

TABLE OF CONTENTS

Conway Mission Statement	2
Welcome Letter	3-4
Staff Directory	5-7
Philosophy	7
Collaboration	8
Goals	8
Attendance Requirements	9-10
Health/School Nurse	11-13
Daily Schedule	14
Food Service	14
Student Security	15-16
Student Safety	16-18
John Fuller Policies and Procedures	19-37
Grade Level Programs	38-42
Art	43
Computers and Technology	44
D.A.R.E.	44
General Music	45
Instrumental Music	45
Library	46
Physical Education	47
Support Services	48-49
Student Activities	49-53
PTA	53
Volunteers	53
School Calendar	54

CONWAY SCHOOL DISTRICT MISSION STATEMENT

To educate all students by challenging them to become thinking, responsible, contributing citizens who continue to learn throughout their lives.

BELIEFS:

- Higher expectations produce higher results
- Education is the responsibility of the entire community
- Education is an investment in the future
- Quality teaching is critical to the educational process
- Everyone is entitled to a safe, supportive and secure learning environment
- Openness to new knowledge is essential in the changing world
- The family is an essential part of the educational process
- Individuals have a responsibility for their actions and achievement
- Rights and responsibilities must be in the proper balance
- Individuals are unique and learn in different ways and at different rates

TO ACHIEVE OUR MISSION, WE WILL NOT:

- Accept substandard performance by students or staff
- Cause anyone to feel unwelcome in our schools
- Tolerate behavior that demeans the worth and dignity of the individual or disrupts the educational process
- Continue programs, or implement new ones, that have not demonstrated need, appropriate preparation and planning and are not cost effective.

Adopted by Conway School Board – September 23, 1996



Welcome to the 2010-2011 School Year

Welcome to the 2011-2012 school year. With a great deal of excitement we open our doors to begin the instructional programs and all of the related activities that go with the John Fuller School experience. The faculty worked throughout the summer on program planning and training in areas that enhance our effectiveness. Several areas to note include;

- Coordinating Common Core Standards with our existing curriculum.*
- Developing classroom strategies that reduce behavioral conflicts.*
- Designing digital portfolios for all students.*
- Training in the highly effective Leveled Literacy Intervention for off grade level readers.*
- Best practice early literacy instruction.*

You will be hearing about these in more detail as we move along through the year.

We welcome 25 new students who moved in over the summer. We also had 21 students move away. Coupled with 32 sixth graders who went to the middle school, and the 27 new kindergarteners who entered we have experienced a student turnover of 100 + students. That is why each year is so different and has a unique personality. Only 60% of the students in front of us today were here last June!

Mrs. Gina Miller has become a first grade teacher and Ms. Ashley Sielicky is teaching grade three. Both compliment our returning staff well and I am confident about the instructional team for the year. Mrs. Memoli is now on maternity leave and we congratulate her on the birth of her daughter. Our goals remain consistent with the SAU 9 goals and will be published in detail soon. They are clearly focused on a responsive and accountable instructional program for all students.

Central to the experience we offer is the atmosphere of the school. Providing a safe, orderly, and supportive environment is critical to our success. Each student needs to feel comfortable and valued. Many efforts are put in place with PBIS throughout the year to insure this but we also must have a partnership with parents to alert us to potential conflicts and problems. It helps everyone to solve issues early.

We will be talking often this year about a variety of topics related to education at the school. The central focus of all who work here is the success of your children. We will be working hard to establish connections, build trust, provide clarity, and have your children unleash their intellectual power and personal talent. It is exciting for us because so much has been built to provide the continuity kids need. These systems are maturing and being refined. We welcome all of you and look forward to the work ahead of us.

*Mark Zangari
Principal*



SUCCESS

The overall experience for your child will be the result of a multitude of factors. Home attitudes, peer relationships, teacher effectiveness, environment, motivation, and investment in the school are just some of the factors that influence each day's happenings. We believe in teamwork, communication, and action to be sure these areas are synthesized into a network that supports each student. We are all on the same team committed to the same purpose – successful students. The stronger the team, the greater our success will be.

We look forward to our work together as well as another school year full of memorable moments and accomplishments.

SCHOOL ADMINISTRATIVE UNIT #9

STAFF DIRECTORY

Telephone # - 447-8368

Carl Nelson	Superintendent of Schools
Robert Gadomski	Assistant Superintendent
Pamela Stimpson	Director of Special Services
James Hill	Director of Administrative Services
Becky Jefferson	Director of Budget & Finance
Gredal Shaw	Transportation Coordinator
Christine Thompson	Grants Coordinator
Charles Cook	Director of Food Services
Gayle Yalenezian	Pre-School Coordinator

School Board Members

Janine McLauchlan, Chair Person
Richard Klement, Vice-Chair
Randy Davison
Richard Breton
Cynthia (Syndi) White
Lynne Brydon
John Skelton

The Conway School Board meets the second & fourth Monday of each month,
at 6:30 P.M. in the Conway Professional Development Center at Kennett Middle School.

JOHN FULLER FACULTY & STAFF

Mark Zangari	Principal
Gretchen Bradley	Administrative Assistant
Mary Fessenden	School Nurse
Lara Preece	Kindergarten
Barbara Hagman	Grade 1
Gina Miller	Grade 1
Patty Allen	Grade 2
Danielle Nutting	Grade 2
Ashley Sielicki	Grade 3
Kimberly White	Grade 3
Rami Coffey	Grade 4
Patty Gagnon	Grade 4
Lauren Beckwith	Grade 5
Val Jackson	Grade 5
Kimberly Dougherty	Grade 6
Rebecca Giroux	Grade 6
Kelly Horrigan	Grade 6
Dawn Vogel	Physical Education
Deborah Ayers	Art
Mary Littlefield	Instrumental Music
Julia Handspicker	General Music
Martha Miller	Self-contained Special Education
Lisa Dewhurst	Resource Room
David Olson	Resource Room
Tara Korbanics Wall	Remedial Reading
Raylene Newbury	Title I
Janice Andrews	Title I, Half-Time
Lara Preece	Class Size Reduction, Half-Time
Karen Gibson	English as a Second Language Teacher
Curtis Finney	Speech/Language Pathologist
Susannah Halpern	Speech/Language Pathologist
Jessica Bussiere	Speech/Language Assistant
Mary Hanson/Maryellen McCarthy	Occupational Therapist
Alison Memoli	Guidance Counselor
Marcy French	Assoc. School Psychologist
Richard Anderson	Psychologist
Robin Henne	DPT
Joan Kurtz	Librarian
Denise Taylor	Literacy Coach
Brenda Drew	Clerical Aide
Judy Capreralla	Classroom Aide
Lisa Cole	Special Education Aide
Janice DiFiore	Classroom Aide

Lisa Donabedian
Nelita Garland
Laura Graves
Janet Hill
Michelle McDonald
Holly Preece
Sarah Shaw
Meredith Swift
Erin Vogel
Sheri Whitaker
Jamie Pandora
Lisa Wilkins
Herschel Crouse
Frank McCarthy

Special Education Aide
Student Support Center Aide
Technology Aide
Classroom Aide
Classroom Aide
Special Education Aide
Title I Aide
Special Education Aide
Special Education Aide
Special Education Aide
Cook
Assistant Cook/Cashier
Evening Custodian
Day Custodian



PHILOSOPHY

Learning is a natural lifelong process, full of challenge and wonder. The mind abounds with curiosity, motivation, and an endless capacity to make connections and gain understanding of the world. As educators, we accept the challenge of enhancing this process in ways that are meaningful to each student.

Our school considers the whole child, encouraging students to thrive. This occurs in an environment of mutual respect, dignity, and a sense of personal challenge. All students can learn, and instruction must be responsive to individual needs and styles. Learning is not a finished product, rather a process of reaching understanding through revisions.

Our goal is to foster thinking and caring individuals who enjoy learning and possess the fundamental learning skills that will be used throughout their lives. We further strive to cultivate children ready to accept the challenges of being active and responsible members of our community and the world at large.

COLLABORATIVE PROGRAMING

The John Fuller School employs a collaborative approach to our student programs. The many services and supports available to our students are coordinated around the regular classroom. It is our belief that students are best served in this manner.

Regular meetings occur involving teachers, specialists, evaluators, the principal and all related services. These meetings focus on joint planning for instruction, individual students' updates, new concerns, and overall communications between all personnel pertaining to the students.

By doing so, we are better able to fortify the regular classroom, which in turn allows students to succeed there rather than have to be pulled out for isolated service. Although pull-outs can still occur, they have significantly decreased since the implementation of this model. A further benefit has been the reduced number of students requiring special instruction in the first place.



Conway School District Goals 2008-2009

Increase the graduation rate.

We hope to accomplish this through several avenues such as improving attendance, providing better instruction, making smoother transitions, and offering more effective support for "at risk" students.

Increase quality learning time.

Our efforts here will be focused on the alignment of curriculum, instruction, and assessment, providing differentiated instruction to better reach all learners, and effectively supporting students with challenging behaviors.

Decrease the achievement disparities between differing groups of students.

Better identification of disadvantages of groups of students coupled with focused instructional emphasis and opportunities for improvement will be the plan here.

Improve the health and wellness of students.

Increased analysis, improved fitness opportunities, better nutritional choices, and prevention of chemical dependency cases will be the emphasis here.

ATTENDANCE REQUIREMENTS

School attendance is the direct responsibility of parents and students. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

The following are SAU #9–wide directives regarding attendance:

1. Notes or telephone calls may be required before or after an absence. It is the responsibility of the student to make up work missed because of absences.
2. Parents may request a tutor for an illness predicted to exceed fifteen (15) consecutive school days.
3. Excessive absenteeism and/or tardiness shall be addressed. The Superintendent of Schools will be notified of continued and excessive absenteeism and/or tardiness. Appropriate action will be taken to help remedy the situation. The Principal may initiate a review of progress for any student showing excessive absenteeism.
4. Each student shall be provided with an **EMERGENCY INFORMATION CARD** at the beginning of each school year that is to be completed, signed and returned by the parent/guardian. It is the responsibility of the parent to keep the school informed of a current address and telephone number at all times and to notify the schools promptly of any changes in address or emergency procedures.

WITHDRAWAL OF STUDENTS PRIOR TO THE END OF THE SCHOOL YEAR

Students who leave school prior to the last two (2) weeks of the year will not be promoted unless they enroll in another school and complete the grade level requirements.

Students who are required to leave school during the last two (2) weeks of the year must show evidence that the withdrawal is mandatory and must successfully complete class work assigned by the school. Principals are authorized to make approximate arrangements for the administration of any tests as appropriate.

