

Lincoln Street School



Student / Parent Handbook

2016-2017

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*Lincoln Street School
Exeter, NH*



*J. Andrew Bairstow
Principal*

*Jan L. Smith
Assistant Principal*

*Renee Bennett
Special Education Administrator*

August 2016

Dear Lincoln Street School Community and Family,

On behalf of our school community, it is my pleasure to welcome you to the 2016-2017 school year. We strive to foster positive relationships to encourage an exciting and productive school year for all of our students. These handbooks can be your reference to some of our policies and procedures, but face to face interaction cannot be replaced. To those new to our school community, we encourage you to participate in some of our activities and events so we can come to know each other. To those returning to our school, we hope you are able to reconnect with friends and establish new relationships with your new teachers.

We, at Lincoln Street School, are committed to working together with you to foster every student's academic, social, and emotional growth. We do this through establishing trusting relationships and providing student centered instruction. Together, we strive to promote challenging learning experiences for our students so they can become productive members of the Twenty-First Century.

We want you all to feel at home and connect with anyone from the LSS community, including the Exeter PTO, our classroom teachers, and anyone else who may come in contact with your child at our school. Please do not hesitate to contact us.

Sincerely,
J. Andrew Bairstow
Principal

Jan L. Smith
Assistant Principal

25 Lincoln Street, Exeter, New Hampshire 03833, (603) 775-8800 Fax (603) 775-8968 www.sau16.org

PHILOSOPHY

Lincoln Street School provides an educational environment that strongly emphasizes academic excellence and diligence, guiding students to become confident, independent learners. In partnership with parents and community, Lincoln Street School offers a challenging and diverse educational program that promotes success in learning, a respect for individual differences and the development of socially responsible students.

Approved 2-7-2012 Exeter School Board

General Information

2016-2017

LSS SCHOOL CALENDAR

August 29, 2016	First Day of School
September 2, 2016	No School
September 5, 2016	Labor Day
October 10, 2016	Columbus Day
November 8, 2016	Teacher In-Service
November 11, 2016	Veteran's Day
November 23-25, 2016	Thanksgiving Recess
December 26, 2016 – January 2, 2017	Holiday Recess
January 16, 2017	MLK Day
February 27, 2017– March 3, 2017	Winter Vacation
March 17, 2017	Teacher In-Service
April 24, 2017 – April 28, 2017	Spring Vacation
May 29, 2017	Memorial Day

EARLY RELEASE DAYS (Students Dismissed at 12:50 p.m.)

SEPTEMBER 21, 2016
OCTOBER 5, 2016
DECEMBER 7, 2016
FEBRUARY 1, 2017
APRIL 12, 2017
APRIL 19, 2017
MAY 17, 2017

GRADES CLOSE:

October 28, 2016
January 20, 2017
March 31, 2017
June (TBD)

REPORT CARDS ISSUED:

November 4, 2016
January 27, 2017
April 7, 2017
**** (Last Day of School)**

****June 14, 15, 16, 19 and 20 are snow make-up days if needed.**

SAU 16 CALENDAR 2016-2017

Approved 10/19/16

2016 JULY							Days
S	M	T	W	T	F	S	Student
					1	2	0
3	4	5	6	7	8	9	Staff
10	11	12	13	14	15	16	0
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

AUGUST							Days
S	M	T	W	T	F	S	Student
	1	2	3	4	5	6	3
7	8	9	10	11	12	13	Staff
14	15	16	17	18	19	20	5
21	22	23	24	[25]	[26]	27	
28	29	30	31				

SEPTEMBER							Days
S	M	T	W	T	F	S	Student
				1	2	3	20
4	5	6	7	8	9	10	Staff
11	12	13	14	15	16	17	20
18	19	20	21	22	23	24	
25	26	27	28	29	30		

OCTOBER							Days
S	M	T	W	T	F	S	Student
						1	20
2	3	4	5	6	7	8	Staff
9	10	11	12	13	14	15	20
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

NOVEMBER							Days
S	M	T	W	T	F	S	Student
							17
		1	2	3	4	5	Staff
6	7	[8]	9	10	[11]	12	18
13	14	15	16	17	18	19	
20	21	22	[23]	[24]	[25]	26	
27	28	29	30				

DECEMBER							Days
S	M	T	W	T	F	S	Student
					1	2	17
					3	4	Staff
5	6	7	8	9	10		17
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	[26]	[27]	[28]	[29]	[30]	31	

Symbol Key
 ○ - No School / Holiday / Vacation
 [] - Teacher In-Service (No School)
 < > - SAU Early Release

2017 JANUARY							Days
S	M	T	W	T	F	S	Student
1	2	3	4	5	6	7	20
8	9	10	11	12	13	14	Staff
15	16	17	18	19	20	21	20
22	23	24	25	26	27	28	
29	30	31					

FEBRUARY							Days
S	M	T	W	T	F	S	Student
				1	2	3	18
4	5	6	7	8	9	10	Staff
11	12	13	14	15	16	17	18
18	19	20	21	22	23	24	
25	26	27	28				

MARCH							Days
S	M	T	W	T	F	S	Student
				1	2	3	19
4	5	6	7	8	9	10	Staff
11	12	13	14	15	16	[17]	20
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

APRIL							Days
S	M	T	W	T	F	S	Student
						1	15
2	3	4	5	6	7	8	Staff
9	10	11	12	13	14	15	15
16	17	18	19	20	21	22	
23	[24]	[25]	[26]	[27]	[28]	29	
30							

MAY							Days
S	M	T	W	T	F	S	Student
							22
		1	2	3	4	5	Staff
6	7	8	9	10	11	12	22
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	[29]	30	31			

JUNE							Days
S	M	T	W	T	F	S	Student
					1	2	9
					3	4	Staff
5	6	7	8	9	10		9 or 10
11	12	13**	[14]	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

**June 14, 15, 16, 19 & 20
are snow make-up
days if needed

Important Dates

2016	NS - No School	
August		
Teacher In-Service	NS	Aug 25-26
School Opens - All Students		Aug 29
School Days		3
September		
Friday before Labor Day	NS	Sept 2
Labor Day	NS	Sept 5
School Days		20
October		
Columbus Day	NS	10
School Days		20
November		
Teacher In-Service	NS	Nov 8
Veterans' Day	NS	Nov 11
Thanksgiving Recess	NS	Nov 23-25
School Days		17
December		
Holiday Break	NS	Dec 26-30
School Days		17
2017		
January		
Holiday Break	NS	Jan 2
MLK, Jr. Day	NS	Jan 16
School Days		20
February		
Winter Vacation	NS	Feb 27-28
School Days		18
March		
Winter Vacation (con't)	NS	March 1-3
Teacher In-Service	NS	March 17
School Days		19
April		
Spring Vacation	NS	Apr 24-28
School Days		15
May		
Memorial Day	NS	May 29
School Days		21
June		
Last day for students		June 13**
Teacher In-service	NS	June 14
School days		9

**Graduation - to be announced after
February vacation**

FACULTY & STAFF

PRINCIPAL:

MR. J. ANDREW BAIRSTOW

ASSISTANT PRINCIPAL:

MS. JAN SMITH

ADMINISTRATIVE SECRETARY:

MS. SUE GENTILE

ADMINISTRATIVE SECRETARY:

MS. JENNY TIZZARD

SCHOOL NURSE:

MS. MARY MANIN

HEALTH OFFICE SECRETARY:

MS. MELISSA PATTEN

MEDIA GENERALIST:

MS. HELEN BURNHAM

LIBRARY ASSISTANT:

MS. BJORNI BROWN

LIBRARY ASSISTANT

MS. SUSAN MORAN

TECHNOLOGY COORDINATOR:

MS. BEVERLY TABET

SCHOOL COUNSELOR:

MS. CHRISTINE CLIFFORD

DIRECTOR OF INSTRUCTION:

MS. JULIE LAMBERT

GRADE THREE TEACHERS:

MS. MARA ANDRISKI

MS. ASHLEY CHISHOLM

MS. SERENA DAGOSTINO

MS. KIM GAUDREAU

MR. ABRAM KELLER

MS. AMY MURDY

MS. STACY NEWMAN

MS. DAWN PECK

MS. TRICIA POULIN/MS. JEN HARRINGTON

GRADE FOUR TEACHERS:

MS. HALLIE ESTLE

MR. DAN HANLON

MS. LAUREN LEAVER

MS. ZOE POLYCHRONOPOULOS

MS. KATRINA PUPINO

MS. JENNIFER ROEDER

MR. KEITH SCHMITT

MS. CYNDY SMITH

MS. STEPHANIE VARRIN

GRADE FIVE TEACHERS:

