



"SOARING TO BE THE BEST WE CAN BE!"

ANDOVER ELEMENTARY MIDDLE SCHOOL  
20 SCHOOL STREET ANDOVER, NH 03216

MAIN OFFICE (603) 735-5494 | NURSE (603) 735-5500 | FAX (603) 735-6108  
[WWW.AEMSEAGLES.ORG](http://WWW.AEMSEAGLES.ORG)



# INTRODUCTION

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Welcome to Andover Elementary Middle School. Over the next four years- from 5th to 8th grade-our experienced and compassionate group of educators seeks to foster an environment of belonging and inclusivity where all students can flourish.

Our Andover Elementary Middle School Community (families, administration, faculty, staff, students, and the wider community of the town), will work together to embrace and generate intellectual, physical, and social-emotional growth opportunities targeted at strengthening our children's abilities. Our jobs are to encourage and prepare our students to strive to achieve their unique dreams.

We understand that continual evaluation of programs and assessment of student achievement are vital to the success of our programs. We also understand that diverse teaching techniques, community participation, faculty education, and open communication are equally important.

The Eagle Code is essential to supporting our learning environment as we strive for success and happiness. These tenets foster a safe and supportive place to make mistakes AND most importantly learn from them- clear expectations, restorative practices, teachers who take the time to get to know the students, and a consistent emphasis on learning over judgment are at the root of who Eagles are.

## **Eagle Code:**

**Always Be Respectful**

**Everyone is Responsible**

**Make Good Choices**

**Safety, First, Last and Always**

In order to achieve our goals and provide the best educational experience for your child, we need to have you and your family be part of our team. Communication and trust are paramount in these relationships, therefore we urge you to share any of your praises or concerns with us along our journey together as we educate your child and prepare them for success in their futures. Your support, as families, is crucial to your student's success in and out of the classroom.

The pages that follow outline specific practices, policies and procedures that we are agreeing upon to set healthy boundaries and clear guidelines as we seek to maintain an ideal learning environment.

*Kelly George*

Principal

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## SECTION 1 - GOVERNANCE AND SUPPORT

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### **Andover School Board**

***Stephen Chella - Chairperson***

[schella@aemseagles.org](mailto:schella@aemseagles.org)

*Term Expires 2028*

***Lisa Burbach- Vice Chair***

[lburbach@aemseagles.org](mailto:lburbach@aemseagles.org)

*Term Expires 2027*

***Dan Newton***

[dnewton@aemseagles.org](mailto:dnewton@aemseagles.org)

*Term Expires 2027*

***Katie Caron***

[kcaron@aemseagles.org](mailto:kcaron@aemseagles.org)

*Term Expires 2026*

***Charlie Stewart***

[cstewart@aemseagles.org](mailto:cstewart@aemseagles.org)

*Term Expires 2028*

The Andover School Board meets the first Tuesday of every month with the exception of July.  
Meetings are held at AEMS and typically begin at 5:30pm.

### **TITLE IX - POLICY NOTIFICATION STATEMENT**

It is the policy of the Andover School District (ASD) not to discriminate on the basis of an individual's membership in a protected category, which for students, includes age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, physical or mental disability, religion, or economic status in its educational programs, activities, or employment policies as required by Title IX Educational Amendments. Inquiries regarding compliance with Title IX may be directed to: Mrs. Kathleen Boucher, Director of Human Resources, 105 Community Drive, Penacook, NH 03301 603.753.6561; or to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, DC 20201.

### **NON-DISCRIMINATION**

It is the policy of ASD not to discriminate on the basis of handicap in its educational programs, activities or employment policies, as required by Section 504 of the Rehabilitation Act of 1973. Inquiries regarding any matter dealing with Section 504 should be directed to Cathleen Masterson, Assistant Superintendent of Schools, 105 Community Drive, Penacook, NH 03301. 603.753.6561

### **RSA 189 and RSA 193:1 - 2**

Every child between 6 and 18 years of age shall attend the public school within the district or a public school out-side the district to which he is assigned or an approved private school during all the time the public schools are in session, unless he has been excused from attending on the grounds that his physical or mental condition is such as to prevent his attendance or to make it undesirable. Every person having the custody of a child shall cause the child to attend such a school during the time the public schools are in session. Please note: Truancy is defined in RSA 189 as 10-half days of unexcused absence from school.

## SECTION 2 - STAFF DIRECTORY

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### AEMS 2025-2026 Staff Directory

|                                                       |                                                                                                                            |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Principal</b>                                      | Kelly George                                                                                                               |
| <b>Director of Student Services</b>                   | Beth Page                                                                                                                  |
| <b>Facilities Manager</b>                             | Dennis Audet                                                                                                               |
| <b>Administrative Assistant</b>                       | Kim Drouin                                                                                                                 |
| <b>School Counselor</b>                               | Lisa Lane                                                                                                                  |
| <b>School Nurse</b>                                   | Christine Frost                                                                                                            |
| <b>Substance Abuse Professional</b>                   | Megan Hanrahan                                                                                                             |
| <b>Middle School Team<br/>Grades 5-8</b>              | Kristy LaRoche (Math)<br>Ryan Murphy (Science)<br>Megan Philbrook (Social Studies)<br>Kasey Schoch (English Language Arts) |
| <b>Grade 4 Teacher</b>                                | Katie Dow                                                                                                                  |
| <b>Grade 3 Teacher</b>                                | Molly Kidane                                                                                                               |
| <b>Grade 2 Teacher</b>                                | Zoe Tardiff                                                                                                                |
| <b>Grade 1 Teacher</b>                                | Stephanie Bendixsen                                                                                                        |
| <b>Kindergarten Teacher</b>                           | Nicole Graczewski                                                                                                          |
| <b>Special Educators</b>                              | Jen Bent (5-8)<br>Isabelle Hattan (K-4)                                                                                    |
| <b>Curriculum Area Leader/<br/>Reading Specialist</b> | Anna Kate Hattan                                                                                                           |
| <b>Interventionist</b>                                | Laura Lorio                                                                                                                |
| <b>Librarian</b>                                      | Michaela Hoover                                                                                                            |
| <b>Music Teacher</b>                                  | Mikayla Colburn                                                                                                            |
| <b>P.E. Teacher</b>                                   | Lauren Manteau                                                                                                             |
| <b>Art Teacher</b>                                    | Julianne Babel                                                                                                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>STEM Teacher</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Michael Jensen                                                                                       |
| <b>Speech Language Pathologist</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sarah Butler                                                                                         |
| <b>Occupational Therapist</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Madison McCrorey                                                                                     |
| <b>School Psychologist</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Dr. Lex Burton                                                                                       |
| <b>Permanent Substitute</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Julie Bisson                                                                                         |
| <b>Support Staff</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Judy Bouchard<br>Leah Cushman<br>Kenneth Grant<br>Michelle Horbert<br>Linda Murgo<br>Doreen Robinson |
| <b>Custodial Staff</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | John Merchant                                                                                        |
| <b>Kitchen Staff</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Director Joanne Young<br>Heidi St. Jacques                                                           |
| <b>Transportation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Arthur Judkins<br>Neil Turton<br>Terri Whipple                                                       |
| <b>AEMS Administration:</b><br>Principal - Kelly George <a href="mailto:kgeorge@aemseagles.org">kgeorge@aemseagles.org</a><br>Student Services Director - Beth Page <a href="mailto:bpage@aemseagles.org">bpage@aemseagles.org</a><br>Facilities Manager - Dennis Audet <a href="mailto:daudet@aemseagles.org">daudet@aemseagles.org</a><br>Administrative Assistant - Kim Drouin <a href="mailto:kdrouin@aemseagles.org">kdrouin@aemseagles.org</a><br>School Nurse - Christine Frost <a href="mailto:cfrost@aemseagles.org">cfrost@aemseagles.org</a><br>School Counselor - Lisa Lane <a href="mailto:llane@aemseagles.org">llane@aemseagles.org</a><br>Athletic Director - Lauren Manteau <a href="mailto:lmanteau@aemseagles.org">lmanteau@aemseagles.org</a> |                                                                                                      |
| <b>SAU 46 Administration</b><br><b><u>Phone: (603) 753-6561</u></b><br>Superintendent of Schools - Randy Wormald <a href="mailto:rwormald@mvsdpride.org">rwormald@mvsdpride.org</a><br>Assistant Superintendent of Schools - Catherine Masterson <a href="mailto:cmasterson@mvsdpride.org">cmasterson@mvsdpride.org</a><br>Business Administrator - Sam York <a href="mailto:syork@mvsdpride.org">syork@mvsdpride.org</a><br>Student Services Director - Julie Gaudette <a href="mailto:jgaudette@mvsdpride.org">jgaudette@mvsdpride.org</a><br>Human Resources Director - Kathleen Boucher <a href="mailto:kboucher@mvsdpride.org">kboucher@mvsdpride.org</a>                                                                                                    |                                                                                                      |