Principals may waive this requirement when unusual and extenuating circumstances require it, and only when written approval is given prior to the student leaving school.

Students who fail to enroll in a new school in a timely manner will be reported as truant after a two (2) week period.

STUDENT ABSENCES & EXCUSES

Regular and punctual patterns of attendance will be required of each student. It is recognized that absence from school may be necessary under certain conditions. However, every effort should be made by students and parents to keep absences and tardiness to a minimum. Please call the school office if your child is going to be absent.

Extended Leave - If, for some reason, students will be out of school for an extended period of time, an “Extended Leave Form” should be requested from the teacher.



VACATIONS

We encourage families to align their vacations with the school-scheduled vacations. **(A copy of the current School Calendar is included in the back of this handbook).**

EXTENDED VACATIONS

All absences from the classroom affect learning. Lesson introductions, reinforcements, guided practice, interactions, and numerous learning activities take place every day. There is no way to replace the experiences of a school day once missed. Make up work is not the same as the classroom experiences of the day.

We ask that parents recognize the potential impact to learning from missed classroom instruction and avoid vacations that do not align with the school calendar.

If a student takes an extended vacation or a non-aligned vacation, teachers are not expected to provide advance plans, lessons, or materials. A folder of missed assignments will be kept at school and students will be expected to complete the missed work within a week of their return. They may need your assistance to do so. Much of the classroom instruction is fluid and requires day to day adjustment by teachers. It is not practical to try to develop individual plans for travel purposes that may indeed become different from what the classroom did. It creates disparity and grading equity issues.

HEALTH / SCHOOL NURSE

John Fuller Elementary School has a full time nurse. She handles all of the accidents and illnesses that occur during the school day, referring children for follow-up care as needed. She/he administers medications as required.

The nurse is responsible for monitoring health and wellness of all of the students. She/he reviews the health histories and physical exams of all new students and implements and monitors students' compliance with NH immunization law.

The nurse is also a member of the student evaluation and placement team and serves as a resource for parents and staff. She/he serves as a liaison with area doctors and various community agencies. The nurse provides health counseling in the area of chronic illnesses, nutrition, disease prevention and positive life styles. She/he also works with the classroom teacher in conducting health related classroom presentations.

A BRIEF SUMMARY OF HEALTH POLICIES & PROCEDURES:

- ❖ **Immunizations and physical exam** - All children must comply with NH law regarding immunizations and physical exams. *Please provide the office with copies of the updated immunization records as appropriate.
 - **Immunizations** – we must show proof of the following before starting school:
 - 4 doses DPT – last dose must be after 4th birthday
 - 3 doses Polio – last dose must be after 4th birthday
 - 1 dose Measles, Mumps & Rubella – given on or after the first birthday and a second dose of measles vaccine required before entering K or 1st grade (if K not provided), and 7th-12th grade. The second dose shall be administered at no less than 28 days after the first dose.
 - 3 doses Hepatitis B – if born after 1/1/93; acceptable intervals: Doses 1 and 2 separated by at least 28 days. Dose 3 separated by a minimum of 4 months from dose 1, and 2 months from dose 2, and administered **on or after 6 months of age.**
 - Varicella – one dose or documentation of the disease by parent or physician for students entering kindergarten and entry to 6th grade. Two doses if first dose was administered on or after 13 years of age.
 - **Physical Exam** – **ALL CHILDREN must** have a physical exam at least 1 year prior to entering school and must provide a copy to the school on admission. This includes all transfer students.
 - If your child has a physical exam at other times, please send a copy to the school. This is not required, but it would help to keep your child's health records up to date.
- ❖ **Sick Children** - All children who come to school sick, or who become sick here at school, will be sent home. Please make sure we have up-to-date emergency numbers to reach parents, or other responsible person, in case of emergency.
 - Please **DO NOT** send sick children to school because we do not have facilities to care for them. If your child has been vomiting it is recommended that your child not return to school unless the vomiting has stopped for at least 24 hours. Students who remain out of school for 5 days or more may be required to bring a note from their primary care provider. If your child has been running a fever, please keep him/her home until the temperature has been normal for 24 hours.

- ❖ **Medications** - Children are not allowed to take any medications (prescriptions or non-prescription), unless NH regulations are followed. A detailed explanation of the medication policy is available from the nurse's office. The important things to remember are:
 - The parent **and** your child's doctor **must** request, in writing, that the medication be given during school hours.
 - The medication **must** come to school in the **original** pharmacy's bottle. Do not send medication in baggies.
 - Parent/guardian should drop off medication to teacher, nurse, or Principal whenever possible.
 - Your child will be allowed to carry his/her own asthma inhaler and/or Epi-pen only with a written permission from a parent and your child's doctor to do so at school. Inhalers and Epi-pens must be properly labeled with pharmacy label, including student name and medication.
 - Over the counter medications should be stored in the school health office and administered by school personnel only.

- ❖ **Screenings**

Vision and hearing screenings are conducted on school children in grades K-6. These tests are recommended by the state and are an effective means of identifying children with hearing or vision problems. Often, early intervention with these children can minimize or resolve hearing or vision losses. Blood Pressure checks & scoliosis screening are generally performed in grades 5 & 6. Dental screening is provided by Healthy Smiles Dental program. If you do not want your child to receive dental screening at school please notify the school nurse in writing. In conjunction with the physical education teacher height, weight and body mass index will also be assessed on all students.



Setting a “Healthy Classroom Party, Snack and Celebration Policy”

Your school has removed all soft drinks from the cafeteria vending machine and your school lunch program features a wide variety of healthful options, like fresh fruit and vegetables. As educators, we are doing all we can to encourage our students to make healthful food choices. Therefore, we have created a healthy food policy which supports our health and physical education curriculum in which the teachers provide direct instruction in nutritional choices.

What is a healthy food policy?

A “Healthy Classroom Party, Snack and Celebration Policy” sets guidelines for the types of food and beverages parents and other caregivers can send to school for consumption during recess or snack time and at class parties or other school events and celebrations.

Why are healthy food policies important?

Healthy food policies help parents and other caregivers identify healthful foods for children. While most parents have good intentions when it comes to choosing snack and party foods for their children, many do not realize that many items that sound healthy only provide empty calories and few essential nutrients.

What are the benefits of adopting such a healthy food policy?

There are many benefits of healthy food policies, including helping your children gain a greater understanding of healthful eating habits, exposing children to a variety of healthful foods that they may otherwise not eat, and improving childrens' as well as faculty members' diets by including more nutrient-rich foods. Research clearly demonstrates that good nutrition is linked to better behavior and academic performance.

What types of foods and beverages can be counted as “healthy foods?”

The following foods and beverages are nutrient-rich foods that contain essential nutrients often lacking in children’s diets. These healthful foods contain little or no added sugar, fat or salt.

- Low-fat or nonfat plain or flavored milk, 100% fruit juice, flavored/sparkling punch (seltzer and 100% fruit juice)
- Fruit smoothies (blend berries, bananas and pineapple)
- Fresh fruit assortment, fruit and cheese kabobs, fruit salad, fruit with low-fat whipped topping
- Dried fruit (raisins, cranberries, apricots, banana chips), 100% fruit snacks, nuts and seeds
- Vegetable trays with low-fat dip, celery and carrots with peanut butter and raisins
- Whole grain crackers with cheese cubes, string cheese or hummus
- Waffles or pancakes topped with fruit
- Pretzels, low-fat popcorn, rice cakes, bread sticks, graham crackers and animal crackers.
- Bagel slices with peanut butter or jam, fruit or grain muffin (low fat), whole wheat English muffins, hot pretzels
- Pizza with low-fat toppings (vegetables, lean ham, Canadian bacon), pizza dippers with marinara sauce
- Ham, cheese or turkey sandwiches or wraps (with low fat condiments)
- Low-fat pudding, low-fat yogurt, squeezable yogurt, yogurt smoothies, yogurt parfaits or banana splits (yogurt and fruit topped with cereal, granola or crushed graham crackers)
- Low-fat tortilla chips/quesadillas/bean burrito with salsa or bean dips
- Trail/cereal mix (whole grain, low sugar cereals mixed with dried fruit, pretzels, nuts, etc.)

How can teachers ensure that parents and students will enthusiastically accept a healthy food policy?

Getting your child to buy-in before announcing this new policy is the best way to ensure that both parents and students will accept the new policy for our classroom and the entire school. By providing students with nutritious choices wherever food is available (including the classroom and at home), schools can positively influence children’s eating habits.

DAILY SCHEDULE

8:40 A.M.	Buses Arrive, Supervision Begins The school is not responsible for students arriving at school before supervision begins at 8:40 am, unless they are in attendance at the morning program.
9:00 A.M.	Instruction Begins
11:45 A.M.	Lunch - Grades 1 & 2 *
11:45 A.M.	Morning Kindergarten Dismissal
12:10 P.M.	Lunch - Grades 3 & 4 *
12:30 P.M.	Afternoon Kindergarten Instruction Begins
12:35 P.M.	Lunch - Grades 5 & 6 *
3:15 P.M.	Afternoon Announcements
3:15 P.M.	Dismissal

A 25-minute recess follows each lunch period.

FOOD SERVICE

- Hot lunch is available daily. A breakfast program is also offered daily. Students may pay by the day, week or month.
- Special rates are available for qualifying families. Applications are available in the office. Even if you qualified last year, new applications must be filled out at the beginning of every school year.
- Charging is not allowed.
- All a la cart items are sold on a "cash only" basis.
- Parents are always welcome to have lunch with their child. There are several holiday dinners and cookouts during the year. On these occasions, please let the office know if you plan on attending; a note or phone call is appreciated. Questions should be directed to Jamie Pandora or Lisa Wilkins in the kitchen.

Breakfast

8:30 - 8:50	\$1.50 - student (regular)
	\$.30 - student (reduced)
	\$2.50 - any non-student or adult

Recess Milk / Juice \$.50

Kindergarten Milk / Juice \$.15

Lunch

11:45 - 1:00	\$2.50 - student (regular)
	\$.40 - student (reduced)
	\$4.00 - any non-student or adult

STUDENT SECURITY

In order to protect students through accountability & supervision, we ask that the following procedures be followed:

- ❖ **Tardy Students** - Students check in at the main office upon arrival with a written excuse or accompanied by their parent. The student will receive a "Tardy Pass." Students will not be admitted to their classrooms without the pass. Please try and have your children arrive at school on time. Thank you!
- ❖ **Early Dismissal** - Students check out at the main office with a written note accompanied by a parent.
- ❖ **Change of Routine** - Students who must deviate from their normal routine need a written note indicating such, by a parent (i.e. - Usually take the bus, but walking to the Community Center today).
- ❖ **Release to Other Adults** - If another adult is picking up your son or daughter from school, a written note indicating such is required before the school can release your child.
- ❖ **Playground** - The school playground is supervised during the school day only (9:00a.m. - 3:15 p.m.). Students arriving at school early or staying later are ***not supervised*** by school personnel.