MS. SANDRA BLUMENTHAL

MR. WILLIAM CALLAHAN

MS. ELIZABETH JENKINS

MS. JOELLE KAUFMAN

MS. CINDA PATRIE

MR. MARC ROBITAILLE

MS. PAMELA ROSSETTI

MS. MARY SCHERER/MS. DARLENE SHAHEEN

MS. AMY STEINBERG

READING TEACHER:

MS. ANNA BASSETT

ART TEACHER:

MS. DEB WHEELER-BEAN

GENERAL MUSIC/CHORUS TEACHER:

MS. SUSAN M. NOSEWORTHY

INSTRUMENTAL BAND TEACHER:

MS. BEVERLY PERRICCIO

PHYSICAL EDUCATION TEACHERS:

MR. GREG DUSSOL

MR. BENJAMIN SWIEZYNSKI

ENGLISH/SECOND LANGUAGE TEACHER:

MS. SUSAN COLLINS

SPECIAL EDUCATION: DIRECTOR
ADMINISTRATIVE SECRETARY:
TITLE I DIRECTOR:

MS. RENEE BENNETT
MS. LAURIE FRYVALIS
MS. KAREN MULLEN

SPECIAL EDUCATION TEACHERS:

MS. SHEILA ALLEN-HARRIS – Grade 3
MS. KATELYN O'DONNELL - ILE
MS. CAROLYN KEMP – Grade 5
MS. KELLY LAWRY – Grade 5
MS. DEBORAH MCCONNELL – Grade 3
MS. LAURA SMITH – Grade 4
MS. MARY K. VOGT – Grade 4

PSYCHOLOGIST:

MS. TRICIA RAYMOND

SPEECH/LANGUAGE PATHOLOGIST:
SPEECH/LANGUAGE PATHOLOGIST:
SPEECH/LANGUAGE PATHOLOGIST:
SPEECH/LANGUAGE ASSISTANT:

MS. MELISSA BISHOP
MS. KRISTINE CROEBER
MS. CARA MCMASTER
MS. LENA NATOLA

PHYSICAL THERAPIST:
OCCUPATIONAL THERAPIST:
ASSISTANT:
SEACOAST MENTAL HEALTH THERAPIST:

MS. KAREN HOLMBLAD
MS. ANN-MARIE POLLOCK
MS. KIM COTOIA
MR. SCOTT BROWN

TEACHER'S SECRETARY:

MS. LORI SIMPSON

PLAYGROUND AIDES:

MS. JUDITH BERNIER
MS. LYDIA HOYT
MS. CHRISTINA PIKUL
MS. JESSIE SCHUR
MS. MARY E. VOGT

CAFETERIA AIDES:

MS. KRISTEN CLARK
MS. PAULA WILBER

CUSTODIAN

MR. RALPH PYNN

DIRECTORY

Lincoln Street School Main Number	775-8800
J. Andrew Bairstow, Principal Sue Gentile, Administrative Secretary Jan L. Smith, Assistant Principal Jenny Tizzard, Administrative Secretary	
Health Office	775-8862
Mary Manin, School Nurse	
Counselor – Christine Clifford	775-8923
Director of Instruction	775-8906
Julie Lambert (Director – LSS)	
Special Ed Coordinator	775-8869
Renee Bennett	
Director of Title I	775-8907
Karen Mullen	
Cafeteria Manager	775-8855
Paula Wilber	
Programs	
Helen Rist, Director of Special Education 775- 8646 Jeanne Pierce, Director of Food Service 775- 8449 Trisha Daley, Transportation Coordinator 775- 8690	

BELL SCHEDULE

8:25 a.m. Opening Bell 8:32 a.m. Late Bell 2:50-3:00 p.m. Dismissal

BEFORE SCHOOL PROCEDURES

1. **Students who walk, ride a bike, or are driven to school are expected to arrive NO EARLIER than 8:00 a.m., school staff is not on duty. It is imperative that parents do not drop off or pick up students in the staff parking lot or drive into the driveways adjacent to school. Parents should park on Lincoln Street only.**
2. When students arrive on school property, no earlier than 8:00 a.m., they go immediately to the playground area and do not leave the playground unless given permission by a staff member.
3. In case of inclement weather, all students must enter the **front entrance of the school** and head directly to the cafeteria until 8:10 a.m.

AFTER SCHOOL PROCEDURES

1. All students who stay after school must have permission of parents and staff.
2. Students **may not** change their end of the day dismissal plans during the school day. Students will not be allowed to use the phone during the day to initiate a change in dismissal plans.
3. Should a staff member or the administration wish to have a student stay after school, that person will telephone the parent for permission and/or make arrangements in advance, AND NOTIFY FRONT OFFICE.
4. There is always the possibility that after school activities may have to be cancelled. Students should know what procedure they will follow should a cancellation occur.
5. **Parents are requested to promptly pick up their children at 3:00-3:10 p.m.**

SAFETY PRECAUTIONS FOR CHILDREN

1. Children are requested to come directly to school and go directly home at dismissal. They should **always** walk or bike with someone else. The front office must be notified where students are to go after school by what means.
2. Children are to ignore and stay away from strangers. They should not accept anything from strangers who may offer them rides, money, food, etc. If approached by strangers, they should leave quickly. Any strangers who are seen around the school or playground area should be reported immediately to school personnel.
3. Children are **not** to go into the woods behind the school at any time! Children are **not** to use Seminary Lane.

BICYCLES

Students may bring bicycles to school. If students ride a bike to school, **they must wear a helmet.** When arriving to school students should dismount the bike and walk it to the designated bike rack.

During the school day, bikes are to be locked on the bike rack.

VISITORS

Visitors are welcome at Lincoln Street School and must report to the school reception area to be entered into the system and receive a nametag prior to accessing the building. This requirement will be strictly enforced with **all** visitors **including parents**. Visitors are requested to enter and leave the building via the **front door only**. These requirements are for the safety of all concerned.

Due to liability reasons, students **may not** bring minor relatives or friends to school.

CAFETERIA / LUNCHROOM

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. While in the lunchroom, pupils are expected to display good manners and polite behavior. Glass bottles are prohibited. Pupils will be held responsible for the cleanliness of the table and the surrounding floor area.

SCHOOL LUNCH

The School Food Service Department offers breakfast at \$1.50/day \$7.50/week. Reduced is \$.30/day or \$1.50/week. The lunch price is \$2.55/day, \$12.75/week. Reduced is \$.40/day, \$2.00/week. Ala carte milk or juice is \$.50. The meal program no longer uses tickets. The food Service Department uses and automated Point-of-Sale system. Each student has a meal account which is used when making purchases. Payments are made in advance. Parents are asked to send money, by check if possible, made out to **Exeter School Meals**, in a sealed envelope with student's name, teacher's name, and amount of money written on it. Parents are urged to pay weekly however; payment of any amount is accepted at any time. Meal money is collected in the classroom early Monday morning. If necessary, meals can be paid for daily in the cafeteria. You may also pay by credit card by creating an account for your student at **myschoolbucks.com**, there is a small fee charged by the company for this service. You can also view account activity at this site at no charge. Any money left on your child's meal account at the end of the school year moves forward with them.

Students who received free or reduced price meals last year will be eligible to receive free or reduced meals for the first 30 operating days of school or until a determination (free, reduced, or denied) has been made on the student's new application. All students will be given new forms during the first week of school; they should be completed and returned to school as quickly as possible.

A NEW APPLICATION IS REQUIRED EACH YEAR.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted of funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found on line at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

**Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
Fax: (202) 690-7442; or Email: program.intake@usda.gov.
This institution is an equal opportunity provider.**

ITEMS FROM HOME (Toys, Electronics, Etc.....)

Items from home should be restricted to those supplies required by the teaching staff for educational purposes. Students **may not** bring items such as hard balls, toy guns, exploding caps or “snappers”, jackknives, handcuffs, etc., which could result in an injury to themselves or to others. All types of trading cards and other collectable items are **not permitted**. Electronic devices such as I-pods, I-pads, MP3 players, camcorders, flip cameras and hand held video games are not allowed. **Kindles and Nooks** that contain various books for independent reading **are permitted**. The school cannot be responsible for the loss or damage of these reading devices during the school day or on the way to and from school. Kindles and Nooks should be used for reading purposes only and may not be used for the playing of a game.

GUM

Students **may not** chew gum anywhere on the school premises without permission of school staff.

CARE OF SCHOOL PROPERTY

If students damage or deface school property (i.e., write on desks, chairs, books, break a window, deface bathrooms, mark floors with their shoes or boots, etc.) they must clean, pay for repair, or replace the property.