## SECTION 3 - MILESTONES

Middle School is a time of unprecedented growth. It is common to experience major changes during this time in one's life. Each child's development is unique, but there is a specific, predictable sequence of milestones one can expect to see in children during this time period in their lives. The chart from *Yardsticks* by Chip Wood highlights how development impacts the characteristics and interests of students in grades 5-8.

*Source: Wood, Chip. Yardsticks, 3rd Edition, Children in the Classroom Ages 4-14. Northeast Foundation for Children, Inc. 2007*

| Pre-Adolescent Years, Grades 4-6 (10-12 years)                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical                                                                                                                                                                                                                                                                                                                                                                             | Social-Emotional                                                                                                                                                                                                                                                                                                                                                                                              | Cognitive                                                                                                                                                                                                                                                                                                                                                                                                              |
| May be careless about their clothes, room and body cleanliness<br><br>Girls may have a sudden growth spurt and beginning signs of puberty<br><br>Enjoy physical activities that master specific skills<br><br>Enjoy competitive games<br><br>Possess a high activity level<br><br>Enjoy games that allow for comparison of skills<br><br>Enjoy games that allow for self-improvement | Enjoy small, peer-dominated group discussions<br><br>Like to join organized groups<br><br>Are anxious to group up<br><br>Are intensely loyal to their peer group<br><br>Form a close one-on-one friendship<br><br>Have a growing desire to assert individuality and independence<br><br>Can be daring and competitive<br><br>Can be critical of peers and adults<br><br>Are self-conscious of their abilities | Ask many questions and want thoughtful answers<br><br>Can often understand other points of view<br><br>Developing strong interests, hobbies and collections<br><br>Engage in daydreaming<br><br>Enjoy problem-solving games and puzzles, etc.<br><br>Enjoy rule-based games<br><br>Are beginning to develop view about social/global issues<br><br>Beginning to enjoy humor by telling jokes and understanding sarcasm |

| Early Teen Grades 7-9 (13-14 years)                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical                                                                                                                                                                                                                                                                                                                                                     | Social-Emotional                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Cognitive                                                                                                                                                                                                                                                                                                                                          |
| <p>May appear awkward as a rapid result of physical growth</p> <p>Experiencing the beginning of puberty</p> <p>Differ greatly in rate of maturation</p> <p>Need to become familiar with changing body with strong drives</p> <p>Tend to tire easily</p> <p>Have a high activity level and appetite</p> <p>Enjoy cooperative games and competitive sports</p> | <p>Sensitive to their appearance</p> <p>Establishing a personal moral code</p> <p>Unsure of their place in society</p> <p>Depend on their peer group to develop identity</p> <p>Critical of their parents/home</p> <p>May adopt extremes and fads in clothing, speech, handwriting, and mannerisms</p> <p>Form close one-to-one friendships</p> <p>Enjoy small, peer-dominated group discussions</p> <p>Have a strong desire to assert individuality and independence</p> | <p>Capable of high level of abstract thought</p> <p>Beginning to think about their future life roles</p> <p>Need time and freedom to engage in self-reflection</p> <p>Are able to postpone gratification</p> <p>Can plan ahead and organize tasks with little to no guidance from adults</p> <p>Beginning to develop views about social issues</p> |

## SECTION 4 - ACADEMICS

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### **GRADES**

Students will receive grades via their report card at the end of each trimester (see schedule below). The purpose of this grading system is to show your child's performance as it relates to the standards expected at every grade level. Opportunities for two parent/teacher conferences are included in the schedule, as a means of informing parents of student performance and competency. Parents are encouraged to request a conference with the teacher at any time during the year if there are questions or concerns.

### **ACADEMIC INTEGRITY**

The Andover Elementary Middle School promotes an environment that teaches students to be active learners, critical thinkers and responsible students. We also hope that students will demonstrate pride in their work.

When students apply these attributes to their coursework they will develop skills and behaviors that will support their learning both in and outside the classroom. Being an active learner, critical thinker, and responsible student requires the students practice academic honesty. Cheating and plagiarism are unethical and unacceptable.

### **DEFINITIONS**

**Cheating** - Knowingly using dishonest methods to gain an advantage; any kind of secretive means of gaining information for use on course work.

Common examples include, but are not limited to:

- Copying another's work;
- Allowing someone else to copy your work;
- Using resources that are not allowed;
- Collaborating on an individual assignment;
- Using any method to give (or get) test or quiz answers;
- Assisting another to cheat.

**Plagiarism** - Knowingly presenting another person's ideas or words as one's own without properly crediting the source.

Common examples include, but are not limited to:

- Copying and pasting text into a paper and handing it in with your name on it.
- Using ideas that are not your own and not crediting the source of the information.

## **CONSEQUENCES OF ACADEMIC DISHONESTY**

### **Minor Infractions:**

Limited to situations in which copying or plagiarism happens either unintentionally or due to a lack of knowledge and understanding of the concepts.