With the help of the Conway Police Department a comprehensive plan was developed for security and emergencies. The plan addresses many different possibilities and offers set responses for various emergencies.

We will have several practice exercises throughout the year so that faculty and students are well versed in the key elements of the plan. Our goal is to have a safe and prepared environment while protecting the open and friendly atmosphere that a school needs.

For parents, the following procedures help strengthen the plan.

- ❖ Call in all absences.
- ❖ Be sure emergency contacts on the student card are accurate.
 - ❖ Enter the school by the main door only.
 - ❖ Check in at the office for all visits.
 - ❖ Wear your visitor or volunteer badge.
- ❖ Report any unusual activity or information to the school.

EMERGENCY PROCEDURES

The school maintains a set of procedures for school emergencies. These range from emergency building evacuations to in school security (safe in place) measures. Students practice these procedures throughout the year including winter. All evacuations include communication and transportation plans. If the building were to be unavailable for a safe return, children will be temporarily housed or transported to a safe holding environment. Local radio announcements will be made to alert parents of the situation and further announce plans for their safe return to the home. It is very important that the school always have a usable emergency phone contact where we can reach you.

STUDENT SAFETY

PROCEDURES FOR IMPLEMENTATION OF BULLYING/HARASSMENT POLICY

Any student who believes that s/he has been the target of unlawful bullying as defined in this policy may bring their complaint to the attention of any school employee or the harassment complaint official. Any student who believes that any corrective action taken by a school employee was ineffective may bring their complaint to the attention of the harassment complaint official. The complaint may be made either orally or in writing.

All complaints of sexual harassment are investigated according to federal guidelines. Complaints can be student-to-student, student-to-employee or employee-to-employee. Concerns and complaints should be reported directly to the building principal who will initiate an appropriate investigation.

PUPIL SAFETY & VIOLENCE PREVENTION POLICY (BULLYING)

The Conway School Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. Conduct constituting bullying will not be tolerated, and is prohibited by School Board Policy, ACAC & JFCK in accordance with RSA 193-F.

COMPLAINTS

When concerns arise over certain situations or problems, please consult the classroom teacher. They are in the best position to know the facts and put events in context. If a parent remains dissatisfied with a situation after initial consultation with the teacher, they may contact the principal and discuss the problem further. Parents are encouraged to bring their concern forward. Many times, simple adjustments correct problems that may be occurring.

SUBSTANCE ABUSE

The Conway School District acknowledges the use and abuse of drugs by minors is illegal and can interfere with the behavior, learning, health and the fullest possible development of students. To ensure the safety and well being of the school population, the Conway School District is committed to this comprehensive set of policies which promote a school environment free from use, possession or distribution of drugs of any kind; encourage prevention and educational programs that deal with the underlying causes of abuse; and understanding of the physical, psychological, social and legal dangers associated with drug use.

The purpose of this policy is to direct the school community in terms of their responsibilities with regard to prevention, intervention, discipline, after-care support and interagency cooperation.

The district recognizes the negative impact to the home, school and community resulting from substance abuse. It also recognizes that the use of drugs can often lead to abuse and dependency that is a treatable health problem that should be the primary responsibility of the home and community. The school system shares the responsibility with families and the community around these issues, provided, however, that the primary obligation to seek assistance and resolve the substance abuse problems rests with the student and his/her parents/guardians.

The policies incorporate use by employees as well as students, and include rules for in-school time as well as during all extra curricular activities and school functions.

The complete Substance Abuse Policy is available for review in the school office.

SUSPECTED NEGLECT OR CHILD ABUSE

The Child Protection Act (RSA 169-c) **requires** all school employees to report suspicions or evidence of child abuse or neglect to the appropriate investigation authority (Department of Children and Families). Further, school personnel must cooperate with the confidential investigation. The school is not allowed to notify parents of any of these actions. Employees who fail to report can be subject to prosecution for a misdemeanor.

DANGEROUS POSSESSIONS & BEHAVIORS

Students are not allowed to bring any dangerous materials or possessions to school. This includes but is not limited to matches, lighters, knives, guns, specialty weapons, fireworks or other items that can cause injury to self or others. Dangerous items will be confiscated and disciplinary action taken.

- ***Elementary students often bring home items out of curiosity and novelty. Once on the school grounds, however, unforeseen events tend to happen.***
- ***All incidents involving dangerous items or weapons are reported to the Police Department and are subject to prosecution under the Safe Schools Act. Students will be expelled for any such violations. Please refer to Discipline Code (page 27).***

DANGEROUS INSTRUMENTS AND WEAPONS IN SCHOOL

Board Policy JFCJ, Adopted by the Conway School Board 11/3/94, Revision Adopted 3/23/95, Revision Adopted 8/9/99, Reviewed with no change 10/99, Revision Adopted 1/12/04

1. The Conway School Board, cognizant of its responsibilities to provide for a safe and healthy environment wherein students can learn, sets forth and establishes a policy prohibiting dangerous instruments and weapons in school.
2. No student, staff member, or visitor shall possess upon school premises any dangerous instrument, firearm, dangerous chemical, explosive device, or weapon.
3. For the purpose of this policy, a firearm is any weapon, including a starter gun, which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of such weapon; any firearm muffler or silencer; or any destructive device.
4. A weapon is defined as any instrument capable of inflicting bodily harm. Included within the definition of weapon, but not intended as a limitation on the definition, are switchblade knives, gravity knives, cane swords, electronic dart guns, chukka sticks and Kung-Fu stars. The aforesaid enumeration of weapons is not intended to be exhaustive but merely illustrative. Dangerous instruments are defined as items or implements which under the circumstances in which such instruments are used, attempted to be used, threatened to be used are readily capable of inflicting bodily harm or threat of same.
5. School premises shall mean school grounds, buildings and/or facilities, whether owned by the School District and shall also include school buses and vehicles parked on the school grounds.
6. An exception to the prohibition set forth in this policy may be made with prior approval and arrangements made with the principal, in an instance where a weapon is part of a dramatic or music performance, or is used as an artifact in an instrumental unit.
7. New Hampshire State law enforcement officers are the only individuals permitted upon school premises to have a weapon, dangerous instrument or firearm in their possession.
8. After a hearing pursuant to New Hampshire RSA 193:13, any student having been found guilty of bringing a firearm or dangerous instruments and weapons upon school premises shall, as a penalty, be suspended for a period of one year, provided that the Superintendent, after considering the totality of the circumstances surrounding the offense, and the student's previous record, shall have the authority to modify the one year penalty on a case by case basis. Further, nothing in this policy shall be construed to limit any rights possessed by students classified as disabled.

POLICIES AND PROCEDURES

BIKES

Many students ride their bikes to school in fair weather. A bike rack is available for them. It is recommended that a bike lock is used. Students riding to school should have bike routes reviewed and planned with parents ahead of time. All bike riders are expected to wear Safety Helmets.

BIRTHDAY PARTIES

We ask that parents holding birthday celebrations for their children use the mail for invitations. Please do not distribute invitations at school, since exclusion is a very difficult condition for some students. If you are planning a general sharing with all classmates, just consult with the teacher to make arrangements.



BUSES

- ❖ All students are expected to behave appropriately while on the bus. Parents must write a note whenever a child will not ride his/her regular bus. All behavioral expectations outlined in this handbook apply to bus conduct. Students are expected to:
 1. Follow directions
 2. Maintain appropriate language
 3. Remain seated
- ❖ Bus stops are not supervised. Supervision begins on the school bus. Students should be briefed on behavior, and safe conduct at the bus stops. Irregularities or incidents should be reported to the school office.
- ❖ There is always an adult on duty to greet the buses when they arrive at approximately 8:40 a.m. Students are not allowed in the building before 8:40. * A staff member escorts students in grades 1 & 2 to the buses at dismissal time. There is a crossing guard on duty by the side entrance to the building. There is no parking on the opposite side of the street. Again, please note that students arriving at school prior to 8:40 a.m. are not supervised, unless previously enrolled in our morning supervisory program.

John Fuller School BUS SCHEDULE 2011-2012



Bus #1 David Rich Redstone Strip		A.M. Run		P.M. Run
	8:13	Redstone Variety	3:30	Depart John Fuller School
	8:18	Hannaford's	3:35	North Conway Daycare
	8:20	Rite Aid	3:40	Artist Falls Road
	8:22	Four Your Paws Only	3:41	Hawk Road
	8:25	Echo Acres	3:43	Valley View Road
	8:30	Artist Falls Road	3:45	Sunset Hill Road
	8:32	Hawk Road	3:48	Echo Acres
	8:33	Headlines	3:50	Four Your Paws Only
	8:35	N.Conway Daycare	3:51	Staples/Settlers Green
8:40	John Fuller School	3:52	Hannaford's	
			3:58	Redstone Variety
Bus #2 Dave Gaudette Longview Terrace Kearsarge		A.M. Run		P.M. Run
	8:18	White Mtn. Oil	3:30	Depart John Fuller School
	8:19	Outlook Apts	3:33	Cross Street & Grove
	8:20	Ledgewood Road	3:38	White Mtn. Oil
	8:22	Intervale Cross Rd	3:39	Outlook Apts
	8:25	Kearsarge & Hurricane	3:40	Ledgewood Rd
	8:28	Hurricane Mtn Rd	3:45	Intervale Cross Rd
	8:33	Crestwood Drive	3:48	Hurricane Mtn Rd
	8:38	Kearsarge Rd/Cranmore	3:53	Crestwood Drive
	8:40	Cross Street	3:56	Post Office
8:42	Kearsarge	3:57	Whitaker Lane	
8:44	John Fuller School	4:02	Skimobile Road	
Bus #3 Larry Day Birch Hill		A.M. Run		P.M. Run
	8:00	Dandiview Rd	3:30	Depart John Fuller School
	8:05	Birch Hill	3:34	Echo Lake Rd
	8:15	Blueberry Lane	3:38	West Side Rd
	8:20	Beechnut Dr.	3:42	Birch Hill
	8:25	West Side Rd	3:51	Blueberry Lanel
	8:30	Echo Lake Rd	3:56	Beechnut Lane
	8:40	John Fuller School	4:04	West Side Rd
		4:10	Dandiview Rd	

DRESS CODE

Concern for personal appearance is an indication of self-respect and of courtesy toward others. The following list details what can be worn during the school day. Failure to comply with the dress code will be treated as insubordination. If a student is not sure if something may or may not be worn, he/she should check with a faculty member or administrator before wearing it to school.

