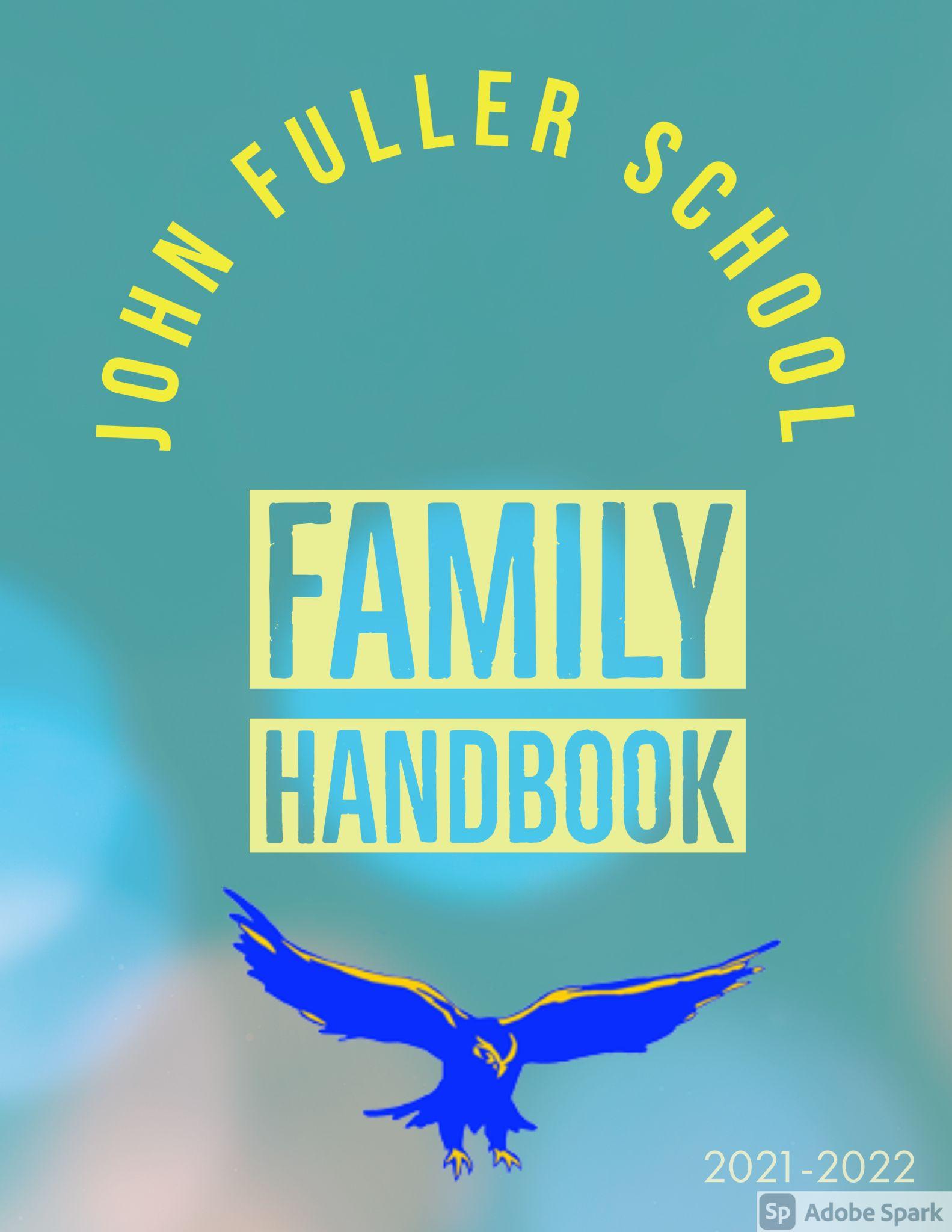
****

**SAU #9**

**MISSION STATEMENT**

To cultivate the natural inclination to learn by providing an exceptional environment in which students embrace excellence in learning for a lifetime of success.