### **Consequences:**

- Teacher uses the infraction as a learning experience to educate the student on the topic.
- Assignment is redone.
- The consequence must include a teaching conversation with the student, parent contact (phone or email) and a written record.
- A 2nd Minor infraction would be considered a Major infraction.

### **Major Infractions, may include but are not limited to:**

- Academic dishonesty occurs with conscious forethought.
- Copying another student's work or allowing another student to copy your work.
- Looking onto another's test or quiz or allowing someone else to.
- Using secret ways to receive or give answers on an assessment.
- Using information or ideas that are not your own, and not citing the source.
- Working with others on an assignment that is intended to be completed individually.

### **Consequences**

- Behavior Referral to the office.

## **TRIMESTER REPORTING SCHEDULE**

**Trimester 1:** 08/27/2025- 11/25/2025

**Trimester 2:** 12/01/2025- 03/11/2026

**Trimester 3:** 03/12/2026- 06/12/2026

- **First Term Report Card Issued: December 5th**
- **Second Term Report Card Issued: March 20th**
- **Third Term Report Card Issued: June 12th**

Parent / Teacher / Student Conferences will be scheduled during the first trimester and will be offered again in the spring. Parents can request a conference at any time during the school year.

## SECTION 5 - DAILY OPERATIONS

### DAILY SCHEDULE

| Elementary Grades Schedule |                                                                                                                                           |           |           |                      |             | Middle School Schedule                   |                |         |                |             |             |                |     |             |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------------------|-------------|------------------------------------------|----------------|---------|----------------|-------------|-------------|----------------|-----|-------------|
| Time                       | K                                                                                                                                         | 1st       | 2nd       | 3rd                  | 4th         | 5                                        | 6              | 7       | 8              | Time        |             |                |     |             |
| 7:30-7:45                  | Arrival (7:30-7:45)                                                                                                                       |           |           |                      |             | Homeroom                                 |                |         |                | 7:30-7:45   |             |                |     |             |
| 7:45-8:00                  | Opening (7:45-8:00)                                                                                                                       |           |           |                      |             |                                          |                |         |                | 7:45-8:00   |             |                |     |             |
| 8:00-9:00                  | Academics                                                                                                                                 | Academics | Academics | Academics            | Academics   | Specials<br>MS Planning Time             |                |         |                | 8:00-8:15   |             |                |     |             |
| 9:00-9:30                  |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 8:15-8:30   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 8:30-8:45   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 8:45-9:00   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 9:00-9:15   |             |                |     |             |
| 9:30-10:20                 | Monday/ Wednesday/Friday Academic time 8:00 to 10:20<br>Tuesdays/ Thursdays Only - Science taught by specialists and Simon / K-4 PLC time |           |           |                      |             | Science                                  | Social Studies | ELA     | Math           | 9:15-9:30   |             |                |     |             |
| 10:20-10:50                | Recess (10:20-10:50)                                                                                                                      |           |           | Academics            | WIN         |                                          |                |         |                | 9:30-9:45   |             |                |     |             |
| 10:50-11:20                | Lunch (10:50-11:20)                                                                                                                       |           |           | Recess (10:50-11:20) |             |                                          |                |         |                | 9:45-10:00  |             |                |     |             |
| 11:20-11:50                | WIN                                                                                                                                       | Academics | Academics | Lunch (11:20-11:50)  |             |                                          |                |         |                | Math        | Science     | Social Studies | ELA | 10:00-10:15 |
| 11:50-12:20                | Academics                                                                                                                                 |           |           | WIN                  | Academics   |                                          |                |         |                |             |             |                |     | 10:15-10:30 |
| 12:20-12:50                |                                                                                                                                           | WIN       | Academics |                      | 10:30-10:45 |                                          |                |         |                |             |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             | MS Lunch/ Recess - all 4 grades combined |                |         |                |             |             |                |     | 10:45-11:00 |
| 12:50-1:40                 | Specials - 12:50-1:40<br>K-4 Prep Time                                                                                                    |           |           |                      |             | ELA                                      | Math           | Science | Social Studies |             |             |                |     | 11:00-11:15 |
| 1:40-2:10                  | Academics                                                                                                                                 | Academics | WIN       | Academics            | Academics   |                                          |                |         |                | 11:15-11:30 |             |                |     |             |
| 2:10-2:45                  |                                                                                                                                           |           | Academics |                      |             |                                          |                |         |                | 11:30-11:45 |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                |             | 11:45-12:00 |                |     |             |
| 2:45                       | Dismissal                                                                                                                                 |           |           |                      |             |                                          |                |         |                |             |             |                |     | 12:00-12:15 |
|                            |                                                                                                                                           |           |           |                      |             | Social Studies                           | ELA            | Math    | Science        | 12:15-12:30 |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 12:30-12:45 |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 12:45-1:00  |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             | WIN Grades 5/6<br>ConnectED Grades 7/8   |                |         |                | 1:00-1:15   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 1:15-1:30   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             | ConnectED Grades 5/6<br>WIN Grades 7/8   |                |         |                | 1:30-1:45   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 1:45-2:00   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 2:00-2:15   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 2:15-2:30   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             |                                          |                |         |                | 2:30-2:45   |             |                |     |             |
|                            |                                                                                                                                           |           |           |                      |             | Dismissal                                |                |         |                | 2:45-3:00   |             |                |     |             |

### ARRIVAL/DISMISSAL

Our top priority during arrival and dismissal is our students' safety. Following these procedures carefully will ensure that safety. All dismissal plans should be entered into [Pick Up Patrol](#) no later than 2:00pm. If you need to make a change after that, call the office at (603)735-5494.

#### **The traffic pattern for BUS & CAR DROP OFF in AM (7:30-7:45 am)**

1. Cars and buses will enter campus as usual.
2. Buses will drive up to the FRONT of the building for unloading.
3. Cars will drive around to the BACK of the building for unloading.
4. Say your goodbyes before your turn to unload – this will help keep cars moving in line.
5. Follow the directions of staff members on duty. Pull as far forward into the unloading zone as possible before stopping your vehicle. There should be very little room between your car and the

car in front of you.

6. Students are to exit the vehicle on the driver's side if possible. If exiting from the passenger side of the vehicle, students should walk in front of the vehicle.
7. Staff will be there to assist students getting in and out of the car when needed.
8. Parents are to remain inside their cars – please do not leave your car unattended.

**The traffic pattern for BUS & CAR PICK UP in PM (2:45-3:00)**

1. Buses will drive up to the front of the building for loading.
2. Cars will drive around to the BACK of the building for loading.
3. CAR PICK UP students will be dismissed to the gym at 2:45. They will exit the school through the back gym doors.
4. Follow the directions of staff members on duty. Pull as far forward into the unloading zone as possible before stopping your vehicle. There should be very little room between your car and the car in front of you.
5. Staff members will require a picture ID if the parent/guardian picking up is unknown to the school personnel, or if a parent/guardian has authorized pickup by a person unknown to school staff.
6. Students should load from the driver's side. If a student needs to sit on the passenger side of the vehicle, they must walk in front of the vehicle they are getting into.
7. We will not dismiss students early so parents can avoid delay when our dismissal process formally begins.