Shirts, Blouses, Tops:

Acceptable

Shirts; full button down or polo style shirt, buttoned, sweaters, sweatshirts, turtlenecks, jersey dress shirts, or T-shirts

- Appropriate fit
- Covers midriff - must be "tuckable" in length
- Covers shoulders – no spaghetti straps, tube tops, muscle shirts
- Free from writing or graphics deemed offensive or in violation of school policy

Unacceptable

- Sheer (see-through) material
- Low neck lines (cleavage)
- Visible undergarments, including camisoles
- Holes, rips, tattered clothes

Pants/Skirts/Shorts:

Acceptable

- Dress/khaki pants, jeans, cargo pants, corduroy, shorts and skirts must be no more than 4" above the knee
 - Appropriate fit
 - Free from offensive writing or graphics of any kind

Unacceptable

- Visible undergarments
- Pants/skirts/shorts worn lower than the hips
- Holes, rips, tattered clothes
- Sweat pants, sweat pajamas, sweat athletic pants, sweat shorts, or sweat skirts

Shoes:

- Foot apparel must be worn at all times for safety purposes. For safety reasons, school administrators will use their discretion in prohibiting anything that interferes with safety,

Accessories:

- Hoods, hats, and sunglasses cannot be worn in any building unless it is attire required as part of a specific program or curriculum.
- No materials that could pose a safety hazard including, but not limited to chains, spiked clothing and accessories may be worn.

Other Issues:

- Gang-related apparel, including insignias, bandanas, colors, mottos, or symbols, is considered inappropriate for school attire and is prohibited. School administrators have the authority to prohibit any other messages that they determine to be disruptive to the school's learning environment.
- At school-sponsored events, students must dress appropriately.

HOMWORK

Homework is a useful learning tool when assigned judiciously. Our goals when giving homework are to extend the learning time that students have, develop good habits for future studies, and promote learning as something that occurs outside of school.

Each grade level will communicate the homework expectations during the opening of school as well as the relationship that homework has to grades.

Generally, homework in the primary grades will include work completion from the day, and reinforcing extensions that can be accomplished at home, such as journal writing, making an observation, reading, or collecting.

In grades 3-4, homework becomes more directed and again will include unfinished work from the day as well as some specific assignments aimed at practice or independent study (30-45 minutes, 2 days).

In grades 5-6, homework is more substantial and independent. Students will have unfinished work from the day as well as independent assignments for home study (45-60 minutes, 4 days).

INSURANCE

The Conway Schools provide limited accident insurance for all students. This policy covers all activities within the school day and school sponsored extra curricular activities and events.

Additional coverage can be purchased at the beginning of the school year at moderate rates to parents.

❖ **Note - this is NOT a comprehensive accident insurance policy.**

LOST & FOUND

The school maintains a lost & found throughout the year. Please label all of your child's belongings. Parents are welcome to check in at the main office to inquire about lost items or check the lost & found area in the cafeteria.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are an important form of communication. Conferences are scheduled at a minimum of two (2) a year. More frequent conferences are encouraged.

PHONE USE

Phone use is available to students for emergencies only. The school phone is a business phone and must be used accordingly.

Cell Phones: Many students possess cell phones to facilitate communications with their families. We ask that cell phones remain off during the school day to avoid disruptions, distraction and confusion.

RECESS

Getting fresh air and exercise are an important part of staying healthy. The children have recess after lunch. Some classes may also have a short recess during the morning or afternoon. Your child should come to school dressed for outdoor play. Depending upon the time of year, this may include boots, hat, mittens, snow pants and a warm jacket.

Outdoor exercise is considered to be a part of a student's school day. **All students who are well enough to come to school are considered to be able to participate in the full school day.** If your child is not well enough to go outside, we must have a note from the child's doctor stating that being outside will be detrimental to the child's health.

SCHOOL CANCELLATION

In the case of inclement weather, tune your radio to WMWV FM 93.5, WBNC FM 104.5, or turn your TV to Channel 3. Please do not call the school. Thank you.

SCHOOL PICTURES

School pictures are taken sometime during the first two months of school. Each child will have a "picture envelope" to bring home. The envelope with the money is to be brought in on picture day. Each child in a family needs a separate envelope. Every child's picture is taken even if you do not intend to purchase it. The pictures that are purchased usually arrive sometime in mid- to late November.

STATE ASSESSMENT TESTS

The State of New Hampshire has designed assessment tools for grades 3-6. All grade 3-6 students in New Hampshire are tested during the month of October in the areas of language arts and math. All grade 5 students take an additional assessment in writing. The results of these assessments are used to measure adequate yearly progress for all schools.

NWEA ASSESSMENTS

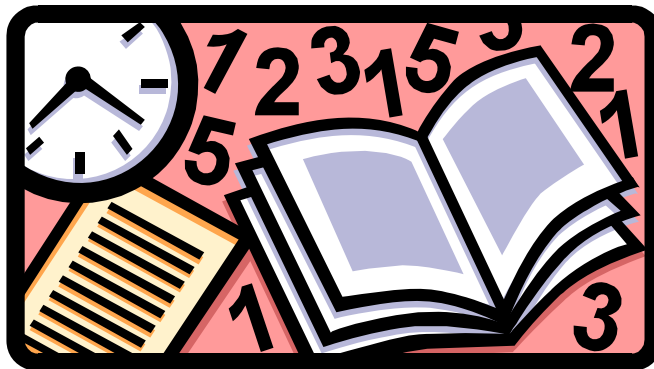
The John Fuller School administers the NWEA assessment in Reading and Math twice each year to all students in grades 2-6. This assessment is taken on the computer and ties students' performance to a nationally accepted curriculum sequence. Teachers are able to establish a curriculum baseline with appropriate growth goals in the Fall. A final assessment is given in the Spring allowing each student, each classroom, and the overall school to measure growth and progress during that year. Results for individual students are plotted over time and parents are given annual reports of that progress.

NONDISCRIMINATION NOTICE

The Conway School District does not discriminate on the basis of race, color, national origin, handicap, sex or age in admission to, access to, treatment in, or employment in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Pamela Stimpson
Director of Special Services
SAU #9

Inquiries concerning the application of nondiscrimination policies also may be referred to:
Regional Director, U.S. Department of Education
Office for Civil Rights
222 J.W. McCormack Post Office and Courthouse
Boston, Massachusetts 02109-4557



CONWAY ELEMENTARY SCHOOL CHOICE PROGRAM

- Conway will remain divided into three elementary attendance zones.
- Each elementary school will be rated for optimum capacity level. (Optimum levels will be determined by: actual building capacity calculated at 90% and adjusted for the space/capacity required for special programs located at the school and any other physical or programmatic limitations.)
- Parents/guardians within the attendance zone will have the first opportunity to request the zone school.
- Parents/guardians requesting a transfer will be responsible for transportation of their children to and from school; **except**, if transportation is readily available without adjustments to existing routes, students may be transported on a space available basis.
- Transfer requests will be considered on a space available basis. Priority will be given to siblings.
- Once granted, a transfer will be for the entire school year; **unless** circumstances arise that would cause the transfer to be revoked by the Board.
- Parents/guardians who exercise choice and transfer their child(ren) will have the opportunity to remain for the following year in the same manner as students assigned to the school.
- “Room” at the school will be determined by the principal and superintendent. A school with available “room,” but grade level classrooms at capacity, may be considered full. The School Board will determine the capacity for each grade level for the purposes of this policy.
- Any transfer of students identified as educationally handicapped must be approved by the students’ child study teams.
- Any transfer will be assumed to be cost neutral. Transfers that increase educational costs to the district will not be approved.

Adopted by Conway School Board – March 14, 1996
Revision Adopted – December 13, 1999
Reviewed with no change – May 6, 2004
Revision Adopted – August 11, 2008



AUTHORITY FOR SCHOOL SEARCHES

The School Board attempts to provide a safe, healthy educational environment for all students. Therefore, the Board had authorized student conduct codes to limit anti-social behavior on the part of the students. The administrators are charged with implementing effective, appropriate, preventive and disciplinary measures to assure a good learning environment.

The lockers, desks and all furniture and equipment in the school are considered property of the school district; therefore, the principal or designated administrator has the right to inspect and search any part of the school at any time.

Persons on school property or participating in school activities are subject to search and may have their backpacks, book bags, handbags or other similar items, including but not limited to vehicles driven or parked on school property, searched by the school principal or designee when there is reasonable suspicion that the search will turn up evidence that the individual has violated, or is violating, either the law or school rules. The administration will develop guidelines for implementation of this policy including procedures for those who refuse search until proper law enforcement authorities can be summoned.

The use of “sniffer” dogs trained for the identification of illegal substances will be permitted in the school to inspect the premises upon request by the building administrator or superintendent, and with approval of the superintendent. Such inspection shall be conducted by a qualified law enforcement agency and the principal or designated building administrator shall accompany the law enforcement officer. This policy will be published annually in the student handbooks.

Adopted by the Conway School Board - October 28, 1996

Revision Adopted – November 25, 2002

Reviewed by Policy Committee with change to procedures – May 12, 2006



DISCIPLINE POLICIES

The Conway School District promotes and maintains a safe and orderly environment which allows all students to realize and learn the benefits of mutual respect, responsibility, and honesty. These guiding principles form the basis for a uniform code of conduct for all students. The code of conduct insures several critical goals.

1. That all school environments will be physically and emotionally safe and free from threat.
2. That expectations for all members of the school community are clearly understood.
3. That the school community be a cooperative model for society in general.
4. That procedures and consequences are equitable for all members of the school community.

A BASIC CODE OF CONDUCT

A basic code of conduct is present in all of the Conway Schools to insure the rights and safety of all members of the educational community. Although some variation is inevitable in the overall implementation of this code across four schools, it is the intent of this policy to define specific procedures and a range of consequences used by all schools for serious disciplinary occurrences.

Behaviors are categorized into three levels of seriousness with appropriate actions and consequences at each level. Procedures and consequences for the most serious Level III occurrences are based on Safe School Legislation ED 317 and NH RSA 193:13. All students and parents will be informed of these procedures and consequences at least annually by school officials.



STUDENT CONDUCT

As part of the John Fuller School experience, the faculty will be emphasizing principles of good conduct. Although do's and don'ts are specified, our major focus is to build awareness of each student's actions and ability to make good decisions about their conduct. With proper emphasis, we encourage students to internalize a set of principles, which can guide them now and throughout their lives.