CELL PHONE USE

Students’ use of cell phones during the school day is not allowed. If a student is asked to carry a cell phone by parents (i.e., the student walks home and the phone is for safety), the phone must be kept in their backpack and turned off until the end of the day. The cell phone is not to be used at school unless a teacher or administrator authorizes and oversees the usage.

TELEPHONE USE

Students may come to the front office to use the telephone **only in case of absolute necessity**. After school arrangements should be taken care of at home, not in school by phone.

LOST OR DAMAGED BOOKS

Students will be billed for any lost or damaged textbook or library book. Until a missing library book has been returned or paid for, students may be denied library privileges.

FIELD TRIP PERMISSION SLIPS

All students must remember to have parent permission slips signed on or before the day of a field trip. They will not be allowed to join a field trip, without written parental permission.

PROOF OF MEDICAL INSURANCE

Extra-curricular activities, including various sports, may be offered during the school year. In order to participate in any after school activity, students must have on file in the main office proof of medical insurance coverage, as well as a signed permission slip. Students who purchase school insurance will automatically meet the necessary requirements.

LOST AND FOUND

All lost and found items should be taken to the designated lost and found areas (outside of cafeteria and gym). Lost property should be reported to the classroom teacher and/or the main office. Efforts will be made to assist students in recovering lost items. Articles, which are located and not claimed within a reasonable time, will be given to a charitable organization. Donations usually occur during school vacations.

DRESS AND GROOMING

Dress and grooming are personal matters and should be equal to the occasion. Any type of attire, which attracts undue attention to the wearer and thus causes distraction or disruption to the general functioning of the school or others’ education, is not acceptable. If, in the opinion of the administration, a student is not properly attired, the student may be provided alternate clothing or sent home to correct the situation. In addition, it is requested that students adhere to the following:

- A. Hats may not be worn inside the school building.
- B. Footwear – **Sneakers are required for P.E. classes**. Footwear should demonstrate concern for safety and appropriate school activity. It is advisable that students **not** wear open-toed footwear to ensure a safe and active recess.
- C. Shorts and skirts should reach the wearer’s fingertips when they are hanging.
- D. Spandex pants should be worn with an appropriate length shirt.
- E. Shirts, blouses, T-shirts, etc., must cover the midriff. No halter-tops.
- F. Slogans on T-shirts and all other clothing must be appropriate. No offensive or violent messages.

BUS TRANSPORTATION

Bus transportation is provided to students at public expense for the safety and convenience of those students living beyond a specified distance from the school. This service is to be considered a privilege. Students are expected, while riding the bus, to behave as they would in the classroom with their teacher or at home with their parents.

The bus driver shall be considered to have the same authority as a teacher in the classroom. The bus driver's authority includes assignment of specific seats and the adherence to all bus rider rules. Improper behavior on the buses, since it endangers the safety of all aboard, will not be tolerated. If a child is not well behaved and endangers the health and safety of other students, the privilege of riding the bus shall be suspended.

The School Board establishes stops with the safety of the student in mind. Where possible, stops will be consolidated in neighborhoods with sidewalks and with no through streets. Bus Stop conduct is the responsibility of the parents.

Only authorized riders will be permitted on the buses. Exceptions must first be authorized by the principal. Requests to ride a different bus must be submitted in the form of a note from the parent at least one day in advance. No more than two guest riders per child may be requested and approval shall depend on the anticipated capacity of the bus on that day.

No student shall be put off the bus while traveling to and from school. Should a dangerous situation occur, the school will be notified by the bus driver and appropriate action will be taken.

No Main Street School student will be released from the bus, unless a parent or responsible adult is present at the stop to accept the student.

More information, including rules which children must obey and discipline procedures, is listed later in this handbook. **Failure or refusal to comply with these rules may result in a temporary or permanent suspension of bus service for those involved.**

Attendance

Students learn best when their learning environment requires interaction with others, allowing them to share ideas and collaborate in solving problems. Students who miss school lessons frequently due to absences, tardiness or dismissals may experience difficulty with achieving success. *Absences disrupt the continuity of the educational process. There is no substitute for the original lesson. Teachers cannot educate students who are not present in class.* Make-up work is not a substitute for the original lesson.

Every child must attend school unless his or her physical or emotional condition requires that the child miss school, or unless the child is attending an alternate activity approved by the principal or other school official designated by the superintendent of schools.

ARRIVAL TIME

Students are expected to be in school on time each day. Attendance is taken by the homeroom teacher at 8:32 a.m. **SHARP** each morning. The progress of your child at school, in which we are all sincerely interested, depends greatly on the punctuality and regularity of his or her attendance. It is recommended that every pupil arrives on the school premises ten minutes before the commencement of school. To secure such attendance, we ask your full cooperation. Frequent absenteeism or tardiness causes difficulty for the student and the teacher and will, therefore, be addressed by the administration.

ABSENCE NOTIFICATION

It is the responsibility of the parent to notify the school. **Please call school at 775-8863 prior to 8:25 a.m. to report your child's absence.** If your child is absent and we do not receive notification from you, we will attempt to contact you by phone. If we have not communicated with you in a reasonable amount of time, **the Exeter Police Department will be contacted to assist in locating your child.** Please help protect our children by taking the responsibility to call us first.

Children who have been absent or tardy are required to bring a written excuse note from a parent the following day.

TARDINESS

Students who arrive **after 8:32 a.m.** are considered tardy and must be admitted by the receptionist. The student will sign in and proceed to the nurse's office for a tardy slip. **Excessive tardiness will result in a referral to the administration.**

EARLY DISMISSALS

It is important to attempt to arrange all appointments and commitments for children other than during school hours. If it is necessary for your child to leave school early, he/she must bring a note to school, signed by the parent indicating why the dismissal is necessary. Children being dismissed during the school day **are required** to present their excuse note to the nurse's office. Parents coming into school for children during the school day **MUST STOP AT THE RECEPTIONIST OFFICE, LOG INTO THE HERO SYSTEM AND PROCEED TO THE MAIN OFFICE.** The school secretary will call your child to the main office for dismissal. This is for your child's protection. Students will be dismissed **ONLY TO PARENTS UNLESS SPECIFIC ARRANGEMENTS, (I.E. A NOTE OR CALL) HAS BEEN MADE TO THE SCHOOL PRIOR TO DISMISSAL OF THE STUDENT.**

EXCUSED ABSENCES

The following are recognized as reasons for absences which are/may be necessary:

Illness

Family Emergency

Medical/Dental Appointments

Religious Observance

Upon return to school students are expected to provide a written note signed by a parent or guardian explaining the reason for their absence. Any illness causing in excess of five (5) consecutive absences require a doctor's verification. At the discretion of the school, a physician's verification may be required for excessive absences.

Following an excused absence, the teacher will provide reasonable time and effort to assist the child to complete missed work.

UNEXCUSED ABSENCES

Unexcused absences are all other absences (including tardiness and dismissals) from class not identified as excused absences.

Families are discouraged from taking children on vacation during regularly scheduled school time. If a child is to be absent due to a non-scheduled school year vacation, the child's teacher must be contacted two weeks prior to the vacation to arrange for missed work to be completed. Missed work must be completed within five (5) days upon return.

Any student who is absent from school may not attend or participate in any school function which is held either after school or in the evening following the absence.

HOMEWORK REQUESTS

Families are discouraged from taking children on vacation during regularly scheduled school time. If a child is to be absent due to a non-scheduled school year vacation, the child's teacher must be contacted two weeks prior to the vacation to arrange for missed work to be completed. Missed work must be completed within five (5) days upon return. **If your child is absent from school, because of illness and you want to request that school work be sent home, make that request when you call in your child's absence. Please call the main office before picking up homework.**

EXCESSIVE ABSENTEEISM

If a pattern of unexcused Absences, Tardies, or Dismissals becomes evident, a letter from the Health Office will be sent home which will become part of the student's cumulative record at school. If the pattern continues, appropriate action will be taken by school administration. This may include missed recess to make up work missed, detentions, or other as determined by school administration.