**BELIEFS:**

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

**TO ACHIEVE OUR MISSION, WE WILL NOT:**

1. Accept substandard performance by students or staff
2. Cause anyone to feel unwelcome in our schools
3. Tolerate behavior that demeans the worth and dignity of the individual or disrupts the educational process
4. 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

August 17, 2021

Greetings Families,

Welcome back to school! The start of the school year is fast approaching and we are looking forward to seeing your children back at school! This letter is intended to communicate the day-to-day structures and procedures in place for this school year.

On Thursday August 12, 2021 the Conway School Board officially adopted the [SAU 9 Return to School Plan](http://p12cdn4static.sharpschool.com/UserFiles/Servers/Server_58936/File/Coronavirus.COVID-19/School%20Re-entry/2021-2022/2nd%20Year%20Re-entry%20Plan%20Booklet%20%20-%20Rev.%2008.11.21.pdf). Based on the guidance in the return to school plan, the elementary schools have structured their school day so that we can provide face to face instruction for all students safely based on current conditions in our community. This plan is fluid and subject to change as the conditions change. The plan includes multiple mitigation measures to address the safety of students and staff. At this time, all students and staff will be wearing masks within the school building and when not able to physically distanced outside. We will continue to provide instruction both inside and outside along with frequent mask breaks.

Communication and updated contact information is critical at this time. Please follow the link below to update and verify the contact information in PowerSchool: <https://sau9.powerschool.com/public/home.html>. This is the link to directions for accessing and completing the forms: <https://docs.google.com/document/d/1mYI5VMgbyeHxs_mDpYjYwBp0Xz3ue4BQRZAilB-uCaI/edit?usp=sharing>. If you need assistance logging in to PowerSchool please contact your child’s assigned school and we can assist you.

**General Information:**

* The school day will run from 9:00am-3:15pm. Students can be dropped off at school at 8:40am.
* Buses: All SAU 9 buses will be picking up and dropping off students to and from home or for childcare only. Due to the need for assigned seats and bus capacity, we may not be able to accommodate last minute changes. The bus routes will be posted in the newspaper next week. Should you have any questions regarding your particular bus stop, please contact the main office.
* Project Succeed: Morning Program will be 7:30-8:45am. Afterschool Program is 3:15-5:15pm. Tentative Morning Program start date is 9/7/21. Tentative start date for Afterschool Program is 9/13/21. All students **must** be registered for Project Succeed prior to their start date. Registration is free. Links to registration and sign-up forms will be sent home soon.
* Masks: Under current conditions, students and staff will be required to wear masks at school regardless of vaccination status. We plan to continue with developmentally appropriate training of mask wearing procedures when we return to school. There will be frequent mask breaks throughout the day and staff will be taking students outside for learning opportunities as much as possible.
* Handwashing and hand sanitizer: We plan to continue with developmentally appropriate training of proper hygiene protocols when we return to school. Students will be asked to wash their hands frequently throughout the day, including after arriving at school.
* Cleaning Procedures: Classrooms, bathrooms, and other high contact areas will be cleaned and sanitized regularly throughout the school day.
* Health Screening: Self-health screenings are recommended on a daily basis, prior to arriving at school. Students should stay home if they have any symptoms of Covid-19.
* Building Access to Visitors and Parents: Outside visitors and parents will need to make an appointment with the main office prior to entering the building. If a parent needs to come to school to dismiss their child early for any reason, they will be asked to wait outside of the main entrance and contact the main office.
* Meals: For the upcoming school year, breakfast will be eaten in the students’ classroom. Lunch will be eaten in classrooms and the cafeteria on a rotating basis in order to limit the number of students congregating in one space while eating.
  + The Conway School District will once again be providing free breakfast and lunch to all students for school year 21/22. Regardless, here is the link for the online [Free & Reduced meal application](https://secure.ezmealapp.com/ApplicationScreen.aspx). The printed copy can be [found here.](http://sau9.org/UserFiles/Servers/Server_58936/Image/Food%20Service/21-22FandRapplication.pdf) One of these forms will need to be completed and submitted in order to qualify. ***A completed and approved application has many benefits including reduced fees for families to attend Project SUCCEED. Additionally, it impacts programming and staffing for students through state-funded programs such as Title I and other grant sources, therefore, we encourage you to apply.***