- ❖ **SAFETY:** All students are entitled to an orderly and safe environment. Eliminating the risk of injury or threat of harm greatly enhances the learning environment. (*Are my actions safe for me and for others?*)
- ❖ **RESPECT:** Mutual respect is a cornerstone to a healthy learning environment. Dress, language, mannerisms, tolerance of differences and honoring the rights of others will be emphasized. (*Do my actions uphold the rights of others? Do my actions show tolerance of individual differences? Do my actions promote open communications?*)
- ❖ **COURTESY:** Basic courtesies further enhance our educational environment, foster teamwork and create a pleasant atmosphere for all to work within. (*Do my actions show consideration for others?*)
- ❖ **RESPONSIBILITY:** Responsibility is the ever-growing process of taking control and being accountable for one's life. It links all our principles together and empowers students to have governance over their condition. The development of responsibility takes a united effort. For a parent, although difficult at the time, it can be healthier to back away from certain situations and let the student assume responsibility for their actions. Its part of learning. (*Do my actions show that I can take care of myself?*)
- ❖ **HONESTY:** In all cases honesty is essential to our school environment. Fairness, openness, problem solving and trust building are all reliant on honesty. We all know that any of us can make a poor judgment or decision. Learning from mistakes is healthy. Being truthful and accepting consequences for our actions is a major stepping stone to adulthood. More important, honesty creates a trusting environment where students can risk growing. (*Am I representing the truth in what I do and say?*)

Obviously these principles interact with each other and link together our personal development. They are ageless and expected of everyone in our school environment. As a faculty we strive to emphasize and model these principles.

LEVELS AND CONSEQUENCES OF INFRACTIONS

LEVEL ONE INFRACTIONS:

Level I infractions are minor in scope, first time, or one time in nature, and do not create major disruption in the classroom or safety concerns in the school environment. They often involve procedural violations or behaviors that are rude and problematic to an orderly environment. Consequences for Level I behaviors are teacher driven.

SAFETY	RESPECT	COURTESY	RESPONSIBILITY	HONESTY
Failure to comply with organizational rules or procedures, including playground and bus	Inappropriate display of anger	Inappropriate comments which cause embarrassment of others	Use of prohibited devices (cell phones, gameboys, cd's)	Unnecessary use of medical service
Physical "horseplay"	Use of profanity	Rudeness	Unprepared for class	Copying the work of others
Pushing/shoving	Name calling	Roaming during instruction	Failure to complete work	Lying
Throwing objects	Use of "put downs"	Unwelcome conversation or comments	Misuse of school equipment or property	Misrepresenting the truth
Spitting	Arguing	Not taking turns	Dress Code	
			Unauthorized use of property	

LEVEL ONE CONSEQUENCES

Consequences for Level I infractions MAY include any of the following:

- assigned seats
- loss of recess time
- loss of special privileges
- written apologies/notes
- community service (i.e.: cleaning, repairing, etc.)
- phone call home and/or written note to parents
- detained after school hours

LEVEL TWO INFRACTIONS:

Level II infractions involve chronic Level I behaviors that create significant disruption to instruction or safety concerns in the school environment. Level II infractions necessitate office intervention and parent notifications. Level II infractions are recorded on the student's record.

SAFETY	RESPECT	COURTESY	RESPONSIBILITY	HONESTY
Any behavior which poses danger of injury to self or others	Use of sexual gestures or words/pictures or other suggestive comments	Use of sexual gestures or words	Damage of school property or equipment	Falsely accusing another
Chronic Level I behaviors	Chronic Level I behaviors	Chronic Level I	Misuse/internet sites/messaging	Chronic Level I
Leaving a supervised area	Use of racial /sexual derogatories	Use of racial / sexual derogatories	Chronic tardiness	Cheating
Physically assaultive behavior .Fighting, kicking, biting, punching/spitting	Inappropriate gestures or words directed at staff/student	Inappropriate gestures or words directed at staff/student	Damaging or defacing the personal property of others	Deliberately prejudicing another through gossip or rumor
Entering an unauthorized area	Arguing with adults	Arguing with adults		Forgery
Physically assaultive behavior (biting/spitting/hitting)	Disrupting the learning environment to the extent of removal	Disrupting the learning environment to the extent of removal		Plagiarism
Refusal to comply with directives	Intimidating others physically and/or emotionally	Bullying/intimidating others physically and/or emotionally		Petty theft
	Refusal to comply with adult directives	Refusal to comply with adult directives		
	Unwanted physical contact	Unwanted physical contact		

LEVEL TWO CONSEQUENCES:

In addition to administering any of the possible consequences listed for Level I, the following consequences MAY also be appropriate:

- extended loss of recesses/privileges
- in-school suspension
- out of school suspension
- restricted activities

The following steps shall also be taken for Level II infractions:

1. The student(s) shall report to the principal and/or school counselor.
2. Parent(s) /guardian(s) shall be notified by phone and/or note.
3. A parent conference may be scheduled to discuss concerns and an "action plan" to help the student(s) avoid recurrence of the infraction.

LEVEL THREE INFRACTIONS:

Level III infractions cause significant disruption to the school programs, or create serious threat to the safety or well being of an individual or individuals or cause serious injury to another. Level III infractions are often illegal, involve drugs, alcohol, weapons, explosives or other dangerous items. They can include vandalism, destruction of property, or creating false emergencies. Infractions at this level warrant office action, can include local law enforcement, and are often governed by Conway School Board Policy.

(In the event of any omissions in this behavioral code, the building principal retains the

SAFETY	RESPECT	COURTESY	RESPONSIBILITY	HONESTY
Arson	Chronic level II infractions	Harassing others physically, emotionally, and/or sexually	Intentional damage or vandalism to school equipment or property	Creating a false emergency
Possession of alcohol, drugs, tobacco products and or dangerous weapons	Harassing others physically, emotionally and/or sexually	Bullying	Truancy	Major thefts
Specific threats to the safety or well being of another person	Bullying			
Behavior resulting in deliberate personal injury of another				
Possession of firearms				
Assault				

authority to assign the specific infraction level and consequences on a case by case basis.)

LEVEL THREE CONSEQUENCES

In addition to administering any of the possible consequences listed for Levels I and II, the following consequences MAY also be appropriate:

- out-of-school suspension
- referral to local law enforcement agency
- an expulsion hearing before the School Board

Suspensions and Expulsions

- (a) There shall be the following levels of discipline available to school officials enforcing RSA 193:13 relative to the suspension and expulsion of pupils in a safe school zone:
- (1) A suspension for gross misconduct or for neglect or refusal to conform to reasonable rules of the school under RSA 193:13 I shall be considered a short-term suspension and shall be administered by a superintendent or designee for a period not to exceed 10 school days;
 - (2) A suspension for an act of theft, destruction or violence as defined in RSA 193-D, or for possession of a pellet or BB gun or firearm under RSA 193:13 II shall be considered a long-term suspension and shall be administered by the school board or designee in order to continue the short term suspension for a period in excess of 10 school days, provided the designee is not the person who suspended the pupil for 10 school days under (1) above, and that the designee provides a due process hearing under (d) (2) below;
 - (3) An expulsion by the school board for a period determined in writing by the board under RSA 193:13, II; and
 - (4) An expulsion by the school board for a period of not less than 12 months under RSA 193:13, III.
- (b) Prior to initiating any disciplinary action listed in paragraph (a), each school board shall adopt a policy under RSA 189:15 which prescribes the manner in which the student body shall be informed concerning the content of RSA 193:13 through announced, posted, or printed school rules.
- (c) If the school and school board have met the requirements of paragraph (b) a pupil appealing a local decision to the state board may not be allowed to claim lack of knowledge of the state law requiring expulsion for bringing or possessing a firearm or other dangerous weapon as defined in these rules.
- (d) Due process in disciplinary proceedings shall include, at a minimum, the following:
- (1) In a short-term suspension
 - a. The superintendent or designee shall inform the pupil of the purpose of the meeting;
 - b. Oral or written notice of the charges and an explanation of the evidence against the pupil;
 - c. An opportunity for the pupil to present his/her side of the story

- d. A written statement to the pupil and at least one of the pupil's parents or guardian explaining any disciplinary action taken against the student;

(2) In a long-term suspension of a pupil:

- a. Written communication to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, of the charges and an explanation of the evidence against the pupil;
- b. The superintendent's written or oral recommendation for student action to correct the discipline problem;
- c. A hearing in accordance with Ed 317.04(d) (3)g. below;
- d. A written decision which includes the legal and factual basis for the conclusion that the pupil should be suspended;
- e. If the hearing was conducted by the school board's designee, the decision may be appealed to the school board under RSA 193:13, I; and
- f. If the hearing was conducted by the school board, the decision may be appealed to the state board;

(3) In an expulsion by the local school board, due process shall include the following minimal requirements:

- a. A formal hearing shall be held before any expulsion;
- b. Such hearing may be held either before or after the short-term suspension has expired and pending the expulsion hearing;
- c. If the hearing is held after the expiration of a short-term suspension, the pupil shall be entitled to return to school after the short-term suspension has expired and pending the expulsion hearing.
- d. The school board shall provide written notice to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, of the date, time, and place for a hearing before the school board;
- e. The written notice required by d. above shall include:
 1. A written statement of the charges and nature of the evidence against the pupil;
and

2. A superintendent's written recommendation for school board action and a description of the process used by the superintendent to reach his/her recommendation;
- f. This notice shall be delivered to the pupil and at least one of the pupil's parents or guardian least 5 days prior to the hearing;
 - g. The following hearing procedures shall apply:
 1. The pupil, together with a parent or guardian, may waive the right to a hearing and admit to the charges made by the superintendent;
 2. If the pupil is 18 years of age or older, the concurrence of a parent or guardian shall be unnecessary unless the pupil is subject to a guardianship which would prevent the pupil from waiving the right to a hearing;
 3. Formal rules of evidence shall not be applicable, however, school officials shall present evidence in support of the charges(s) and the accused pupil or his/her parent or guardian shall have an opportunity to present any defense or reply;
 4. The hearing shall be either public or private and the choice shall be that of the pupil or his parent or guardian; and
 5. During the hearing, the pupil, parent, guardian or counsel representing the pupil, shall have the right to examine any and all witnesses;
 - h. The decision of the school board shall be based on a dispassionate and fair consideration of substantial evidence that the accused pupil committed the act for which expulsion is to be imposed and that such acts are, in fact, a proper reason for expulsion;
 - i. The decision shall state whether the student is expelled and the length of the expulsion. If the decision is to expel the pupil the decision shall include the legal and factual basis for the decision;
 - j. A statement of the time period for which the student is expelled and any action the student may take to be restored by the board; and
 - k. A decision shall include a statement that the pupil has the right to appeal the decision to the state board of education.
 - l. All appeals to the state board allowed under RSA 193:13, II or III shall be filed within 20 calendar days of receipt of the written decision of the local school board and shall be in accordance with RSA 541-A and Ed 200.