Note: See also Attendance Policy IKB

Health & Safety Information

HEALTH SERVICES

1. **Diarrhea, nausea or vomiting are clear indicators that a child/adult need to stay at home. Sick children and adults should remain at home for at least 24 hours after they no longer have a fever without the use of fever reducing drugs.*******
2. Emergency care for illness and accidents is provided by the nurse. However, regular medical services should be taken care of outside of school.
3. For any students requiring outside medical attention, parents will be notified promptly and asked to furnish transportation home, to the family physician or to the local hospital.
4. Students **WILL NOT** be dismissed from school without the consent of parent/guardian.
5. Excuses from participation in physical education classes must be brought to the nurse's office by 8:25 a.m. No student will be excused from PE for more than one day unless a note (including diagnosis) is submitted from the health care provider. A note from a health care provider is **also** required to resume any previously restricted physical activity.
6. If it is necessary for a student to take medication at school, a medical authorization form must be signed by a parent/guardian. In addition, a medication request form must be completed by a health care provider. Medicine must be in a container bearing the pharmacy label or the original over-the-counter container and delivered to the school nurse, principal or his/her designee by the parent or a responsible adult. Medicines will be given by the nurse at the requested time when possible. However, there may be occasions beyond the school's control when medicine may be given late.
7. Health services offered by the school include screening of vision and hearing tests for pupils.
8. Available services include: Health & wellness counseling, screenings; hearing, vision height/weight, medication administration, communicable disease management and nursing assessments.
9. Health education is integrated with the science program and taught by classroom teachers. The nurse is available to assist in health education upon teacher request.
10. Injuries, which occur on the school premises, are to be immediately reported to the nurse. Please remind your child that it is important to report any injury received during school to the teacher or staff member in charge, who will refer him/her to the nurse.

NH STATE LAW: REQUIRED MEDICAL EXAM AND IMMUNIZATIONS

1. A complete medical examination by a licensed physician upon or prior to entrance into the public school system and thereafter as often as deemed necessary by the local school authority.
2. A student's immunization record is compliant with the New Hampshire State Law requirements: Please refer to: www.dhhs.nh.gov/dphs/immunization/documents/schools or call (603) 271-4238.
3. Information concerning **Immunization Exemptions** for children and adolescents are also located at this site. Immunization Exemption form must be on file for all immunization exempt students.
4. Conditional Enrollment shall be granted a student who provides a record that shows he/she has received at least one dose of DTP, DT, or Td, one dose of OPV or IPV, and one dose of MMR along with an appointment date for the next due doses until immunizations are completed. This appointment date shall serve as the suspension date if the child fails to keep the scheduled appointment. This process shall continue until all doses are completed. Students granted Conditional Enrollment status last year **ARE NOT** entitled to continued Conditional status this year. Those students may not be enrolled this year unless their required immunizations have been obtained. That is to say "Conditional Enrollment" is a **ONE-TIME** condition, not to be extended or renewed.

DELAYED OPENING/SCHOOL CANCELLATION

A delayed opening is used for storm days whenever possible. Announcements on local radio stations and local fire whistle by 7:00 a.m. will indicate a delayed opening. Buses will start runs two hours later than usual. If inclement weather persists, announcements on local radio stations, WMUR-TV Channel 9 and the fire whistle by 8:45 a.m. will indicate school is closing for the day. The SAU-16 office initiates a mass communication system message at approximately 5:30 a.m. to announce "No School" or "Delayed Opening", as well.

EMERGENCY DISMISSAL

On rare occasions, due to emergencies, children have to be dismissed before the end of the school day. Examples of such dismissals in the past included having no heat in the building or a heavy snowfall during the day. At such times and whenever possible, an announcement of the time that children will be dismissed will be made over local radio stations. An Alert Now message announcing the “Early Dismissal” will also occur. Attempts to contact parents/guardians via the telephone will also occur. Students will remain at the school until a parent or guardian has been contacted with transportation instructions.

EVACUATION DRILLS

Evacuation is used when locations outside of the school building are safer than inside the school. Evacuation drill exercises are conducted periodically to assure that every student is aware of the procedures used in case of an evacuation. Children are instructed to move quickly, quietly and orderly to the nearest exit to wherever they may be at the sounding of the alarm. They should stay with the adults supervising them at all times. It is important that all persons exit the building including visitors, teachers and support personnel.

OTHER RESPONSES TO EMERGENCIES

During an emergency, we may also implement one of several responses including drop, cover and hold, evacuation, lockdown, reverse evacuation, scan, secure campus or shelter in place.

PARENT RESPONSE TO A CRITICAL INCIDENTS

It’s important to remember that during a critical incident, teachers and administrators are dealing WITH the crisis and trying to keep everyone safe. Therefore they are not able to respond to phone calls and messages.

Do not go to the school or try to call the school as these actions have the potential to cause additional problems for the school in terms of escalating a situation. You WILL be in the way as emergency workers are moving about and will hinder their operation.

As part of the communication strategy, all parents will be informed as soon as possible through the SAU mass communication system. Messaging will be in the form of a phone call and an email from the Superintendent’s Office. It’s far better to get up-to-date, accurate information from the source. Our school has a clear parent-child reunification plan that is located on the school website. The best way to help schools deal with a crisis situation is to stay tuned for official information from the school district.

Student Rules of Behavior

In order to maintain a safe and secure learning environment at Lincoln Street School students will be required to observe the following rules of behavior:

RULES FOR INSIDE COMMON USE AREAS

We will:

1. Always be respectful of adults and other students.
2. Walk in a straight line on the right side of the hallway or stairwell.
3. Use a quiet voice at all times.
4. Keep hands and feet to ourselves.
5. Use appropriate language.

RULES FOR CAFETERIA

We will:

1. Always be respectful of adults and other students.
2. Follow hot/cold lunch procedure.
3. Use best table manners.
4. Use “indoor” voices.
5. Use appropriate language.
6. Keep hands and feet to ourselves.
7. Clean area around table before being dismissed to recess.
8. Remain in same seat throughout lunch.

RULES FOR PLAYGROUND

We will:

1. Always be respectful of adults and other students.
2. Remain in the boundaries of the playground.
3. Use all equipment properly.
4. Not fight or use rough play
5. Use appropriate language.
6. Line up quickly and quietly when recess ends.

DISCIPLINE

Both the administration and the faculty believe strongly that one of our primary responsibilities, as a school is to provide a safe and secure learning environment for our students. Consequently, we have high expectations at all times for appropriate student behavior. In addition, we shall continuously strive to promote a school atmosphere that encourages student respect for one another and towards all adults that work at Lincoln Street School. To this end, the cooperation and support of parents to assist in assuring acceptable student behavior is greatly appreciated.

Students are provided many responsibilities and guidelines for acceptable school behavior. If, as students practice self-discipline, they sometimes “fall off track”, one or more of the following may happen:

- A. They may be spoken to in class, in the hall, or privately by the teacher.
- B. They may be asked to remain inside their classroom during recess or receive a classroom after school detention.
- C. They may be sent to the principal’s or assistant principal’s office. If warranted, the principal or assistant principal may revoke recess privileges for a period of time, or assign an office detention (s).
- D. They may be assigned an in-school or out-of-school suspension.
- E. Depending upon the severity and/or frequency of the rule infraction, parents will be notified. Parents will receive notification of all assigned detentions, as well as in-school or out-of-school suspensions.

DETENTION

- A. A Disciplinary Referral form will accompany assigned office detentions.
- B. The purpose of detention is to teach strategies to help maintain appropriate or expected behavior without missing valuable classroom instruction.
- C. Detention period is a time when the student is assigned to stay after school for infractions of acceptable school behavior. THIS IS CONSIDERED AN EXTENSION OF THE REGULAR SCHOOL DAY. Students remain in detention from 3 to 3:45 p.m. Detention has priority over ALL other appointments, including sports or any other after school commitments. If a student has to change a detention, he/she must bring a note from the parent prior to the detention.
- D. When a student receives a series of detentions during the school year, the administration may request a meeting to be attended by parents, student, teacher or others to develop an appropriate course of action.
- E. After repeated detentions the student may be assigned an inside suspension at the discretion of the administration and placed in an alternative classroom for the day.
- F. Every teacher has the authority to assign a “teacher detention” to a student who has failed to comply with reasonable standards of behavior in his/her class.

SUSPENSION (In-School)

- A. A particular student will be deprived of the right to attend all classes for a specified number of days, and will be assigned a corresponding number of office detentions.
- B. He/she will be assigned by the principal to a specific teacher within the school building to use the time in a constructive manner. School assignments, when possible, will be forwarded to the student.
- C. The student will not be allowed to return to a regular class schedule until an administrator has conferred with the parents.
- D. The student will not be allowed to participate in any co-curricular activities while he/she is on in-school suspension.
- E. During teacher’s planning time, the student will report to the main office.
- F. Students on in-school suspension are supervised at all times.

SUSPENSION (Out of school)

- A. A particular student will be suspended from school for a specified time period.
- B. This student will not be re-admitted to school until he/she and parents have met with an administrator.
- C. The student is required to make up the work missed during the suspension.