**Walker and Bikers:**

1. For the safety of our students and families, please use sidewalks at all times.
2. Walkers and bikers will exit through the middle school wing front doors.
3. The grassed area in front of the middle school wing is the designated area for parents to meet their children.
4. **Boys and Girls Club Students** will be dismissed through the main lobby entrance/exit.

**Thank you for your cooperation in helping keep AEMS students and families safe!**

**DISMISSAL**

Dismissal is at 2:45 PM. Arrangements for early dismissal must be made in Pick Up Patrol. Requests for dismissal due to illness are to be referred to the nurse. All dismissal default plans should be entered in Pick Up Patrol. If there is a change in your child's dismissal plan after 2:00, call Ms. Drouin in the main office. (603)735-5494.

## **SCHOOL HOURS**

The student day officially begins at 7:45 and ends at 2:45. Students should not arrive before 7:30. A student will be considered tardy if they are not in the classroom by 7:45 am.

## **ATTENDANCE**

Regular attendance matters. It is important that your child is in school on a regular basis. If they need to be out for any reason, notify the school via Pick Up Patrol.

 **ASD Policy JH - Attendance, Absenteeism, & Truancy.pdf**

## **TARDIES TO SCHOOL/EARLY DISMISSALS**

Classes start at 7:45 AM. Students are expected to arrive at school on time. If a student is running late, parents are expected to contact the main office via Pick Up Patrol. Notifying the school of a tardy will ensure the child is listed as tardy excused. If a parent does not notify the main office, these will count as tardy unexcused. Five or more unexcused tardies per trimester will result in a family meeting. This applies to early dismissals as well.

## **CAFETERIA**

The cafeteria will be used for lunches. Speaking in conversational tones is expected. Students should remain seated at lunch. Once a student picks a seat, that is where they will sit for that lunch period. Each student is responsible for cleaning up the trash in their area. Nothing may be thrown in the cafeteria. Students will remain seated until a staff member dismisses them from their tables at the end of lunch. Failure to follow these rules may result in reassignment of seating, removal from the cafeteria, detention, parental contact, alternative lunch arrangements and/or suspension. Students are not permitted to order takeout from local restaurants during school hours. No open food or milk leaves the cafeteria at lunch.

## **SCHOOL LUNCH**

A well-balanced lunch is available to students daily. Monthly menus are sent home in advance so informed choices can be made. The menu is posted on the school website. Milk is also available to students who bring their own lunch or who wish to purchase extra.

Breakfast and lunch is available at a free or reduced rate for families who qualify. Forms and guidelines are sent home with all students the first week of school. Families must reapply every year. All information is kept confidential. The paperwork can be confusing so please do not hesitate to ask for help.

When students opt to bring lunches/ snacks from home, we encourage parents to pack healthy, nutritious foods such as fruits, vegetables, cheeses and juices. All bottles must have caps. Please note the following are not allowed:

- No candy.
- No glass containers.
- No canned drinks.
- No caffeinated beverages or energy drinks.
- No soda.
- Water bottles will only be used for water.

Microwave use for lunches brought from home is not available.

[My School Bucks](#): Our payment system is designed as a debit process, where families put money into a lunch account and draw from their prepaid account when food is purchased. Parents may set up an online account with “[My School Bucks](#)” and use a credit/ debit card to make deposits into your child’s account. Students are not allowed to “charge” lunch.

## **DELAYED OPENING/EARLY DISMISSAL**

Delayed opening announcements will be communicated via the Alma alert system, posted on the District website, and WMUR News. If there is a need for early dismissal, parents will be notified via the Alma alert system. This notification will also be posted through our various social media outlets.

## **SCHOOL CANCELLATION**

"No school" announcements are communicated via the Alma alert system. In addition, the announcement is posted on the district website, <https://www.aemseagles.org/>, and WMUR News.

## SECTION 6 - STUDENT CONDUCT

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### **CORE VALUES**

*The AEMS Student follows the Eagle Code.*

Students at Andover Elementary Middle School are expected to:

- ❖ **Always be Respectful**
- ❖ **Everybody is Responsible**
- ❖ **Make Good Choices**
- ❖ **Safety; First, Last and Always**

In addition to this, all students, faculty, and staff of the Andover Elementary Middle School are expected to:

- ❖ Show self-respect as well as respect for property and others.
- ❖ Demonstrate personal integrity and self-control.
- ❖ Contribute actively and positively to the school program.
- ❖ Engage in safe behavior at all times.
- ❖ Accept responsibility for their actions.

### **POSITIVE BEHAVIOR EXPECTATIONS**

All members of the AEMS learning community are expected to treat each other with kindness, tolerance, and respect. We have outlined a series of School Wide Behavioral Expectations that will be taught, reviewed, and reinforced throughout the year. Please see the [list of the School Wide Behavioral Expectations](#) on our website.

### **DISCIPLINE PHILOSOPHY**

AEMS believes that student discipline is not a “one size fits all” model. While the below behaviors and potential consequences are a guideline around student discipline, it is important to note that student behavior is managed on an individual basis. We believe in providing responses and consequences to behavior that improve behavior and support our schoolwide expectations.

## **DISCIPLINARY CONSEQUENCES**

Improper school conduct may result in a variety of consequences, depending upon the nature of the infraction. Consequences for failure to follow these expectations may result in one of the following:

- ◆ Classroom/Team Consequences
- ◆ Teacher Detention
- ◆ Parent Conference
- ◆ Lunch Detention
- ◆ Community Service
- ◆ Office Detention
- ◆ Saturday School Detention
- ◆ In-School Suspension/Out-of-School Suspension
- ◆ Referral to Outside Agency
- ◆ Administrative Consequences such as a Restorative Behavior Plan

The AEMS Administration as well as the AEMS School Board recognize the responsibility of both students and parents for the appropriate conduct of our school citizens.

## **TEACHER DETENTIONS**

Teachers may assign lunch detention(s) at their discretion for those infractions of the rules that occur within the classroom. Examples of behaviors that may result in teacher detention(s) are:

- ◆ Failure to follow the AEMS Behavioral Expectations
- ◆ Tardy to class
- ◆ Refusal to complete class work and/or homework
- ◆ Habitually incomplete homework and/or class work
- ◆ Hallway disturbance
- ◆ Failure to meet classroom expectations
- ◆ Inappropriate language
- ◆ Classroom disruption

When a student engages in any of these activities or any others deemed inappropriate by the teacher, a behavior referral form will be completed by the teacher identifying the infraction and the consequence. The teacher will also contact home via phone or email to arrange the details of the detention.