STUDENT RECORDS

The **Family Educational Rights and Privacy Act** (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. Parents or eligible students may ask the Conway School District to amend a record that they believe inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that **FERPA** authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

PROMOTION REQUIREMENTS

Promotion within the primary grades (Kindergarten – Grade 3) and the intermediate and upper grades (Grade 4-6) is determined by the continuous progress a student has made in the academic areas of reading, writing, mathematics, science, health and social studies, as well as physical, emotional and social factors. Classroom performance in all academic areas, maturity and attendance are considered in promotion decisions.

Waiver of promotion requirements:

The Principal may waive the promotion requirements for a student when any one of the following conditions applies; no state law, however, may be waived.

1. **Physical Maturity** - A student who is two (2) or more years older than normal for a grade level or whose physical size greatly exceeds the norm for the grade
2. **Previous Retention** – A student who has been retained ONCE in Kindergarten through Grade 6
3. **Late Transfer** – A student entering SAU #9 during the fourth marking period having transferred with passing grades from the previous school
4. **Attendance** – A student with medical problems of a unique nature that cause extended absences
5. **Special Programs** – A student with an IEP (Individual Educational Plan) that contra-indicates retention

Parent/Guardian – Written Notification Requirements:

Schools will notify parent(s) or guardian(s) of student progression requirements within the first two (2) months of school by including them in the Parent/Student Handbook or by other written means.

Parent(s) or guardian(s) of students who are not making appropriate progress will be notified in writing at mid-year or any time thereafter when the student's performance falls below expectations.



DEFINITION OF REPORT CARDS & MARKS/GRADES

Kindergarten – Grade 3

Reports cards are sent home twice a year, at the end of the 2nd and 4th quarters. There are no written progress reports for 1st and 3rd quarters. The teachers have conference checklists and work samples to share with parents. The following are the standard marks used:

C = Consistently

- regularly demonstrates learned concept or skill

P = Practicing

- learning and applying concept or skill

N = Needs Development

- not yet able to demonstrate acquisition of concept or skill

Special Subjects:

O = Outstanding

S = Satisfactory

I = Improvement Needed

Grades 4-6

All children in grades 4-6 bring home written quarterly progress reports with traditional letter grades.

(A more specific mark description is included on the back of the actual report card.)

Advanced:

A+ = 97-100%

Proficient:

A = 93-96%

A- = 90-92%

B+ = 87-89%

Basic:

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

Novice:

C- = 70-72%

D+ = 67-69%

D = 65-66%

Failing:

F = 0-64%

4 – Demonstrates excellence

3 – Demonstrates strong performance

2 – Demonstrates appropriate performance

1 – Demonstrates need for development

Parent/teacher conferences are suggested during November and April for **ALL** grade levels; however, conferences are not limited to these times. Parents are encouraged to schedule a conference whenever it would be helpful.

GRADE LEVEL PROGRAMS

KINDERGARTEN

The kindergarten should provide an opportunity for individuals to develop socially, emotionally, physically and cognitively. One important aspect is to nurture a child's positive self-image. However, the focus of each child's program may be different; some children will need a program that emphasizes social development, while others may need an emphasis on motor skills. It is for this reason that we practice differentiated instruction. Each student will be encouraged to excel at his or her own level.

Our curriculum includes strong literacy based components built around reading, writing, speaking, and listening. There is also a focus on basic math skills and on development of curiosity through science exploration. Children learn through play and need many varied experiences that encourage cooperation, language development, decision making, problem solving and motor development.

FIRST GRADE

First grade teachers are excited to begin to have young children in our school all day! Our students learn to work independently, to solve conflicts, and to behave respectfully in our school community. The emphasis of our first grade program is teaching children to become fluent readers and writers. Much of our initial focus is teaching children reading strategies for unknown words and later evolving into higher level comprehension. We believe our language arts focus (phonics, spelling, grammar, handwriting, self-expression, creative writing) will be the foundation for lifelong learning. We recognize that children learn at different rates and we adjust instruction to meet the needs of our young learners. Most of our science and social studies themes are woven into our language arts curriculum framework. Our mathematics program is often hands-on as children explore number relationships and concepts.

We look forward to working with families to provide the best overall education possible for each individual in our first grade classrooms.

SECOND GRADE

Second grade students are curious, enthusiastic learners. They love to work in a variety of formats including, individually, with a partner, a small group or the whole class. In grade two, children begin to solidify their foundation of literacy skills and develop fluency.

Reading, writing and oral language are addressed across the curriculum. Instruction in reading takes place through a variety of different programs. Teachers confer with children about the material they have read to ensure comprehension. Writing takes place on a daily basis with instruction given in creative and expository forms. Children receive feedback on their reading and writing through conferences with their teacher and class activities. Their daily writing provides an opportunity for them to increase their knowledge of spelling patterns and apply new skills in a meaningful way. Student presentations, both formal and informal, are used to develop

oral language skills. In mathematics children are increasing their understanding of our number system.

The focus in the math program is on number sense, estimation, computation, patterns, geometry, measurement, statistics and probability. The goal is to have students have a well-rounded mathematical background. The content areas of science and social studies are presented in an integrated manner.

Second grade students are increasing their awareness of other people. They are fine tuning their independent personal skills and working on developing their independent academic skills.



THIRD GRADE

Third grade is a pivotal year, as it bridges the primary grades with the more content oriented intermediate years. The subtle focus is on helping the children become independent learners. The basic language, reading and thinking skills are combined to enable third graders to expand their learning.

The language arts program includes reading, writing and spelling. The reading program has many facets: guided reading, informational reading and independent reading.

The writing process continues in third grade with an emphasis on the Six Traits of ideas, organization, sentence fluency, word choice, voice and conventions. Different genres are introduced, often through literature. Cursive handwriting also begins in third grade.

The spelling program includes high frequency words that focus on spelling rules or patterns. Additional words from classroom themes are added weekly.

Third graders work with math manipulatives, but gradually move into paper and pencil tasks. Much time is spent developing concepts and problem solving strategies. Third graders review addition and subtraction of whole numbers up to four digits. Time and money concepts are taught. Graphing, probability, measurement, and geometry are also an important part of the curriculum. Multiplication and division concepts are introduced. Some time is spent on exploring fractions and decimals with manipulatives.

Students use the computer lab on a scheduled basis as a resource to work on projects, type stories, do research or for testing.

Science units include the Foss Science Kits Structures of Life, Physics of Sound, and Water. These kits provide experiment based, hands on activities and written observations to make concepts exciting.

Third graders learn map skills and can identify the continents and oceans. The curriculum focuses on the Western Hemisphere with detailed studies of the Regions of the United States, Canada, Mexico, and South America. Students also learn about the three branches of the Federal Government.

FOURTH GRADE

Fourth grade is the beginning of the intermediate years so it really is a transitional grade. For the first time grades are used on report cards and a higher level of personal responsibility is expected for his or her learning. Homework assignments increase, may require parent involvement, and should take approximately 40 minutes. Fourth grade students will continue to develop independent skills, not only as learners but also as individuals.

In reading students learn and refine their reading, writing, speaking, and listening skills while practicing with peers and teacher assistance. A literature-based approach exposes students to recognized works of children's literature, promoting critical reading, thinking, and discussion skills as a love of reading is fostered. Students begin to demonstrate a growing proficiency in a number of reading applications. Specific reading instruction continues at these levels while students employ independent reading skills to all areas of learning. They will view reading as a critical personal resource for gaining knowledge and understanding. Content-area reading requires specialized skills, which involve identifying, analyzing, and synthesizing information.

In writing students will demonstrate skills that allow them to apply writing to all areas of learning. Utilizing the six traits for writing instruction reinforces basic structure and conventions while expanding personal styles, purposes and applications. Students will be writing for a variety of purposes and show evidence of independent editing and revision. Their writing should show an increased clarity of thought and ability to develop and support central ideas. "Handwriting Without Tears" is a handwriting program that provides consistent and continuous writing instruction.

In math a strong focus is on developing problem solving strategies. Numeration topics that are covered are place value to millions, decimals to hundredths, fractions, patterns in money and estimation. Computation includes applying properties and mastery of basic facts. Geometry, measurement, multiplication, division, and time are also units covered.

Science continues to be built upon a child's natural inquisitiveness. Students acquire specific fundamental knowledge and apply elementary scientific process to their studies. Foss Science kits are used to cover Earth Materials, the Human Body, and Magnetism and Electricity. In addition, Tin Mountain Conservation Center provides hands-on instruction through an exploratory approach to the history of New Hampshire's forests.

In social studies the fourth graders study the early exploration of North America focusing on New Hampshire as the students study geography, map and globe skills, history and government.

Students spend approximately one hour per week in the Computer Lab. Fundamental skills in word processing, Excel, Power Point, and Print Shop are developed.

FIFTH GRADE

Fifth graders are given more responsibility as independent learners. Students will be developing time management skills that will allow them to complete more in-depth assignments. An average of 50 minutes of homework is expected each night, which should typically include some independent reading and practice of skills currently being taught.

The development of reading skills continues with increased emphasis on content reading for social studies and science. While setting the stage for life long independent reading, fifth graders begin to see reading as a necessary tool for gaining knowledge. We begin to question the author's purpose, style and literary devices. Independent reading should be continuous throughout the school year.

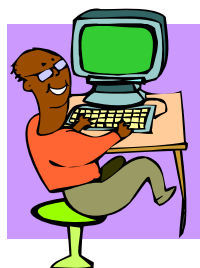
Students will encounter a wide variety of creative and functional writing assignments. They are expected to produce clear, coherent pieces utilizing a thorough revision and editing process. They should demonstrate spelling proficiency in commonly used words and use strategies to correct unknown or misspelled words. Use of the computer to generate and finalize their work is strongly encouraged.

In math students are developing a greater sense of numbers and the ability to problem solve. Students are expected to master their basic number facts. We do considerable work with fractions and decimals. A hands-on approach to math is used as much as possible, although the fifth graders' ability to handle abstract concepts is increasing.

The science program is activity-oriented, employing a systematic approach to inquiry. Using the FOSS science kits, students will collect and organize data, make detailed observations, then interpret and report their data. Topics of study include solar energy, levers and pulleys, and food and nutrition. Health topics, supported by the Great Body Shop series, include body systems, growth and development, first aid and nutrition.