**Classroom Information:**

* Classroom Cohorts: Students will be grouped into cohorts to minimize risk of exposure to larger groups of students. We are fortunate that we have relatively small class sizes at JFS. We will continue to watch the community transmission of Covid to determine when we can mix with at least one other cohort. We are anticipating that with our other mitigating strategies in place, we can start the school year mixing with approximately one other cohort. Within the classroom all students will continue to be seated to maintain the recommended physical distancing guidelines of 3-6 feet. Teachers will be utilizing outside classroom spaces as much as possible.
* Unified Arts: Under current conditions, all students will be attending their Unified Arts classes in person throughout the week.
* Recess: Students will have recess throughout the day. Students will be able to remove masks during recess time as long as physical distancing can be maintained.

If you have any questions regarding the information provided, please reach out and contact your child’s building principal anytime.

Best,

Aimee Frechette, Principal Pine Tree Elementary School

Danielle Nutting, Principal John Fuller Elementary School

Jason Robert, Principal Conway Elementary School

**SCHOOL ADMINISTRATIVE UNIT #9**

**STAFF DIRECTORY**

# **Telephone # - 447-8368**

## Kevin Richard…………………………...Superintendent of Schools

## Kathryn Wilson………………………...Assistant Superintendent of Schools

## 

Pamela Stimpson………………………Director of Special Services

James Hill………………………………….Director of Administrative Services

Brigitte Ouellette.………………………Director of Budget & Finance

Gredel Shaw...……………………………Transportation Coordinator

Christine Thompson …………………Grants Coordinator

Susie Tofani……………………………….Out of District Coordinator/ Court Liaison

### **School Board Members**

**Conway Board Chairperson**

**Joe Lentini**

**Conway Board Vice-chairperson**

**Michelle Capozzoli**

**Conway Board Member**

**Randy Davison**

**Conway Board Member**

**Joe Mosca**

**Conway Board Member**

**Jessica Whitelaw**

**Conway Board Member**

**Ryan Wallace**

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**

Danielle Nutting Principal

Gretchen Bradley Administrative Assistant

April Fitzsimmons School Nurse

Lara Masse K/1 Teacher

Amy Dupuis K/1 Teacher

Kimberly Whigham K/1 Teacher

Lauren Poutasse 2/3 Teacher

Meghan Hill 2/3 Teacher

Sarah Neugebauer 2/3 Teacher

Rami Coffey 4/5 Teacher

Patty Gagnon 4/5 Teacher

Ashley Hodgkins 4/5 Teacher

Rebecca Skelton 4/5 Teacher

Lauren Beckwith Grade 6 Teacher

Kelly Horrigan Grade 6 Teacher

Steven Cooney Physical Education

Thomas Dacey Art

Eric Yim Music

Lucie Baillargeon Special Education

Beth Cole Special Education

Jessica Bussiere Special Education

Kim Dougherty Reading Specialist

Andrea Marescia Title I

Andriana Freeman English as a Second Language Teacher

Judith Preston English as a Second Language Tutor

Christopher Jones Speech/Language Pathologist

Alison Memoli School Counselor

David Olson Family Support Liaison

Lisa Brown DPT

Brooke Bartlett Library Media Specialist

Una Robinson Program Aide

Cathy Bloomer Program Aide

Sarah Shaw Program Aide

Meredith MacDonald Special Education Aide

TBD Special Education Aide

Kaitlin Anderson Special Education Aide

Kathleen Johnston Special Education Aide

Sheri Whitaker Clerical Aide

Jamie Pandora Cook

Joanne Rossignol Cook’s Assistant

Doug Clement Afternoon/Evening Custodian

Ron White Day Custodian

[SAU#9 Strategic Plan 2020-2025](http://sau9.org/cms/one.aspx?pageId=432392)

1. **Focus Area 1: We will recruit, recognize, and develop the most effective personnel.**
2. **Focus Area 2: We will strive to continuously improve each student’s level of achievement and growth.**
3. **Focus Area 3: We will utilize appropriate technology to enhance student achievement and improve operational efficiency.**
4. **Focus Area 4: We will promote a school community that enhances educational opportunities and increases involvement in our schools.**
5. **Focus Area 5: We will provide the appropriate facilities and physical resources to support the current and future needs of the district.**

**John Fuller School**

**Shared Core Beliefs**

We believe that each child is unique. Curriculum and instruction should be child centered, data driven and differentiated.

