC)

100 McGregor Street, Manchester, NH

(603) 668-3545 (603) 663-6645 Fax

Suicide Prevention & Support Resources

To learn more about youth suicide, many resources are available. For immediate assistance/danger, call 911

National Suicide Prevention Lifeline Call 988

24 hours a day/7 days a week

www.suicidepreventionlifeline.org

NH National Alliance on Mental Illness www.naminh.org

American Association of Suicidology <https://suicidology.org/>

American Foundation for Suicide Prevention www.afsp.org



ATHLETIC/CO-CURRICULAR ACTIVITIES

Academic Eligibility

To be eligible for participation in athletic/co-curricular activities, students must have passed four courses and maintain at least a 1.7 GPA in the marking period immediately preceding the activity. Students must also maintain the school minimum course load during the activity. Fourth quarter grades determine fall eligibility.

Attendance

Students must be in attendance at school within an hour of their school start-time to participate in an after-school athletics/co-curricular activity, including practices, games, performances, meetings, and rehearsals. Exceptions for documented absences and other extenuating circumstances must be approved by an administrator.

School Conduct

Students who are removed from class and issued a consequence will *not* participate in athletics or other co-curricular activities or attend school events for the remainder of that day. Students who are suspended may not participate in after-school activities until the conclusion of the suspension period.

Sportsmanship

Students are encouraged to participate in and attend school athletic events. Good sportsmanship dictates that visiting teams be treated as guests. Students attending athletic events are expected to represent themselves as they would during a school day and obey all school rules.

Insurance

Students must have accident insurance to participate in intramural or interscholastic athletics. School insurance is available to purchase for students who are not otherwise covered.

School Dances

The following rules apply to all school dances:

- Dances are for Alvirne High School students and their guests.
- Students are allowed to bring guests to a school dance with prior approval from an administrator. Guests are subject to all AHS regulations and the administration reserves the right to reject a proposed guest. Find the guest form [here](#).
- Students must be present in school the day of the dance to attend.
- Students who receive disciplinary action including cutting classes the day of the school dance will not be permitted to attend.
- Once a student leaves the dance, he or she will not be readmitted and must leave the school grounds.
- Cars left in the school parking lot during a dance are subject to police supervision.