ACADEMICS & STUDENT RECORDS

HOMEWORK

Homework is an integral part of the educational process. It has a positive effect on educational achievement. Homework is a discipline for students to develop organizational skills, responsibility, self-confidence, and good work and study habits. From the earliest grades, students may begin to experience the benefits and application of independent learning. In order to obtain the maximum benefit, homework requires cooperation, active participation, and communication among administrators, teachers, parents and students. Homework has different purposes at different grade levels. It's primary purpose at the elementary level is to reinforce skills already taught in the classroom and foster positive and consistent work habits and individual student responsibility.

Responsibilities

- A. Administrative responsibilities
 1. To communicate both the district and the school homework policies to parents.
 2. To monitor the implementation of the homework policies.
 3. To facilitate the scheduling of homework among the different subjects.
- B. Teacher responsibilities
 1. To inform students and parents of both course and homework expectations.
 2. To provide purposeful, relevant and clear assignments.
 3. To promptly acknowledge all homework assignments, and to return written materials to students.
 4. To assign homework according to the age, maturity level, individual needs and interests of the students.
 5. To clearly communicate the expectations of the assignment to students.
- C. Student responsibilities
 1. To make sure that they understand homework assignments and due dates.
 2. To complete their homework assignments to the best of their ability.
 3. To submit their homework to their instructors on time.
 4. To communicate with teachers regarding questions concerning homework assignments, missed assignments and expectations.
 5. To schedule time for homework, that is compatible with family and/or after school activities.
- D. Parent responsibilities
 1. To provide and support an environment which is conducive to the student's successful completion of homework assignments.
 2. To encourage a positive attitude towards homework.
 3. To monitor homework for appropriate completion.
 4. To communicate with teachers regarding questions concerning homework assignments, missed assignments and expectations.
 5. To obtain missed homework assignments when necessary.

Time Guidelines

The following guidelines are not rigid and restrictive, but rather, they should be utilized to identify appropriate time and effort. Reference to time means the average time necessary for a student to complete the assignments. Late or missing assignments may result in disciplinary action. Referral to Afterschool Homework program may also occur for grades 3-5 students.

Reading is encouraged at all grade levels on a daily basis.

Kindergarten - Daily activities via a monthly homework calendar. Parents and children read each night.

Grade One - REGULAR DAILY PRACTICE of spelling words, sight words, math facts, and oral reading. (15-20 min.). In addition, periodically there may be work for special topics.

Grade Two -20-30 minutes 4 days per week, which includes reading, spelling, math; and occasionally special projects.

Grade Three – 30 minutes, 4 days per week. This may include work in reading, language arts, math, science and social studies. In addition, special projects may periodically require extra time.

Grade Four – 30-50 minutes, 4 days per week. This may include work in reading, language arts, math, science and social studies. In addition, special projects may periodically require extra time.

Grade Five – 45-60 minutes, 4 days per week. This may include work in reading, language arts, math, science and social studies. In addition, special projects may periodically require extra time.

GRADING SYSTEM

Quarterly reporting periods

MARKING SYSTEM:

A	94-100	C-	70-73
A-	90-93	D+	67-69
B+	87-89	D	64-66
B	84-86	D-	60-63
B-	80-83	U	Unsatisfactory
C+	77-79		
C	74-76		

Grade 3 students receive an effort grade in Social Studies and Science each marking term.

MID-TERM REPORTS

Mid-term assessments are issued to those students in need of improving some aspect of their work half way through each marking period. Parents are encouraged to review these reports and to contact the appropriate instructor if further inquiry appears necessary.

REPORT CARDS

Report cards are issued four times a year. These reports indicate a student's performance in scholastic achievement, effort and behavior during the previous quarter. **A REPORT CARD IS A COPY OF INFORMATION PLACED IN A STUDENT'S PERMANENT FOLDER AND NEED NOT BE RETURNED TO THE SCHOOL.** Parents are requested to sign and return the report card envelope after each of the first three marking periods.

Report cards will be withheld from students who owe an obligation to Lincoln Street School, such as, payment for a missing text/library book or to complete an outstanding detention/inside suspension.

STUDENT RECORD ACCESSIBILITY

All records pertaining to children are accessible to their parents. Copies of the records are available to parents or guardians at a nominal cost for reproducing the records. Advance notice of such requests is requested to provide adequate time to complete the copy.

RIGHTS OF NON-CUSTODIAL PARENTS

It is standard procedure for the school to request pertinent information, usually in the form of court documents, regarding the custody of children following a divorce, and the rights of the non-custodial parents. This request is made solely for the protection of children. All such information is held in confidence. Under the Family Educational Rights and Privacy Act of 1974, non-custodial parents have the same rights of access to school records as custodial parents do, unless the divorce decree includes a specific court order to the contrary. Therefore, if you are a non-custodial parent and wish to receive copies of your child's progress reports and other school information please write to the school and enclose four self-addressed stamped envelopes (or whatever number is appropriate). Such specified information will be sent to you throughout the year.

Curriculum and Student Services

STATE STANDARDS

Minimum standards for curriculum by the State of New Hampshire Department of Education require that each elementary school shall provide to all children in attendance a broad and well-balanced elementary school curriculum. The state of New Hampshire follows the Common Core State Standards; (www.corestandards.org)

LANGUAGE ARTS

The Language Arts program includes skills in listening, speaking, reading and writing. During the intermediate grades, the focus of the writing program shifts from an emphasis on personal narrative to an emphasis on content area writing. Children will be taught to write simple research reports, and to keep reading response journals. They will also be asked to experiment with the different forms of writing that they are exploring in reading (such as poetry, science fiction and historical fiction).

In Spelling, children in the intermediate grades are expected to apply the spelling strategies that they have been taught with more independence. Proofreading of daily work is emphasized at this level. The formal spelling program has a different focus at each grade level: Grade 3: Vowel patterns, closed and open two syllable words; Grade 4: Irregular vowel patterns, silent letters, two syllable words, prefixes and suffixes; Grade 5: Prefixes and suffixes, Latin roots, multi syllable words.

In Handwriting, the goal of the intermediate program is to create a student who is fluent in cursive writing by the end of grade 5. The third grade program reviews the manuscript form and teaches children the cursive form for each letter. The fourth grade program emphasizes connecting cursive letters. Each term, more daily assignments are expected to be completed in cursive writing. In fifth grade, daily use of cursive writing is expected.

READING

The Reading program emphasizes instruction in comprehension, vocabulary and decoding. While these three skill areas are presented individually, they are inseparable elements of the reading process. To become effective readers, students will read for enjoyment, for information and for critical analysis. They will learn strategies for acquiring, interpreting and applying information. They will respond to their reading through discussion, writing and creative projects.

In third grade, students will read with increasing fluency and independence. They will sustain independent reading for increasing periods of time. They are beginning to select chapter books and to recognize more difficult sound/symbol patterns. The students are refining their thinking skills before, during and after reading as they respond to print. Students will read material related to the Social Studies and Science units they study.

In fourth grade, students will continue to read and comprehend fiction and nonfiction. As they read beyond their known experiences, they begin to use strategies for adapting to unfamiliar subjects, such as historical fiction or regional literature. They are continuing to read nonfiction in order to write simple research reports.

In fifth grade, students are in the process of expanding their literary choices. They are exposed to a variety of themes and genre. With encouragement, they are forming preferences for particular reading materials and are learning to select reading material to meet their curriculum and personal needs. At this stage, they are gaining greater ability to plan and monitor their reading and are able to respond in writing to specific reading related tasks. Students will read both fiction and nonfiction materials. Units of study on syllabication and prefixes and suffixes are taught.

SOCIAL STUDIES

Grade 3 – “People of the United States”

The Social Studies program at grade three introduces students to the cultural heritage of the American people, by focusing on the ethnic groups, which have settled in the United States. Careful attention is paid to the diverse groups who have contributed elements of their culture to what is considered American culture. The course focuses on Native American, African Americans, European Americans, Asian Americans and Hispanic Americans. The specific units are Native American, European Immigrants, Black American, and Modern Immigrants.

Grade 4 – “New Hampshire History and Regions of the United States”

In Social Studies, the fourth grade students learn the geographic, economic, governmental and historical

importance of their state. They will also become familiar with the unique geographic features that characterize each region of the United States. They will select one state to research in depth. The specific units are New Hampshire History, Regions of the United States and State Reports.