We believe the John Fuller community is comprised of students, educators, and families. It should be a safe, positive environment. All members must respect and value one another, and grow socially, emotionally, and academically.

We believe, when given appropriate tools and high expectations, children will demonstrate success.

We believe all members of the John Fuller School community must collaborate in a respectful and supportive manner to promote the success of the whole child.

We believe positive energy creates a positive environment.

We believe focused, ongoing, professional development is essential to reflective, collaborative practice.

We believe that technology needs to be kept current for teachers and students.

We believe we must be positive role models at John Fuller, to help students become responsible citizens.

**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 in accordance with SAU9 policy and RSA 193. 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 directions on how to complete **EMERGENCY INFORMATION CARD** through the PowerSchool link on our school website at the beginning of each school year. 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**

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, [SAU9 2021-2022 School Calendar](https://docs.google.com/document/d/1YZ6_dnOPRFIhAGo5R5uy8Y4XinUdRCouvpWLen0CefE/edit?usp=sharing)**.** Please let the main office and your child’s classroom teacher know if you have a planned vacation not aligned with the school vacations.

***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.

**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 student 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 lifestyles. 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.
* **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:

1. The parent **and** your child’s doctor must request, in writing, that the medication be given during school hours.
2. The medication must come to school in the original pharmacy’s bottle. Do not send medication in baggies.
3. Parent/guardian should drop off medication to teacher, nurse, or Principal whenever possible.
4. 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 Epipens must be properly labeled with pharmacy label, including student name and medication.
5. 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”**

Our 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. We are proud to announce that we have partnered with the Memorial Hospital’s 5,2,1,0 Let’s Go program that supports our implementation of healthy programs in our schools.

**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.

**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 children’s 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.)

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 Building Schedule 2021-2022**

Morning Recess: 8:40-8:55am

School begins: 9:00 am

School dismissal: 3:15 pm

**Daily Recess and Lunch Schedule**

Grades K/1 Recess………………………………………….11:35 am-12:00pm

Lunch…………………………………………..12:00 pm -12:25 pm

Grades 4th-6th Recess………………………………………….12:00 pm-12:25 pm

4th-6th Lunch…………………………………………..12:25 pm-12:50 pm

Grades 2/3 Recess………………………………………….12:30 pm-12:55 pm

2/3 Lunch…………………………………………...12:55pm-1:20pm

**FOOD SERVICE**

1. Hot lunch is available daily. A breakfast program is also offered daily. Students may pay by the day, week or month.
2. 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.
3. All a la carte items are sold on a “cash only” basis.
4. Parents are always welcome to have lunch with their child. There are also 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.

**Breakfast**

8:30 - 8:50 Free for all students this year (2021/22)

**Recess Milk / Juice** $0.50 – snack drinks (for ALL students)

**Lunch** Free for all students this year (2021/22)

**STUDENT SECURITY**

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

1. **Tardy Students** - Students check in at the main office upon arrival with a written excuse or accompanied by their parent/guardian. 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!
2. **Early Dismissal** - Students check out at the main office with a written note accompanied by a parent/guardian. We ask that you limit the number of early dismissals, it interrupts your child’s learning.
3. **Change of Routine** - Students who must deviate from their normal routine need a written note indicating such, by a parent/guardian (i.e. - Usually take the bus, but walking to the Community Center today).
4. **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.
5. **Playground** - The school playground is supervised during the school day only (8:40a.m. -3:15 p.m.). Students arriving at school early or staying later are ***not supervised*** by school personnel.