Social studies encompasses geography, current events, history and citizenship. Students will begin to look more at the world at large and how our country compares and interacts with other countries. We examine United States history from the mid 1800's to the present. Research projects and presentations will allow students to utilize all subject areas and develop their public speaking skills.

Students will be increasing their word processing skills and gaining more confidence in using the computer as a writing tool. They will also learn the basics of a spreadsheet, database, Publisher and Power Point. The Internet is used as much as possible as a source for information.



SIXTH GRADE

In the sixth grade we integrate the subject matter as much as possible. We study the following topics in doing so:

- Math----- Adding, subtracting, multiplying and dividing whole numbers, fractions and decimals, geometry, measurement, percents, probability, graphing, problem solving, estimation and patterns.
- Social Studies----- World Cultures
- Science----- Life Science: Ecosystems
Earth Science: Land forms
Physical Science: Chemistry
Scientific Method and controlling variables.
- Reading----- Literature groups, short stories, non-fiction related to Science and Social Studies.
- Writing----- Social Studies and science related reports, creative, expository, persuasive, narrative and descriptive writing, spelling and editing skills.

Social studies provides many opportunities for students to work on long term projects and presentations to a variety of audiences. The projects may include reading, writing, public speaking, performing, and visual arts.

Math is a combination of concepts, applications and problem solving real problems and giving explanations for them.

Science combines individual and small group experimentation with large group demonstration. Students frequently must write lab reports dealing with their observations and conclusions and we expect them to know the difference.

In reading, students choose appropriate titles from home, classroom and the library. Assigned books center around topics studied in Science and Social Studies.

We collaborate with the other teachers in the building, particularly the specialists, to bring their skills and knowledge to bear on our program.

Making good choices in life makes all the difference. If children are allowed to practice making choices and notice the results, it will be more worthwhile than if they are told what to do all the time. We encourage children to make choices and to seek guidance as needed.

ART

Art is the first language, a visual language. At the elementary level the art program focuses on four specific areas:

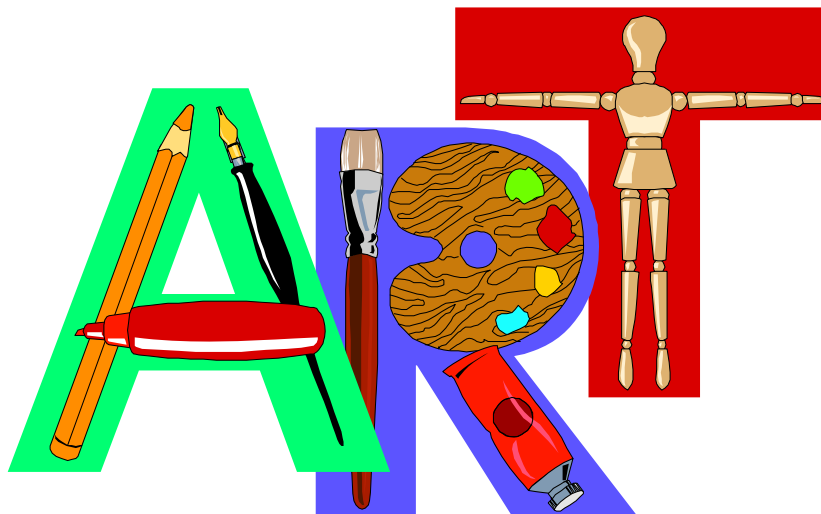
1. The production of art
2. Art appreciation / history
3. Art criticism
4. Aesthetics.

The elementary students are exposed to a wide variety of media and techniques, from drawing to painting, sculpture, fiber arts, printmaking and pottery. Projects increase in complexity from kindergarten to the sixth grade. The students develop their own artistic solutions as well as practice important problem solving skills.

Integrated into the production of art are basic skills, such as the proper and safe use of tools from paintbrushes, to scissors, to linoleum block carving tools. The students learn to use the elements and principles of art to make more effective products. These elements include color, form, line, shape, space and texture. By employing the elements and principles of art: balance, dominance, proportion, rhythm, unity and variety, the students expand their ability to create adept visual statements. They develop an increased visual perception for the natural and man-made world around them.

Art provides a visual channel by which students may express feelings and ideas about the world inside of them as well as the world outside. With an exposure to the great works of art, students gain an appreciation and understanding of great cultures and historical eras. Artists are the visual recorders of history. Through art, the students become aware of different people's perceptions of the world, their feelings, their dreams and their values.

As the students become "art detectives" they develop perceptual skills, critical language for evaluating art, so that they may better comprehend, appreciate, judge and produce works of art.



COMPUTERS & TECHNOLOGY

The Technology Passport Program is a vehicle to encourage students to improve technology skills. It recognizes the students' accomplishments by awarding a colored Technology Passport when the student successfully demonstrates specific skills objectives. Additionally, the Passport Program will be able to track the progress of the technology skills of students through the eighth grade.

Red Passport:

Objectives: The student should feel comfortable with

- logging on to the network appropriately
- understanding the parts of a window (tool bar, menu bar, cursor, intersection point)
- opening, closing and saving a file
- editing a text file including inserting clip art, centering, font change and spellcheck
- previewing a document before printing
- handling a printer problem
- logging off from the network when done
- understanding the ethical handling of equipment
- access a CD-ROM
- type at least 12 WPM at 80% accuracy

Blue Passport: Internet Drivers License {end of 6th grade}

Objectives: The student should hold a Red Passport and can

- open a file and save a file to a network drive
- edit a spreadsheet, inserting simple formulas
- format a word document adding borders, empty space to a page, etc.
- understand the use of school Internet access
- demonstrate what a URL is
- execute a simple Web search
- copy text and images from a Web page or other sources to a Word Document
- preview Web pages before printing
- type 16 WPM at 80% accuracy

D.A.R.E.

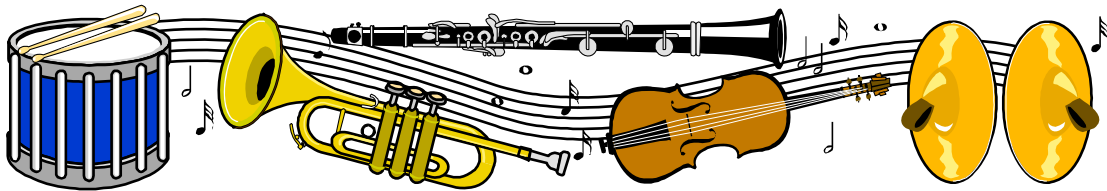
D.A.R.E. stands for Drug Abuse Resistance Education. Officer McCormack visits the sixth grade classrooms for 17 sessions. He has been trained in delivering the program that has been developed nationally. It focuses on decision-making, techniques to say *no*, and information about the effects of drugs. It also provides an opportunity for students to meet and get to know a police officer. At the end of the program a graduation is conducted in June along with the sixth grade promotion ceremony.

GENERAL MUSIC

All children at John Fuller attend a general music class once a week. The program incorporates singing, listening, reading, playing, creating, evaluating and moving to music. Mountain Top Music Center has supplied our school with six Orff xylophones, which all children in the school will learn to play. Study of singing melodies will be taught with Kodaly solfege hand signals.

In grades K-3, emphasis is on the enjoyment of unison group singing, movement, both rhythmic and free, as well as playing simple rhythm band instruments. Through these three components, students experience melody, harmony, rhythm, like & unlike sounds, tempo, volume and style. Children are introduced to classical and modern composers through listening and creative writing/drawing activities. They also begin to develop a repertoire of rote songs and dances from our musical heritage. Students in Grade 3 are taught how to play the recorder.

The general music program for grades 4-6 expands the student's exposure to more diverse and complex areas of music. Two-part singing is emphasized through round singing, canons, partner songs and simple two voice arrangements. Students are taught basic musical notation, symbols and terms. These skills are then applied by playing tonal instruments such as the xylophone, keyboard or autoharp. Rhythmic and expressive movement is continued by means of square dance, line dance and various ethnic dances throughout the year. Music appreciation is continually addressed through exposure to numerous styles of music in today's society as well as of times past.



INSTRUMENTAL MUSIC

The instrumental music program is available to all students in grades 4-6. The program offers weekly instruction on typical band instruments (i.e. trumpet, clarinet, saxophone, trombone, flute, French horn & percussion).

The majority of the lessons are scheduled during the school day and are given in a "like-instrument" group lesson format.

All students who take lessons are required to participate in band. Band rehearsals are scheduled during a lunch/recess time period.

Performance opportunities for these students occur during the school's holiday program in December, the Louis Fuchs / Music In Our Schools Concert in March and the Falcon Fire celebration in May.

LIBRARY

❖ Circulation

- All library material (books, magazines) will be loaned for a one week period.
- All library material may be renewed two times as long as no one else is waiting to sign it out.
- Number of items to be borrowed:

Kindergarten and First Graders:	1 book
Second Graders:	up to 2 items
Third through Sixth Graders:	up to 3 items
- All library material may be returned to the library at any time during the school day, not only on the students' assigned class time. Students may also sign out items during the school day and not necessarily only on their assigned class time.
- Any students having overdue library material will not be allowed to sign out more until their obligations are met.
- Students may reserve up to three items for one week until their next assigned class time. If the items are not signed out at that time, the items will be put back into circulation for other students to sign out.

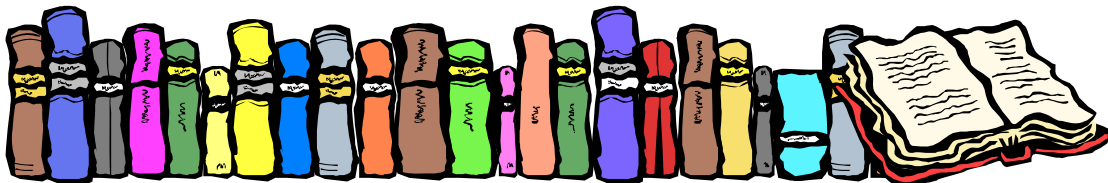
❖ Lost or Damaged Books

- Any lost or damaged materials must be paid for at replacement cost.
- In some extenuating circumstances, other arrangements can be made with the librarian.

❖ Reference Materials

- All reference materials (non-circulating books, videos and/or DVDs) will be used in the library unless notification is received from the teacher accepting responsibility for the material.
- Reference materials that have been removed from the library by prior arrangement should be returned by the end of the school day, unless the teacher has made previous arrangements.
- One set of encyclopedias will be allowed to circulate on an overnight basis.

These policies have been developed to allow maximum use of these important materials. Your cooperation is appreciated.