## **ADMINISTRATIVE DETENTIONS**

Administrative detention is assigned to students for infractions of the school rules that are referred to the office. Classroom teachers do not assign administrative detention. The number of detention(s) assigned may vary according to the nature of the offense and the student's previous behavior record. Students who serve a detention are not eligible to participate in afterschool activities that day.

Examples of behaviors that may result in administrative detention(s) are;

- Forgery
- Exhausting the team discipline plan
- Habitual classroom disruption
- Bullying behaviors
- Loitering or unsupervised on school grounds
- Physical contact/aggressive behavior
- Failure to attend teacher detention
- Inappropriate or unsafe actions
- Cheating
- Inappropriate language

Administrative detention is from 3:00 pm to 3:45 pm. Students who need to stay late will remain with Administration until a parent picks them up at 3:45pm. There will be a reflective piece to all administrative detentions which students are required to complete.

When an administrative detention is assigned, a behavior referral form will be completed stating the reason for the detention and the day it is to be served. An administrator will also contact home via phone or email. Students will be given 24-hours notice prior to serving an after school detention. The 24-hour notice may be waived upon parent or guardian approval.

Rules for detentions include, but are not limited to:

- No phones
- No headphones/earbuds
- No talking
- No sleeping

## **SUSPENSION**

Suspension is a more serious consequence for misconduct than detention. Two types of suspension are possible: in school suspension and out-of-school suspension. Students who are suspended may also be prevented from participating in any school-sponsored activities for up to 30 school days from the date of suspension at the administrator's discretion. The following behaviors may result in a suspension:

- Fighting/Physical Aggression
- Actions dangerous to others
- Abusive and/or obscene language
- Stealing
- Possession of Lighters
- Major classroom disruption
- Vandalism
- Harassment
- Possession of dangerous or potentially dangerous objects
- Excessive administrative detentions
- Repetition of similar infractions
- Unauthorized drug use (including prescribed, over the counter or illegal drugs) on school property (Refer to District's Deviant Behavior Policy.)
- Refusal to comply with administrator request
- Leaving school grounds without permission
- Smoking or possession of tobacco products in school or on school property
- Refusal to report to office upon teacher request
- Failure to attend assigned detentions
- Cheating (major or repeated offense)

## **IN-SCHOOL SUSPENSION**

While serving an in-school suspension, a student is separated from his/her peers and is expected to complete all assigned schoolwork. In-school suspension is in a separate classroom in the school or in the school office depending on staffing availability. The in-school suspension rules and policies are as follows:

- In school suspension will begin upon arrival at AEMS and students will be dismissed at the normal dismissal time.
- Students are to report directly to the office as soon as they arrive at school.
- Students who are serving in school suspension are not eligible to participate in any extracurricular/ afterschool school activities on the day of their suspension(s), including sports. This loss of privilege may be extended for up to 30 school days.

- There will be no disruptive behavior from students serving in-school suspension, or additional consequences will be given.

Students who are unwilling to follow the rules and procedures established for in-school suspension may be assigned additional days of in-school suspension, or possibly out-of-school suspension at the discretion of the administration.

## **OUT-OF-SCHOOL SUSPENSION**

Out of school suspension is the removal of a student from school for a specified period of time for unacceptable behavior. Students who are suspended MAY NOT be on school grounds during the duration of any suspension. Students who are assigned OSS or ISS are not allowed to participate in any extracurricular activities, including sports on the day of the suspension(s). This loss of privilege may be extended for up to 30 school days. Out of School Suspension is a last resort option.

Behaviors that will result in an OSS include but are not limited to:

- Unauthorized drug use (including prescribed, over the counter or illegal drugs) on school property
- Smoking, vaping or possession of tobacco products in school or on school property
- Possession of dangerous or potentially dangerous objects
- Fighting/Physical Aggression

## **BULLYING/CYBERBULLYING**

Our message to students and staff regarding bullying or harassment is, “see something, say something.” Students are encouraged to report any instances of suspected bullying or harassment to student services, administration, or a trusted adult in the building. Parents may also call administration to report any concerning behavior. Upon receiving a student report, administration will consider the following criteria to help delineate the difference between bullying and teasing:

### **Playful and Friendly Teasing:**

- Behavior is not harmful.
- Behavior is not repetitive.
- Behavior is used as a way of fitting in or when talking with friends.

### **Hurtful Teasing:**

- Behavior that is minor, but repetitive.
- Teasing done by someone the student does not have a close relationship with.
- Comments or actions that make fun of characteristics that are out of someone's control such as disabilities, ethnicity, faith, etc. Depending on the severity of the behavior, this could also be considered bullying.

### **Bullying:**

- Repetitive harmful teasing even after being told to stop.
- Behavior harms or damages a pupil's property.
- Behavior causes emotional distress to a pupil.
- Behavior interferes with a student's educational opportunities.
- Behavior creates a hostile educational environment.
- Behavior substantially disrupts the orderly operation of the school.
- Behavior occurs in a relationship where the bully has more power than the victim.

Playful and friendly teasing will typically result in a mediated conversation between the students and a staff member. Harmful teasing will typically result in a disciplinary consequence for the teaser as well as a mediated conversation (if appropriate) between the students and the school counselor and/or administration. In the event that administration feels as if bullying may be occurring, a bullying investigation will be conducted as outlined in the School Board Policy.

AEMS and the Andover School Board is committed to providing all pupils with a safe school environment in which all members of the school community are treated with respect. This policy is intended to comply with RSA 193-F. Conduct constituting bullying will not be tolerated and is prohibited by this policy. The Board reserves the right to address bullying and impose discipline for conduct constituting bullying. This policy is intended to protect all pupils regardless of their status under the law. The Superintendent is responsible for ensuring that this policy is implemented.

 JICK.pdf

### **WEAPONS, THREATS, VIOLENCE**

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike. Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.



## **DRESS CODE**

Students are expected to be appropriately dressed for school. Any form of dress that is disruptive to the education process will not be accepted.

Safety - Sneakers are the best footwear for students involved in a number of activities during the school day. **In PE, sneakers are required. No “Hey Dudes,” Crocs, slip-on shoes, flip-flops and no black soles can be worn during PE.** Children may be excluded from activities if their participation is deemed to be unsafe due to clothing and footwear.

Weather - Dressing in layers is the best way to prepare for a comfortable day. The temperature varies greatly from early morning to mid-afternoon, from inside to outside.

Style - Children should be dressed comfortably in clothes that are appropriate for school activities. Undergarments will be covered. School appropriate clothing would provide ample coverage. This determination is at the discretion of the school principal.

Disruption - Administration in communication with the staff will determine if a student's dress or accessories are causing a disruption to the learning environment. Hats/head coverings may be worn inside the building so long as they do not present a disruption or safety concern. With certain exceptions (cultural/religious reasons).