Grade 5 – “American Heritage”

The fifth grade Social Studies curriculum is a chronological study of American History from the Age of European exploration to the ratification of the U.S. Constitution and the formation of a government. The curriculum combines history, geography, government, and economics to promote students’ knowledge and understanding of early America.

SCIENCE

The focus of the elementary science program is on fostering in children an understanding of, an interest in, and an appreciation of the changing world in which our children live.

Children will develop basic scientific concepts using a thematic approach. They will read a wide variety of texts within each theme. They will also learn to apply the science skills of process and inquiry in order to solve scientific problems. In addition, health education is an integral component of the 3-5 Science program emphasizing such topics as Systems of the Human Body, Drug/Alcohol education and Personal Safety/Self-Esteem issues. Each grade level includes several major themes for study:

- Grade 3: Solar System, Animals/Biomes, Simple Machines, and Health.
- Grade 4: Earth Science, Electricity and Magnetism, Heat and Light, Weather, and Health.
- Grade 5: Ecology, Plants and Animals, Circulatory and Respiratory Systems, Chemistry, and Health.

MATHEMATICS

The Mathematics curriculum was developed by the SAU 16 Math Committee and is aligned to the Common Core State Standards. The program includes instruction in the areas of Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations with Fractions, Measurement and Data, and Geometry. The major emphasis of the program is the development of skills and strategies that facilitate problem solving and the practical application of mathematics. Problem solving moves beyond computation and encompasses a variety of skills such as making a table, discovering patterns, drawing a picture or diagram, and using logical reasoning. Each skill-set is taught following a concrete-representational-abstract sequence, allowing students to develop a deep understanding of the material. To comprehensively teach the Mathematics curriculum, teachers utilize materials from the Everyday Math program, Houghton Mifflin Harcourt’s OnCore Mathematics, IXL, and many other resources including those that support math-fact mastery.

As outlined by the SAU 16 Mathematics Curriculum, and the Common Core State Standards, instructional focus is as follows:

In grade three, instructional time focuses on, but is not limited to, four critical areas: (1) developing understanding of multiplication and division and strategies for multiplying and dividing within 100; (2) developing understanding of fractions, especially unit fractions (fractions with a numerator of 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

In grade four, instructional time focuses on, but is not limited to, three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

In grade five, instructional time focuses on, but is not limited to, three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole

numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; (3) developing understanding of volume.

ART

Lesson objectives for grade three students provide an opportunity for all students to create a piece of artwork that is pleasing and satisfying to each creator. Each art lesson makes use of a certain media or combination of media to complete a suggested project. The media, the art elements, the techniques, the expectations are introduced in grade one and gradually expanded, elaborated on and made more complex as the student progresses, building yearly on the elements of art from the previous year. The process rather than the project is emphasized. Students learn that art is enjoyable, that each artwork is unique and that there are many kinds of art.

Grade three matrix of art learning tasks include: Learning to perceive, learning the language of art, learning about artists and artworks, criticizing and judging art, learning to use art tools and materials and building productive artistic abilities.

Grade four and grade five students will be given experiences in art as observers, as critics and as artists. Students will be involved in projects from the following areas: Drawing and painting, printmaking, 3-D mixed media, visual communication, crafts and art appreciation.

Through their art experiences students will develop in three ways. Students will develop skills in the use of art materials with experimentation, manipulation and practice. Students will develop their critical appreciation of artists, artworks and aesthetic forms, and students will develop as creative, flexible and confident individuals.

MUSIC

Grades three, four and five music classes use an eclectic curriculum. The overall philosophy is “participation by all students through singing, playing, moving, listening, creating and writing”. Students make music their own through songs that help them learn about music and relate what they have learned to their everyday life. Well-known folk songs and songs to commemorate significant events are utilized as well. The Orff method is used at all grade levels. This method teaches music through movement, improvisation, singing and ensemble playing (Xylophones, Glocks and Metallaphones).

Grade three does a great deal of singing. Round singing and partner songs develop student’s ears for music and prepare them for harmony and part-singing in years to come.

Grade four development of part-singing begins with rhythmic chants, ostinatos, partner songs and descants.

Grade five concentrates on 2-3-part harmony. The results of this are seen and heard in chorus performances that occur during the year.

Music reading skills are taught to sharpen visual and aural perception, while reinforcing specific skills such as patterning, sequencing, internalization and interpretation of symbols. Our fifth grade students keep a music theory notebook in which these concepts are noted and used for review purposes. The classroom teachers are encouraged to utilize the music teacher as a resource to assist with the development of thematic units as well as to support specific curriculum topics.

Grade four and five students also have the opportunity to participate in our Instrumental Music program. A variety of group lessons featuring woodwinds, percussion and brass are offered on a weekly basis. Instrumental students participate in the beginning or fifth grade band as well. A String program is offered before school on a limited basis to interested students in grades four and five.

PHYSICAL EDUCATION

The elementary physical education curriculum is a progressive developmental program through grades one through five. The major area of emphasis is on maximum participation, purpose and depth of performance changes as they gain in experience and knowledge of each activity. Students are encouraged to explore and understand why one method of throwing for example is more effective than another. They are exposed to many possible ways of achieving success and developing a healthy lifetime attitude for physical activity.

During the course of the year we offer many units from traditional to more cooperative experience. Ball skills (football, softball, basketball and soccer), volleying activities (racquet sports, volleyball), rhythmic (movement, dance, stunts, tumbling), track and field and manipulative (parachute, ropes, hoops, beanbags, etc.) are all part of the curriculum. Fitness is addressed regularly to include balance, strength, coordination, agility, flexibility, and endurance development.

LIBRARY

The school library maintains a collection of books, periodicals and audio-visual material for individual and classroom use. While the primary purpose of the school library is to provide resources to support the curriculum, materials are selected, not only to enhance the instructional units, but also to encourage free reading for information and enjoyment.

The purpose of the library program is:

1. To assist in the development of research skills.
2. To promote the use and understanding of new technology.
3. To encourage children in their love of all types of literature.
4. To integrate the library program and resources with the curriculum of each grade level.

The library research skills at each grade level are a continuum of learning, which includes locating, selecting, interpreting and using information from library and media sources.

The primary focus of the third grade curriculum in the library is to understand the organization and location of print and non-print materials. The use of call numbers, parts of a book and use of encyclopedias and reference books are also covered.

The fourth grade students will continue to access and use information from reference books and materials, building and reinforcing previous skills. The classification system of library materials is emphasized. Students will be using the on-line card catalog in locating materials by title, author, subject or key word. Students will begin to use atlases and almanacs on a more regular basis.

The fifth grade classes will continue using the Internet for current event topics and for research. Information skills are reinforced throughout the year. Students will perfect research skills using atlases, almanacs and specialized reference books for reports and information.

TECHNOLOGY EDUCATION

Lincoln Street School is committed to insuring that all students are prepared to face the technological challenges of the 21st century. Moreover, we believe technology is a powerful tool that can enhance the teaching and learning process. We believe that technology should be used in conjunction with the existing curriculum, as opposed to teaching technology as a separate subject. The specific grade level technology objectives have been established and are being integrated into the core curriculum. It is our vision to continuously look for ways to utilize technology to enhance our overall curriculum.

SPECIAL EDUCATION

SAU #16 Special Education programs assure all handicapped individuals a free and appropriate education within the least restrictive educational environment. Under Public Law 94-142, the district is responsible for providing alternative educational programs and/or support services for special needs students between the ages of 3 and 21.

Under NH State Law and Public Law 94-142 a special need or handicapping condition may be one of the following: Intellectual impairment, hearing impaired, speech/language impaired, visually impaired, specific learning disability, seriously emotionally disturbed, orthopedically impaired, severely health impaired. Currently at the elementary school the following special services programs are available: Occupational therapy, speech/language therapy, physical therapy, vision services, psychotherapy, resource room for tutorial/support in specific academic areas, intensive learning environment for students needing a total or more comprehensive structured program, developmental preschool (a.m. and p.m. sessions), consultative services.

TITLE I

The Title I Program in the Exeter Schools serves students in grades one through five. Remedial and supplemental assistance in reading and mathematics is provided. The improvement of self-concept is an integral part of the program for Title I students. Eligibility for Title I is based on a combination of the following:

- Reading and Math level
- Performance on standardized test
- Teacher observations

Once the child is determined eligible for Title I service, he/she is individually evaluated. Goals and objectives are then developed for the student with an eye to coordinating tutorial sessions with the classroom program. Most students are tutored in small groups three to five times each week in 30-minute sessions. Students are evaluated at the end of the school year to assess academic growth.