PHYSICAL EDUCATION

Physical education at John Fuller is education:

- ✓ **OF** the physical: skilled movement of the body
- ✓ **ABOUT** the physical: why it is important to exercise and the multiple benefits of exercise on the body
- ✓ **THROUGH** the physical: manipulation of the body to learn math, language, scientific and social concepts.

All students are expected to develop the ability to cooperate with and respect their peers. This includes good sportsmanship during games and the ability to share equipment, space and attention. They also learn the proper use of the equipment and are expected to respect it. A positive effort and following directions are an important part of each class.

All students are expected to increase their knowledge of physical fitness concepts upon which they can build a physically active lifestyle. The “foot token” program encourages students in grades 3-6 to participate in physical activity for at least 60 minutes a day which helps develop habits promoting a physically active lifestyle. They begin to identify beneficial activities that are FUN for them. This is an important area because they can continue to participate in these, or use them as a base to learn new activities throughout their lives. An active lifestyle is important but it also has to be fun! Student physical fitness is measured annually and monitored by the Health/Wellness Team. Annual reports to parents showing their child against national norms as well as the personal progress from year to year are sent home.

In addition to developmental habits for a healthy lifestyle, physical education for students in the primary grades focuses on the development of basic motor skills and coordination, while the upper grades have more activities, which develop specific sport skills. The concept of showing respect for classmates begins with kindergarten students and continues throughout.

Securely fastened sneakers are **REQUIRED** for each student’s personal success and safety, as well as for the safety of other students.

“Be active everyday, be active healthy stay.” Alice Mohor



SUPPORT SERVICES

TITLE I PROGRAM / 2008-2009

Title I of the Federal Elementary and Secondary Education Act (ESEA) funds programs whose purpose is to help students improve their basic skills by supporting and reinforcing classroom instruction. The John Fuller Title I Program is a full-time program that services children in Grades K-2 for reading, writing, and math, as needed. The Title I teachers and the classroom teachers work together in order to determine the students' needs and the best way to address them. Every effort is made to provide services to Title I students within the regular classroom setting.

Students are identified for this program based upon information from classroom teachers, informal assessments, and parent data. Parent involvement is strongly encouraged in order to provide the best program possible.

READING SERVICES

John Fuller School has a full-time Reading Specialist who provides resources for classroom teachers and support both advanced readers and struggling readers. The Reading Specialist, the Library/Media Specialist, and the classroom teachers work as a team to determine each student's needs and the best way to address them. Reading services are provided through one-on-one, small group, or in-class instruction or through trained volunteer tutors.

ESL

ESL support services are provided for limited English speaking students. The instruction includes in-class and out-of-class help with oral skills, reading and writing. The ESL teacher uses interpreters and translators if they are necessary, to help students and their parents understand enrollment forms, permission slips and student report cards. Interpreters may also be used at parent / teacher conferences.

GUIDANCE

The role of the guidance program in the elementary school is multifaceted. It is designed to meet the needs of the total child in an effort to enhance academic success. Because a healthy self-concept enhances a child's scholastic potential, a preventive approach involving whole classrooms is used. Through classroom activities and discussions, the guidance counselor helps students become more aware of their strengths and self worth. Issues commonly discussed include self-awareness, appreciation of diversity, friendship, communication and problem solving. The guidance counselor assists parents and individual students to work through challenging situations. Also she leads the "Lunch Bunch" program, small student groups that gather weekly during lunch to discuss common themes and issues.

SPECIAL EDUCATION

A full range of specialized educational services is available at John Fuller School. Students needing service are determined through a team process and professional evaluation. Our emphasis is always to keep the student as close to the classroom environment as possible. A separate handbook is available, detailing this service area.

PARAPROFESSIONALS

Paraprofessionals, or instructional aides, are partners with teachers in education, working together to provide the best education possible for each child. They aid the teacher by performing supportive services in two (2) broad areas:

1. Working with students
 - Assisting with teaching
 - Assessment and behavior management
 - Supporting individual student programs
2. Clerical Work
 - Typing
 - Duplication
 - Recording grades

STUDENT ACTIVITIES

AFTERSCHOOL PROGRAM

This program provides academic/homework support to students in grades kindergarten through six, Monday through Fridays, from 3:15-5:15 pm. A nutritious snack is provided for the students, as well as activities to promote cooperation and social development. The program is implemented by five (5) faculty members and designed to serve approximately fifty (50) students each day. Adults interested in working with students through this program should contact Brenda Drew.

ANGELS AND ELVES

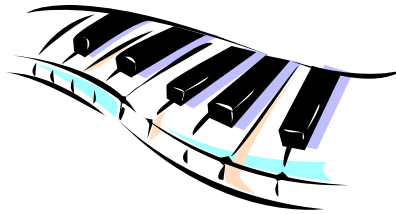
One of the community service projects that the Student Council has participated in each year is Angels and Elves. Students hold events and fund raise throughout the fall to raise money to insure that twenty (20) needy children have a better holiday. This is one of the Student Council's most enjoyable and rewarding events.

ART FESTIVAL

The Art Festival is an annual event that John Fuller puts on each March, in celebration of Youth Art Month. The festival consists of an art exhibition of every students' best artwork [approximately 1000+ pieces], special class exhibitions on a central theme, special projects by the Design Team, art activities for parents and their younger students and art activities and demonstrations by students from grades 4 through 6.

BOOK FAIR (SCHOLASTIC)

The Scholastic Book Fair is usually held during the month of October. The fair, sponsored by the PTA and Scholastic Books, is designed to increase book circulation and help fund PTA activities. The fair is set up in the library, during lunch periods [11:30 a.m. to 1:00 p.m.], and during posted hours, offering books for sale at varying reading levels and prices. Any interested volunteers should contact the PTA.



CHORUS

All students in Grades 4-6 have the opportunity to participate in the John Fuller Elementary School Chorus. Meetings generally take place once a week during a specified time. Here children work on improving the quality of vocal sound (both solo and ensemble), enhance their musical knowledge, develop listening skills related to sound production, work toward group goals and apply techniques of vocal blending. Overall the children learn and demonstrate that music is a universal form of expression. Choral performances occur at, but are not limited to, the Holiday Show (December), the Louis Fuchs Concert (March) Falcon Fire (June), the Talent Show, and school assemblies. There may be opportunities for field trips to nursing homes, or caroling during the holidays.

DESIGN TEAM

The Design Team is a special art activity run on Wednesday afternoons during the school day, open to interested 4th through 6th graders. The Design Team organizes the art activities at the Art Festival and works on a wide variety of art projects in an area of their own selection. The team usually meets from 2:30-3:05 p.m.

JUNIOR SKI PROGRAM

The Junior Ski Program meets every Monday afternoon, from the first week of school in January to early March. There is cross-country skiing in Whitaker Woods, downhill skiing at Mt. Cranmore (students are bused to the mountain) and snowboarding at Mt. Cranmore for students in the fifth and sixth grades. Adult volunteers are always needed, and receive a volunteer ski pass.

POPCORN DAY

Popcorn Day is a non-competitive field day for the primary grades. The students earn tokens [for popcorn] by successfully completing a variety of skills. Activities are based on the physical education curriculum. Popcorn Day takes place in June, near the end of school.

SCHOOL STORE

The John Fuller School Store is an extra-curricular activity offered to 4th, 5th & 6th graders. This is an opportunity for students to learn merchandizing, advertising, marketing and banking. The school is open one day per week during lunches, supervised by teacher volunteers. Meetings are held once a week before school to organize and order purchases and create schedules. All monies earned go back into the store or other school project, for example Turkey Trot, new mats for the gym, play ground balls, Believe in Books, and Angels and Elves. All students from grades 4, 5 & 6 are welcome to join.

SPELLING BEE

Two students from each class in the 3rd, 4th, 5th and 6th grades are selected to participate in the John Fuller Spelling Bee. The Bee is held in February and the winner goes to the regional Spelling Bee in early spring, and possibly to the state and national competition! Parents and friends are welcome to attend this suspenseful event.

SPRUCE-UP PROJECT

With help of many volunteers [families, faculty & local businesses], we have added some decorative touches to the landscape here at John Fuller. We will continue to plan fall and spring "clean-up" days and enlist the help of volunteers for donations of materials [flowers, bark mulch, etc.] as well as the "hands-on" work of planting, weeding and raking. We are always looking for volunteers to join us! Contact Patty Allen.

STUDENT COUNCIL

The Student Council is composed of elected representatives from each classroom. These students are in grade 4-6, with older students representing primary classrooms. The Council meets with its two advisors at least bi-weekly at recess to plan activities and fund raising events for John Fuller and their families. The Student Council members strive to promote school spirit, enhance the school experience and provide service to the community.

WJHF Radio

WJHF [the voice of education] is the school radio station. WJHF provides the opportunity for the entire school to start every day together. Ten students share the duties of selecting music, introducing the Pledge of Allegiance, giving the menu and announcing daily activities. Our radio station promotes school spirit, encourages teamwork and fosters personal responsibility necessary to perform a job with success.

FALCON FIRE

Falcon Fire is a PTA sponsored family event held in the spring at John Fuller School. This well-attended activity features a barbecue, outdoor games, demonstrations, musical performances by students, a bonfire and a disc jockey. The highlight of the evening is a raffle of many diverse and exciting items.

SCHOLARSHIP (PTA SPONSORED)

The John Fuller School PTA Scholarship is awarded to a Kennett High School senior who attended John Fuller for at least four (4) full years, and who has demonstrated commendable involvement in school and community service. Additionally, that student must maintain acceptable academic standing that would enable the student to be accepted to a post-secondary school of higher learning. Funds are raised through Falcon Fire and are managed by a committee of the PTA. In the past, the scholarship has been for \$500.00.

PTA (Parent Teacher Association)

The direction of PTA, as shown through its activities, programs and stated positions, is guided by the PTA Mission.

The mission of the PTA is threefold:

- To support and speak on behalf of children and youth in the schools, in the community and before governmental bodies and other organizations that make decisions affecting children;
- To assist parents in developing skills they need to raise and protect their children; and
- To encourage parent and public involvement in the public schools of this nation.

VOLUNTEERS AT JOHN FULLER

Volunteers are one of our most valued resources. The availability of volunteers allows us to offer activities and programs that would otherwise be unavailable or much more limited. There is a wide range of needs from assisting classroom activities to tutoring individual students. Volunteers are not just parents. We have students, community members, and past faculty members volunteering. Please look for newsletter notifications, or check with your classroom teacher or office for a list of opportunities to volunteer to help our school.

Student safety is part of our primary effort. The Conway School Board policy tries to insure that anyone working with our students is indeed a safe and trusted adult. **School policy requires that all adults who work with children at school or at school related activities have been fingerprinted and have undergone a criminal background check.** Procedures for this are available upon request.