The following are prohibited:

- Printed messages on clothing that reference or inference drugs, alcohol, weapons, tobacco, discrimination, hate, or are obscene are not permitted in school.
- Headphones/earbuds are not to be visible or worn outside the classroom.
- All tops must have straps. All strap styles are allowed.
- Sunglasses. Exceptions will be made for medical reasons with appropriate documentation from a doctor.
- Pajamas, unless administrator approval has been given. This includes a t-shirt and pajama bottoms.
- Costumes/face paint unless administrator approval has been given (typically Halloween & Spirit Week days).
- Blankets or pillows.
- Flags may not be worn as clothing.
- Self (or peer) imposed body art.

Parents and guardians are encouraged to exercise discretion when dressing children in clothing that may be disruptive to the educational process. Any student dressed in a manner deemed by the administration to be inappropriate will be asked to phone his/her parent/guardian who will need to provide a change of clothes as soon as possible. The student will be held out of class until the change is made. If a parent cannot be reached or is unable to provide a change of clothes, the student will be given the choice of alternate clothing provided by the school or remain in the office for the day. We appreciate parental support in enforcing this code and maintaining a safe and respectful school atmosphere.

## **CELL PHONE AND SMART DEVICE PROCEDURE**

### Andover Elementary Middle School Cell Phone and Smart Device Procedure 2025

At AEMS, we prioritize creating a focused and productive learning environment for all students. In line with this goal, the use of cell phones and smart devices will be restricted during school hours. This procedure aims to minimize distractions, promote face-to-face interaction, and enhance overall academic engagement.

#### Procedure Details:

- During Class Time: Cell phones and smart devices must be turned off or on silent and stored out of sight from arrival until the dismissal bell at the end of the day. They may not be used for any purpose during instructional time.
- Between Class Periods: Students may not use cell phones or smart devices during the transition time between classes. Phones and smart devices need to be away and may not be held in students' hands/ worn.
- During Lunch: Cell phones and smart devices may not be used during lunch periods. This time is intended for social interaction and relaxation without digital distractions.
- Confiscation and Retrieval: If a device is confiscated, it will be stored securely in the school office. Students or parents/guardians may retrieve the device at the end of the school day.

Responsibility: Students are responsible for complying with this procedure and ensuring their devices do not disrupt the learning environment or school activities.

Modification of Procedure: The school administration reserves the right to modify or update this procedure as necessary to address changing circumstances or technologies.

Exemptions: The following examples are exempt from the cell phone rule:

- Medical devices, e.g. insulin pumps or glucose monitors.
- Devices used under an IEP or 504 plan to support learning.

Consequences for inappropriate use: Violation of this procedure will result in progressive disciplinary actions as follows:

- First Offense: Verbal warning. Parent/guardian notification.
- Second Offense: Verbal warning and confiscation of the device until the end of the school day. Parent/guardian notification. Parents pick up devices at the end of the school day.
- Third Offense: Student checks phone into the office every morning for a week and retrieves it at the end of the day.
- Subsequent Offenses: Confiscation of phone and mandatory meeting with school administration, parent/guardian, and student to discuss alternative options including daily phone turn in.

Educational Benefits of a Cell Phone-Free Environment:

- ❖ Reduced Distractions: Without constant access to cell phones, students are less likely to be distracted by social media, games, or non-educational content during instructional time.
- ❖ Improved Focus: Students can concentrate more effectively on their lessons and engage actively in classroom activities without interruptions from notifications or calls.
- ❖ Enhanced Social Skills: Encourages face-to-face communication and interaction among peers during non-instructional times, such as lunch and between classes.
- ❖ Promotion of Responsibility: Learning to manage cell phone usage appropriately teaches responsibility and respect for school policies, preparing students for future workplaces and social settings where similar rules may apply.

Conclusion: By adhering to this cell phone and smart device procedure, AEMS aims to create a positive and conducive learning environment where students can thrive academically and socially. We appreciate the cooperation of students, parents, and staff in maintaining these standards for the benefit of all.

## **BEVERAGES**

Students are strongly encouraged to carry water bottles during school. No soda, caffeinated beverages or energy drinks are allowed at school. All bottles must have caps. No canned beverages. No glass will be allowed. Any non-water approved drinks that are not finished before entering the building, need to be finished in the cafeteria.

## **GUM**

Gum chewing is at the discretion of the classroom teacher.

## **SECTION 6 - STUDENT ACTIVITIES**

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### **DANCES, ACTIVITY NIGHTS, CHORUS AND SPORTS PARTICIPATION**

Participation eligibility for athletics and extracurricular activities is determined by grades and conduct. Student learning is the priority at AEMS. Basketball, soccer, spring track, cross-country running, kindness club, student leadership, drama club, and chess are just some of the activities that may be offered on a yearly basis. Activity options often depend on student interest and adult availability.

Regular attendance and behavior standards must be met in order to be eligible to participate in school dances or activity nights.

Students who are below proficient in two subjects at any time due to missing or incomplete work will not be eligible to participate in dances/activity nights until the teacher(s) have notified the staff leading the dance/ activity night that the work has been completed. Grades will be checked after school on Fridays for eligibility to participate in any extracurricular activities, including sports.

Dances are only for students of Andover Middle School. It is at the discretion of the administration to open the dance to outside students. Students attending a dance or activity night must return permission slip and money during the school week. Students must work out transportation in advance and be picked up promptly at the end of the evening. Students who do not follow school rules at dances or activity nights will not be welcome at future dances.

Students participating in athletics and/or extracurricular activities must

- have a permission slip on file.
- work out transportation prior to the activity and be picked up promptly.
- be in attendance at school that day, unless an exception has been made by administration.
- maintain a regular pattern of attendance to participate in extracurricular activities.

Student athletes must have a current physical on file with the AEMS health office. This physical must be dated according to district policy. Proof of these physicals must be kept on file with the school nurse.

Students participating in these activities will not have any major write ups in a one-month period prior to the event. If the student has surpassed that expectation, or has 2 or more Rs on their most recent reporting period (report card) they should anticipate that their eligibility for participating in extracurricular activities may be suspended as determined by administration.

Teachers and staff at AEMS are dedicated to teaching, guiding, and assisting all students to help them be successful during their time here. While grades are a reflection of how a student is performing academically, they do not typically prevent a student from progressing to the next grade level each year. One of the goals of our middle school is to prepare students (academically and in terms of academic

stamina) for the move to high school. This final year is the opportunity for graduates to show that they are ready. While students who have not shown all these skills will still be able to move on to high school, they may not be able to attend their 8th grade graduation. Just like with sports, extra curricular activities, and after school events, any 8th grade student that has an average failing grade (BP) for the year in two or more classes due to missing or incomplete work will not be able to participate in the 8th grade graduation with their classmates at the end of the year.