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language program in the elementary school is available to meet the language needs of students whose first language is not English and whose lack of fluency in English prevents them from being fully integrated into the regular school program. The program includes instruction to improve both written and oral language fluency and is focused in the language arts. Additional instruction in the content areas and math is available if required. The aim of the program is to provide the bilingual child sources of language instruction, which will help him/her, function in the mainstream of the elementary school.

COUNSELING

Counseling services are available to students at Lincoln Street School. Students might see a counselor to discuss concerns about school, friends or family. Counselors will listen to students, try to understand their feelings and their concerns and try to help them solve their problems, in hopes of ensuring a positive school day. At this time Lincoln Street School counseling services are focused solely on students' school experiences and cannot provide the same depth of therapy that an outside counselor can provide.

Students are referred by parents, teachers or by the students themselves. To determine if counseling is appropriate, the counselor will speak with parents, teachers and the student. Before formal counseling sessions begin, written permission must be given by the parents, and appointments will be arranged for the student. A new referral for counseling evaluation is needed each year. Parents may arrange to talk with a counselor to discuss their child or to ask for counseling for their child by calling the school office.

PTO Board Contact Information 2016-2017

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ALL PTO MEETINGS ARE HELD ON THE THIRD TUESDAY OF EACH MONTH!
Meeting Times/Location ALTERNATE between MSS & LSS locations.

GO TO www.exeterelementarypto.org FOR OUR CALENDAR and UPDATED INFO!

*Indicates Executive Board Position

EXETER SCHOOL BOARD POLICIES

PUPIL SAFETY AND VIOLENCE PREVENTION

POLICY JICK

I. Definitions (RSA 193-F:3)

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 - (1) Physically harms a pupil or damages the pupil's property;
 - (2) Causes emotional distress to a pupil;
 - (3) Interferes with a pupil's educational opportunities;
 - (4) Creates a hostile educational environment; or
 - (5) Substantially disrupts the orderly operation of the school.

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

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
5. Employees. Employees include employees of the District and employees of companies with the District who have significant contact with students.
6. Parents and Legal Guardians. Any reference in this policy to "parent" shall include parents or legal guardians.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District shall address bullying and, if necessary, impose discipline or other consequences ranging from behavioral intervention through expulsion for bullying that:

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

The Superintendent of Schools is responsible for ensuring that this policy is implemented. Bullying or cyberbullying of a student on the basis of sex, sexual orientation, race, color, ancestry, national origin, religion, age, marital status, familial status, pregnancy, physical or mental disability may constitute illegal discrimination under federal and/or state laws.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from behavioral interventions through expulsion.

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

Reprisal or Retaliation

The District shall take appropriate action against any student, employee or volunteer who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding relating to such bullying.

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

1. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline or other consequences ranging from behavioral intervention through expulsion.
2. Any employee or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
3. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process to Protect Pupils from Retaliation

If the alleged victim or any witness expresses to the Principal or staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation. Suggestions include, but are not limited to, re-arranging student class schedules to minimize contact, warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils in the District regardless of their status under the law.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, and conflict resolution.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e) and 193-F:5, I(b))

Distribution

All staff, students, parents and regular volunteers will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website, etc.)

Training

The Superintendent will ensure that all school employees and regular volunteers receive annual training on this policy and related District policies. The District shall provide educational programs for pupils and parents in preventing, identifying, responding to, and reporting incidents of bullying or cyberbullying. Such programs shall be presented in age appropriate language.

The Board/Superintendent may, from time to time, host or schedule public forums which will address the anti-bullying policy and/or discuss bullying in the schools and may consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f) (g))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

1. Any student who believes he or she has been the victim of bullying should report the incident(s) immediately to the Principal, any School District employee, or regular volunteer
2. Any school employee or regular volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Independent verification of the anonymous reports shall be necessary in order for any disciplinary action to be applied.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for N.H. Department of Education Reporting Requirements (RSA 193-F:6, I)

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

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

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j) and (m))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. Initial interviews shall be conducted privately or separately.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. The Principal shall complete the investigation and notify the parents within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation and notifies the parents, the Superintendent may grant an extension. In the event such extension is granted, the
 1. Principal shall notify in writing all parties involved of the granting of the extension.
 5. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.
6. Students who are found to have violated this policy may face discipline in accordance with other applicable Board policies through expulsion. Students facing discipline will be afforded all due process required by law.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

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

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(1))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Appeal

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

XV. Capture of Audio Recordings on School Buses

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

XVI. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policy EEAJ.

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

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Law Reference: RSA 193-F:3, Pupil Safety and Violence Prevention Act; RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed; NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

Appendix Reference:

Date Adopted: September 5, 2006

Revision Dates: December 5, 2006; May 4, 2010; January 11, 2011

Last Review Date: January 11, 2011

DANGEROUS WEAPONS ON SCHOOL PROPERTY POLICY JICI

Dangerous weapons, such as, but not limited to, firearms, explosives, incendiaries, martial arts weapons (as defined in NH Law), electronic defense weapons (as defined in NH Law), clubs, billies, metallic knuckles or containers containing chemicals such as pepper gas or mace, or the use of any object as a weapon are not permitted on school property, on school vehicles or at school-sponsored activities. Student violations of this policy will result in both disciplinary action and notification of the police. Suspension or expulsion from school could result.

In addition, any student who is determined to have brought a firearm (as defined by 18 US 921) to school will be expelled for not less than one year (365 days). This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once a year.

Law Reference: RSA 193-D, RSA 193-13, and ED. 317, RSA 159:24, 159:20

Appendix Reference: JICD-R

Date Adopted: January 7, 1985

Revision Dates: December 2, 2003

Last Review Date: December 2, 2003

HOMEWORK

POLICY IKB

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned in a timely manner.

The purpose of homework is to aid in the student's educational development. Therefore, it should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

A teacher shall carefully explain to his/her students how homework assignments relate to the grading system.

Law Reference: NH Code of Administrative Rules, Section Ed 306.14 (b), Policy on Homework

Appendix Reference:

Date Adopted: December 5, 2000

Revision Dates: December 2, 2003

Last Review Date: September 3, 2008

EXETER SCHOOL DISTRICT PUPIL TRANSPORTATION RIDER AGREEMENT



The Exeter School District in conjunction with its pupil transportation providers endeavors to promote a safe and pleasant bus-riding environment for our passengers and drivers. Students must act in a responsible and well-behaved manner at all times. Drivers expect that students will observe the proper riding behavior with minimum supervision in order to operate the buses safely. A committee of parents, administrators, bus company officials and

School Board members agree that for this to happen the *Bus Rider Rules*, *Bus Rider Disciplinary Policy*, *Bus Provider and School Commitments*, and *Parental Concerns Resolution Process* must be clearly communicated to all student riders and their parents or guardians. The most effective way to do this is in the form of a bus rider agreement. This agreement would be treated as a contract between the school, the parents (guardian) and, most importantly, the rider.

Please take the time to read all parts of this agreement. A parent/guardian signature is required on the Policy/Procedure Signature Page.

CAMERAS ON THE SCHOOL BUS

The School Administrative Unit 16 and the Exeter School District value safety as the most important aspect of the student transportation program. In support of this priority, camera equipment (recording video and audio) may be installed on the school bus to monitor student behavior and assure safety for all students. A notice will be posted on all buses that **“This bus uses video and audio equipment to monitor student behavior”**. **The school district’s use of this equipment will be governed by school board policy EEAJ – Video and Audio Recording on School Buses.**

BUS RIDER RULES

RULES - Level 1

Students:

1. Shall arrive at the bus stop five minutes before the scheduled pickup time.
2. Shall remain well back from the roadway while waiting for the bus.
3. Shall be orderly and avoid horseplay both at the bus stop and on the bus.
4. Shall wait to approach only after the bus has stopped.
6. Shall cross the street only after the driver has put on the flashing lights and signaled to cross.
7. Shall enter the bus in an orderly fashion and proceed directly to a seat. The student shall remain seated until the destination is reached. Shall not change seats at another stop unless the driver gives prior approval.
8. Shall sit three passengers per seat when necessary as the law allows.
9. Shall only ride the bus to which they have been assigned and only get on and off at their own stops.
10. Shall keep all articles, such as athletic equipment, book bags, musical instruments, etc., out of the aisles. Any carry-on article must fit on child's lap and not occupy another rider ship seat. Only articles allowed by the school may be carried on the bus.

RULES -Level 2

Students:

1. Shall not throw things in the bus, at the bus or out the windows while on the bus.
2. Shall keep their hands, arms, legs and head inside the bus.
3. Shall not eat or drink on the bus.
4. Shall not litter on the bus.
5. Shall not use profane language, obscene gestures or create excessive noise.