**Dismissal:** There are four ways children may be dismissed.

1. Bus
2. Project SUCCEED
3. Parent pick-up
4. True Walker (A true walker is a student who has permission to leave the building without an adult. Examples of true walkers would be students walking home from school without an adult or a child leaving the building to meet a parent/guardian at a parked car.)

Students who are True Walkers will check out with a staff member before exiting the building through the doors near the second and third grade classrooms. Students being picked up by parents will be dismissed to the library. We are asking parents to check out their child prior to leaving the building with them. Students being dismissed to Project SUCCEED will be dismissed to the cafeteria where their staff will take attendance. Bus students will continue to be dismissed one bus at a time

**For parents, the following procedures help strengthen the plan.**

* Call in all absences.
* Be sure emergency contacts on the student’s 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**

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.

The school maintains a set of procedures for school emergencies. These range from emergency building evacuations to in school security (secure campus) 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 and school messaging systems will be employed to alert parents of the situation and further announce plans for their safe return to their families. It is very important that the school always has a usable emergency phone contact where we can reach you.

**Terms to know** (these are posted in every learning environment throughout the school):

**Drop, Cover, and Hold:** Would be signaled by a tone, used in the case of severe inclement weather, ie. tornadoes, earthquakes, hurricanes with severe wind.

**Secure Campus (Threat or Medical):** This is signaled by an announcement and it is activated when it is necessary to protect staff and students from a threat outside of the building or a medical emergency in which we need hallways clear. Normal academic functions will resume without entering the hallways.

**Shelter-in-Place:** This is activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke, or nuclear material.

**Lockdown:** This is used when it is necessary to protect staff and students from a violent intruder or any other situation, which would entail securing staff and students in their classrooms or other areas that are able to be locked.

**Evacuation:** This may be signaled by the fire alarm. It is used when it is necessary for staff and students to exit the school building.

**Reverse Evacuation:** This is signaled by a whistle, air horn, intercom or bullhorn. It is activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school.

**Scan Procedure:** It is signaled by an announcement. It is activated when it is necessary for staff to look around their area for any item which doesn’t belong there. It will be activated in the case of a Bomb Threat, but could be used for any situation that may cause harm.

**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 thephysical, 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 28).***

**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. Any student, staff member, or visitor possessing any dangerous instrument, firearm, dangerous chemical, explosive device, or weapon will be reported to the local law enforcement officials and to the District Superintendent by the building administrator.
4. 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.
5. 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 aforementioned 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.
6. 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.
7. 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.
8. 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.
9. 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 be 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 email/text/ 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 and please keep any “treats” healthy.

**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. \* There is a crossing guard on duty by the side entrance to the building. 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**