## **SECTION 7 - STUDENT SAFETY**

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### **SAFETY DRILLS/ PROCEDURES**

Ten safety drills will be held per school year. These may include Evacuation, Reverse Evacuation, Stay Put and Lockdown. All students and personnel will follow the procedures for each type of drill. \

Each student is expected to:

1. Know the proper exit from any part of the building. These are posted in each room.
2. Be ready in case of emergency; think clearly and avoid confusion.
3. Walk in a quiet and orderly manner.
4. Stay with the teacher from the class/area he/she was in.
5. Exit the building in a quiet, orderly manner, and stay out until requested to return.
6. Not talk during a drill.

### **RECESS**

#### **AEMS - Playground Rules 2025**

*The following rules apply to all students in Kindergarten – Grade 8.*

- Obey the teacher on duty.
- Treat others how you want to be treated.
- Take turns, share equipment, be kind.
- Agree on the rules before a game starts. Whether you win or lose, show good sportsmanship.
- No borrowing gym equipment for recess.
- Stay within playground boundaries at all times. Students should not be allowed into the building without explicit teacher permission.
- Playground equipment should be used properly:
  - No getting on top of monkey bars, climbing with hands only.
  - Use the slide on your bottom, facing forward, one at a time.
  - No walking up the slide.
  - Sit on the swings at all times, swinging forward and backward motion only.
  - Swing facing the school building.
  - No jumping off swings.
- Balls may be thrown or kicked against buildings in designated areas only (where there are no windows).
- No hard balls are permitted to be used during recess.

- Electronic equipment (Game boys, cell phones, etc.) are not allowed out on the playground.
- Valuables are not allowed: trading cards, personal toys, etc.
- Bikes, scooters, skateboards and unicycles are not to be used at recess.
- Winter Rules:
  - Students are permitted in the snow only with the proper attire:
    - K-4 should wear a hat, mittens/gloves, boots, coat and snow-pants.
    - 5-8 students must have boots to go in the snow, and will need to stay on their feet if they do not have snow pants.
  - Students are not permitted to slide on the ice.
  - No throwing snow or ice.
  - No playing on snow banks near fences or in an inappropriate manner.
  - No tunneling!

## **VIDEO SURVEILLANCE SYSTEM**

School corridors, public offices and surrounding grounds will be under video surveillance in order to protect people and property. Cameras are not in use in private areas including bathrooms, classrooms, locker rooms, and private offices. School buses have access to both video and audio footage.

The school cameras will capture and record activities 24 hours a day. The images will be available to school personnel as part of a multi-faceted effort to maintain a safe and secure environment, as it encompasses student behavior, internal security measures, and facility safeguarding. If the images include illegal or criminal acts, those images will be available to the Andover Police for their investigation and prosecution.

## **STUDENTS ON SCHOOL GROUNDS AFTER SCHOOL HOURS**

All students are expected to leave school grounds immediately after dismissal unless arrangements have been made for adult supervision. Disciplinary consequences may be issued for failing to comply with this rule. This includes students on school grounds during school events (dances, games, etc.) who are not participating in or observing the school event.

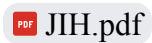
## **BACKPACKS/ BOOK BAGS**

Students are not allowed to carry backpacks to and from classes. These create additional clusters in the hallway and create a tripping hazard in the classroom and cafeteria. Students will be assigned a locker

where they are expected to store their belongings. Students have time in the morning and between classes to access belongings from their locker. Administration will have final say on determining what is or isn't a backpack.

## **STUDENT SEARCHES**

Please refer to ASD Policy JIH regarding Student Searches.



## **BIKE SAFETY**

In compliance with RSA 265:144X stating: "Bicycle helmets are required for bicycle riders under 16 years of age and recommended for all", all students will be required to wear bicycle helmets on school property. Bikes should be walked on paths and crosswalks and locked up for safety during the school day. Bikes should not be left on school grounds overnight. The school is not responsible for any damage to bikes on campus. We suggest using a bike lock.

## **SECTION 8 - GENERAL INFORMATION**

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### **ANNOUNCEMENTS & POSTERS**

School announcements will take place each morning over the intercom. All posters for non-school events must first be approved by the administration. They may be hung only in approved areas.

### **LOCKERS**

Each 4th grade student will be assigned a locker. Book bags are not permitted in the hallways during the school day. Students are expected to store their belongings in their lockers during the day. Students in PE may carry a small drawstring bag. Lockers will not be shared with other students. Students are responsible for items in lockers. Administrators may search lockers at any time for the safety or welfare of students.

### **LOST & FOUND**

Any items found in or around the school should be turned into the office and placed in the Lost and Found. Items not claimed at the end of each trimester will be donated.

### **TOYS**

Toys are not allowed at school. If toys come to school, your child will be asked to put them in their backpack and/or locker. The school is not responsible for lost or stolen items.

### **TEXTBOOKS & CHROMEBOOKS**

Textbooks that are issued to students are the property of the School District. All students are expected to take care of their textbooks. Teacher consequences may be assigned for failure to care for textbooks. If a textbook is lost or damaged in part or in entirety, it will be paid for according to the condition and original cost of the book. At the end of each term, notice will be given to students who owe damages for books or other materials. Failure to return these materials in their condition of issuance or to pay their cost may result in the loss of the privilege of participating in activities. The school will make every effort to inform students of missing materials before the end of school.

As Chromebooks begin to replace the need for new textbooks, it is critical that students respect and manage these devices with caution and care. Students are expected to carefully handle their devices. Purposeful damage to these devices will be considered vandalism and will result in disciplinary consequences as well as potential restitutional payments.

## **RESPONSIBILITY FOR LOSS AND DAMAGE**

We understand that accidents happen, but intentional damage is not acceptable. The [Chromebook Guidelines document](#) outlines the proper care and use of the Chromebook. Students who intentionally damage their Chromebooks will be responsible for paying for this damage. Students will also be responsible for paying for lost Chromebooks.

### 1-1 Chromebook Guidelines

The following prices (subject to change) will be in place for the 2025-26 school year:

- Student Chromebook replacement cost:
  - Year 1- \$280.00 (\$249.00 Chromebook/\$31.00 license)
  - Year 2- \$224.00 (\$193.00 Chromebook/\$31.00 license)
  - Year 3- \$168.00 (\$137.00 Chromebook/\$31.00 license)
  - Year 4- \$112.00 (\$112.00 Chromebook/\$31.00 license)
- Chromebook screen replacement cost: \$20.00
- Chromebook keyboard replacement cost: \$45.00
- Chromebook touchpad replacement cost: \$10.00
- Chromebook touchpad cable replacement: \$10.00
- Chromebook camera replacement cost: \$20.00
- Chromebook video cable replacement: \$20.00
- Chromebook charger replacement: \$15.00

Upon payment, every attempt will be made to replace the Chromebook with a similar make, model, and year. If a student has been determined to have intentionally damaged their device, they will not receive a loaner until the repairs/replacement has been paid for.