RULES -Level 3

Students:

1. Shall not touch safety equipment on the bus, including the emergency doors and windows (unless there is an actual emergency.....i.e., crash/fire).
2. Shall not damage or deface bus property.
3. Shall not fight, wrestle or engage in any other physical aggression with another person, including the bus driver, while on the bus.
4. Shall show respect for the driver and other students.
5. Shall not bring flammable liquids, or use matches or lighters on the bus.
6. Shall not bring live animals or insects of any kind on the bus.

RULES -Level 4

Students:

1. Shall not have or carry on weapons of any kind.
2. Shall not bring hazardous materials, fireworks, or nuisance items such as laser lights, etc. on the bus.
3. Shall not use or transport any illegal substance while on the bus (alcohol and drugs).

BUS RIDER DISCIPLINARY PROCEDURES

Any bus rider who does not follow the rules established to provide for a safe and pleasant bus ride will be subject to the following disciplinary procedure. It is intended that this procedure start simply between the driver and the student but can progress to school administration and result in the loss of riding privileges. Bus drivers will report rule infractions to school administrators as soon as possible. Disciplinary action shall be as follows:

Level 1

First offense	The driver shall give a verbal warning to the student via a Bus Conduct Slip
Second offense	Verbal warning to the student via a Bus Conduct Slip by the school <u>principal</u> and letter sent to parent
Third offense	Removal from the bus for 5 days, notify the parent
Fourth offense	Removal from the bus for 20 days, notify the parent
Fifth offense	Referral to School Board

Level 2, 3 and 4 reporting and notification:

The driver shall submit a written description of the violation to the principal of the student's school using the Bus Conduct Slip. The school principal will decide the appropriate disciplinary action and inform the student, parent(s), the bus contractor and the Superintendent of Schools of this action:

Level 2

First offense	The student shall receive a verbal reprimand by the principal via a Bus Conduct Slip.
Second offense	Removal from the bus for 5 days, notify the parent
Third offense	Removal from the bus for 20 days, notify the parent
Fourth offense	Referral to School Board

Level 3

First offense	The student's riding privileges shall be revoked for a minimum of five (5) and a maximum of twenty (20) school days, notify parents.
Second offense	Removal from the bus for 20 days and referral to the School Board
Third offense	If the violation described is the third (3rd) level (3) violation in the current school year, the student's riding privileges shall be immediately terminated for the remainder of the current school year.

Level 4

The student's riding privileges shall be immediately terminated for the remainder of the current school year. Parent(s) shall be responsible for the student's transportation. A reinstatement conference with the parent(s) and the student must be conducted by the principal prior to allowing the student to ride the bus at the beginning of the next school year.

NOTE: In compliance with RSA 189:9a, any suspension of a student's riding privileges continuing beyond 20 school days must be approved by the School Board.

BUS PROVIDER AND SCHOOL COMMITMENTS

The bus company pledges to passengers:

We commit to a safe and pleasant ride.

We will provide equipment and drivers who meet or exceed Federal Motor Safety Regulations. Our drivers are required to attend a monthly safety-training meeting. Our drivers will operate their vehicles in a safe, lawful and professional manner.

The bus driver shall instruct the students in safe riding and pedestrian practices as follows:

- 1. Safe walking practices between the bus stop and the bus.*
- 2. How and where to wait safely for the bus.*
- 3. Safe roadway crossing before boarding or leaving the bus.*
- 4. Problems with clothing, backpacks and the dangers of getting them caught when departing the bus.*
- 5. Emergency evacuation procedures.*

The Exeter School District is committed to a safe and pleasant ride and

Insists student safety while riding buses must come first

Believes the most important job of the bus driver is to operate the bus in a safe and prudent manner

Will not tolerate rider behavior which jeopardizes safe operation of the school bus

Requires its administration to work with the bus drivers and bus company officials to ensure the safe operation of the school bus

Considers the bus company and its personnel to be an extension of the school's own personnel

Considers students who are on the bus are the responsibility of the Exeter School District

Believes that all students and employees should be treated with respect and dignity

Will make every effort to resolve rider or parent concerns in a fair manner to all

PARENTAL CONCERNS RESOLUTION PROCESS

How parents (guardians) can get help when they are experiencing a problem with their child’s bus ride or with a bus driver:

- 1. Talk to the bus company officials first;
 - a) Because of time and scheduling, the driver cannot take the time while completing his/her driving responsibilities, so a phone call directly to the bus company supervisor is recommended.

First Student	778-6900	
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- b) The bus company representative will make every effort to listen, explain, and generally try to resolve your concerns.
- 2. If you do not feel successful in talking with the bus company then;
 - a) Give the school principal a call to see if he/she can help you. In most cases a principal can provide assistance and guidance in working out an unresolved bus problem.
 - b) Request a meeting at school with the principal and the bus company supervisor.
- 3. If a problem continues past this point;
 - a) You can request Central Office review the situation by calling the superintendent’s Office. Call 775-8671 and ask for the Business Administrator.
 - b) You can also call the superintendent at 775-8654.
 - c) The School Board can also be informed through written or personal communications from a parent. It must be said, however, that all other efforts should be exhausted before taking steps as it would/otherwise be the Board’s policy to refer this matter back to administration unless all steps have failed.

BUS RIDER AND PARENT COMMITMENT

I have read and I understand the PUPIL TRANSPORTATION RIDER AGREEMENT including the *Bus Rider Rules, Bus Discipline Policy, Bus Provider and School Commitments, and Parental Concerns Resolution Process* and agree to the best of my ability to abide by them.

RESPONSIBLE COMPUTER, NETWORK, AND INTERNET USE POLICY EGA

Overview

The Exeter School District provides its students and staff access to a multitude of technology resources. The District believes that these resources provide incredible opportunities to enhance learning and improve communication within our community and with the global community beyond our campus. The advantages of having access to these resources are far greater than any potential downside. However, with the privilege of access comes great responsibility for students, teachers, staff and families. The District expects all community members to exercise appropriate personal responsibility in their use of these resources. Our policies are intended to promote the most effective, safe, productive, and instructionally sound uses of networked information & communication tools. The District makes every effort to protect its students from exposure to Internet materials that are harmful or explicit. The District maintains a system of Internet content filtering devices and software controls that meet federal standards established in the Children's Internet Protection Act (CIPA), the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Being a Digital Citizen

In the Exeter School District we use information and technology in safe, legal, and responsible ways. We embrace the following conditions or facets of being a digital citizen.

- Respect One's self. Users will select online names that are appropriate and will consider the information and images that are posted online.
- Respect Others. Users will refrain from using technologies to cyberbully, bully, tease or harass other people.
- Protect One's self and Others. Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.
- Respect Intellectual Property. Users will suitably cite any and all use of websites, books, media, etc.
- Protect Intellectual Property. Users will request to use the software and media others produce.

Expectations

Responsible use of the District's technology resources is ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. School owned digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space. Administrators, or their designees, may review files and communications (including electronic mail) to insure that users are using the system responsibly. Users should not expect that files stored on servers or disks will be private. Users also should understand that school servers regularly record Internet activity in log files that are available to the public under RSA 91-A: Access to Public Records and Meetings.

Some activities are expressly prohibited by law. Users are expected to abide by the generally accepted rules of network etiquette, practice safe and appropriate behavior while online, on social networking web sites, in chat rooms and to be aware of cyberbullying behavior and response. The following guidelines are intended to clarify expectations for conduct, but they should not be construed as all-inclusive.

- Use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.
- Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to: copyrighted material, licensed material and threatening or obscene material.
- Intentional or unintentional use of computing resources to access or process, proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network is strictly prohibited.
- Software and/or services may not be installed or downloaded on school devices without prior approval of the Superintendent or designee.
- Use of computing resources for commercial activities, product advertisement or religious or political lobbying is prohibited.

- Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- Files stored on District managed networks are the property of the School District and, as such, may be inspected at any time and should not be considered private.
- Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff shall monitor these materials to ensure compliance with content standards.
- Access to or transmission of inappropriate material via the Internet, electronic mail, or other forms of direct electronic communication is prohibited.
- Unauthorized access and other unlawful online activity is prohibited.
- Unauthorized online disclosure, use, or dissemination of personal identification information of minors is prohibited.

Policy Violations

The school reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school, and/or legal action. The District may cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

Law Reference: RSA 194:3-d, 47 U.S.C. Section 254, Neighborhood Children's Internet Protection Act and Protecting Children in the 21st Century Act

Date Adopted: August 28, 2001

Last Review/Revision Date: September 11, 2012