## **VISITOR INFORMATION/PROCEDURE**

Visitors to AEMS are required to access the building through the main entrance. Visitors may be requested to produce photo ID and will be required to wear a visitor's badge at all times while in the building.

## **HEALTH & MEDICAL INFORMATION**

Andover Elementary Middle School has a full time nurse. The role of a school nurse is to support student success by helping to keep them healthy, safe, in school and ready to learn. Please contact the school nurse with any questions or concerns regarding your child's health, as well as with any changes in your child's medical history or medications.

If a student is injured or becomes ill during school hours, the nurse will assess him or her.

Emergency first aid and support measures will be provided until a parent or guardian can be contacted. Any child who has a fever greater than 100°, vomiting, diarrhea, a contagious and or undiagnosed rash, or at the discretion of the school nurse, will not be allowed to remain in school until symptoms have resolved.

The child will be released only to a parent, guardian, or adult authorized as an Emergency Contact by the parent.

Consider the following guidelines when deciding to keep your child home from school:

- A temperature over 100. Please remember that Acetaminophen and Ibuprofen can mask a fever. Please measure temperature prior to administering medication.
- Children may not return until 24 hours fever free.
- Vomiting and/or diarrhea: Children should not return until they have been symptom free for a minimum of 24 hours and they are tolerating food
- A cough that keeps your child up at night and worsens with activity.
- Persistent red sore throat, especially enlarged tonsils.
- Severe, persistent earache

## **Reporting Absences**

If your child will not be attending school, please communicate through PICK UP PATROL (this is the preferred mode of communication) or call the Health Office @ 735-5500 prior to 7:45 a.m. and leave a message. Please leave your name, student, name, and nature of illness or reason for absence. If we do not hear from you that day, the nurse must contact a parent or guardian that morning to account for the

whereabouts of each missing child. This communication aids in the tracking of illness and assures school officials and parents that all children are safe and accounted for every school day.

### **Medication at School**

If your son or daughter requires a prescribed medication at school, the nurse must have a physicians order for the CURRENT school year. Included should be the name of the medication, time medication to be administered, route of administration and diagnosis. Students may not carry any medication to and from school with the exception of inhalers for asthma and Epi-Pens for severe allergic reactions as long as there is a Medication order and Allergy or Asthma Action Plan on file. Medication must be in its original container and brought to the school by an adult. AEMS will stock non-prescription medications such as Acetaminophen, Ibuprofen, Tums, and Benadryl. These over-the-counter medications will be given only in certain circumstances and only with written parental permission.

Children who are in school are expected to participate in all school activities unless a physician's order has been filed with the school nurse. A physician's note will excuse a student from participating in a program/ class until the physician sends in a release stating that the child can resume normal activity.

## **SECTION 8 - SPECIAL EDUCATION**

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### **SECTION 504**

Children eligible for Section 504 accommodations or services include those children who have a physical or mental impairment that substantially limits a major life activity.

If you suspect your child has a medical impairment impacting his/ her learning and is in need of 504 accommodations, or if you would like additional information, please contact your child's teacher, or the AEMS Director of Student Support Services Beth Page at 735-2202.

### **SPECIAL EDUCATION**

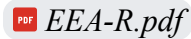
The Andover School District provides special education programs and services pursuant to Public Law 94-142, NH RSA 186.c and NH Standards for Education of Handicapped Students. The Andover School District has a duty to locate, evaluate and identify any child residing in the District who qualifies for Special Education services or any child attending the public schools who may require Section 504 accommodations or services. Children eligible for special education include those children with disabilities who have autism, deaf-blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, intellectual delay, specific learning disability, speech or language impairment, traumatic brain injury, acquired brain injury, visual impairment, or developmental delay and who, because of such an impairment, need special education services.

If you suspect your child has a disability and may need special education services or 504 accommodations, or if you would like additional information, please contact your child's teacher, or the AEMS Director of Student Support Services Beth Page at 735-5494.

## **SECTION 9 - TRANSPORTATION POLICIES**

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Answers to many questions regarding transportation can be found in policy EEA, linked below.



### **BUS CONDUCT WARNING REPORT**

Normally, a student will receive a warning if minor inappropriate or undesired behaviors occur on the bus. If the behavior continues, a “write-up” will be issued. The severity of the violation, however, may result in a bus suspension. Write-ups can be issued by the bus driver or the bus monitor depending on who responded to the situation and who has the most first hand knowledge of it.

- Violation of safety rules: Extending anything out the bus window, including body parts; standing or moving on bus while in motion; throwing anything on the bus or out of the bus; use of profanity; refusal to follow driver's instructions/requests; disruptive and/or inappropriate behavior, etc.
- The student will be given the write-up by the driver, which will go home with your student. This will also be emailed home to the parent within 48 hours of the incident.
- If inappropriate behaviors are not corrected, the student will be suspended from riding all school buses for a period of five (5) school days. Suspension from a school bus prevents inclusion in field trips, and athletic trips.

### **BUS SUSPENSION REPORT**

A student who involves him/herself in any of the following behaviors will be suspended for a minimum period of five (5) school days from the bus: Repeated violation of safety rules, injuring another student, fighting, hitting, slapping, disruptive horseplay, spitting, destruction of school equipment or private property, drinking of alcoholic beverages, smoking, etc. Restitution may be required for any damages incurred due to malicious behavior or vandalism before riding privileges are restored.

These lists are not to be construed as all encompassing. Other conditions or situations may arise that justify a write-up or other disciplinary procedures. It is our hope that a write-up will encourage the parent/guardian to work with the District to modify the child's behavior to avoid bus suspension.

## **BUS SUSPENSIONS**

- All suspensions are immediate in accordance with RSA 189:9a, and there will be no exceptions to the above rules. RSA 189:9-a states: “Notwithstanding the provisions of RSA 189:6-8, the superintendent, or a representative as designated in writing, is authorized to suspend the right of pupils from riding in a school bus when said pupils fail to conform to the reasonable rules and regulations as may be promulgated by the school board. Any suspension to continue beyond 20 school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil’s parent or legal guardian.
- If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has a right of appeal within 10 days of suspension to the authority that suspended this pupil’s right.
- Until the appeal is heard, or if the suspension of pupil’s right to ride the school bus is upheld, it shall be the parent/guardian’s responsibility to provide transportation to and from school for that pupil for the period of the suspension.
- Suspensions incurred at the end of one school year will be served at the beginning of the next school year.
- Students who are suspended more than twice for inappropriate behavior will face losing their bus riding privileges for the remainder of that school year. The superintendent of schools must make such a recommendation to the full school board on an as needed basis.
- Any parent or guardian so aggrieved by the denial of transportation privileges of his/her child may request a conference with the Business Administrator (753-6561). If the parent/guardian is not satisfied with the conference, they may appeal the suspension to the Superintendent of Schools (753-6561).
- Bus suspensions prohibit students from riding any school bus for the term of the suspension.
- Students may be assigned seats based on parental request, disciplinary measures or safety issues.