**2021-2022**

## **Bus #1 A.M. Run P.M. Run**

**Linda** 8:19 J&J Floor Covering 3:27 Depart John Fuller School

**Redstone** 8:20 Mountain Street 3:31 Vaughn Learning Center

8:24 Wylie Court 3:33 Artist Falls Road

8:25 Common Court 3:36 Hawk Road

8:26 Rite Aid 3:37 Valley View Road

8:28 Four Your Paws Only 3:38 Sunset Hill Road

8:29 Echo Acres 3:39 Echo Acres

8:30 Sunset Hill 3:40 Four Your Paws Only

8:31 Artist Falls Road 3:41 Saw Mill Lane

8:33 Hawk Road 3:42 Common Court

8:35 Headlines 3:44 Hannaford

8:37 Vaughn Learning Center

8:40 John Fuller School

## **Bus #2 A.M. Run P.M. Run**

**Ben** 8:16 Outlook Apartments 3:32 Depart John Fuller School

**Longview Terrace** 8:17 Ledgewood Road 3:33 The Lane

**Kearsarge** 8:19 Intervale Crossroad 3:35 Cross Street & Grove Street

8:22 Intervale/Kearsarge 3:36 Skimobile Rd/Old Bartlett Rd

8:23 Hurricane Mountain Road 3:37 Kearsarge Woods

8:25 Crestwood/Wyman/Longview 3:38 Kearsarge Post Office

8:26 Intervale/Kearsarge 3:39 Intervale Cross Road

8:27 Old Kearsarge Post Office 3:40 Longview/Wyman/Crestwood

8:30 Skimobile/Cranmore Turnaround 3:41 Hurricane Mtn Road

8:31 Kearsarge/Seavey Street 3:42 Kearsarge/Hurricane Mtn Rd

8:37 Cranmore Inn 3:43 Ledgewood Road

8:40 John Fuller School 3:45 Outlook Apartments

## **Bus #3 A.M. Run P.M. Run**

**Larry** 8:00 Dandiview Rd 3:40 Depart John Fuller School

**Birch Hill** 8:05 Birch Hill 3:47 Echo Lake Rd

8:15 Blueberry Lane 3:50 West Side Rd

8:20 Beechnut Dr. 3:54 Birch Hill

8:25 West Side Rd 4:00 Blueberry Lane

8:30 Echo Lake Rd 4:08 Beechnut Lane

8:40 John Fuller School 4:14 West Side Road

4:20 Dandiview Rd

4:24 Hussey Farm

# **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.

**HOMEWORK**

At JFS we believe that students are learning anytime, at any pace and in many places, not just within our school walls. We are mindful of the types and the volume of homework that is sent home. Homework will consist of schoolwork that a student did not finish within the school day and that teacher(s) believe he/she is capable of working on independently. We want to emphasize that the academic rigor at JFS continues to increase, and we will continue to challenge our students each and every day. We also want to support and foster children’s natural inquisitiveness. What interests your child?

In K-3 book bags will be sent home regularly. On occasion fun projects will also be sent home. These are opportunities to increase the school to home connection.

In grades 4th-6th, a weekly menu of homework choices will be sent home. The idea of the weekly menu being sent home at the start of the week, provides your child with the opportunity for your family to work together to create a schedule for homework completion. Time management is a critical component of homework. Homework should be extra practice and re-emphasizing skills.

We encourage you to spend your evenings doing things that research has correlated with student success: eating dinner as a family, playing outside, playing card games/board games, getting a good night’s sleep and READING! “The amount of free reading done outside of school has consistently been found to relate to achievement in vocabulary, reading comprehension, verbal fluency, and general information. Students’ reading achievement correlates with success in school and the amount of independent reading they do” (Anderson, Wilson and Fielding 1988; Guthrie and Greaney 1991; Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993). Therefore, at JFS we encourage our students to spend at least 20-30 minutes outside of school each day reading independently, reading to others, listening to someone read to them and discussing literature with their family.

If you would like other ideas of how to best support your child and his/her learning at home or if you have questions or comments about these changes, please contact me at 356-5381 or [d\_nutting@sau9.org](mailto:d_nutting@sau9.org).

**INSURANCE**

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

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

1. **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. Families are welcome to check in at the main office to inquire about lost items or check the lost & found area in the cafeteria. Articles that are not claimed within a reasonable period of time may be donated to a local charity.

**STUDENT-LED CONFERENCES**

Student-Led 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 and in their school bag, not on their person during the school day to avoid disruptions, distraction and confusion.

**RECESS**

Getting fresh air and exercise are an important part of staying healthy. 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, MAGIC 104 (104.5 FM), WMWV (93.5 FM), WCSH-TV Channel 6 “Alive”, WGME-TV Channel 13, WMTW-TW Channel 8, and WMUR-TV Channel 9. Also, an automated “Blackboard Connect'' call will be sent to you from the Superintendent’s office. 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 adopted the American Institutes for Research (AIR) as the approved statewide assessment vendor for English language arts and mathematics in grades 3-8, and science in grades 5, 8, and 11. All New Hampshire students in grades 3rd-6th take this assessment between March and May. The NH Statewide Assessment System (SAS) is completed for English Language Arts & Mathematics. All fifth grade students also complete a Science component. The data will still be measured using the same scale so that student progress can still be measured over time. The results of these assessments are used to measure adequate yearly progress for all schools and will be shared with families.

**NWEA ASSESSMENTS**

The John Fuller School administers the NWEA assessment in Reading and Math to all students in grades K-6. All K-6 students complete the NWEA in the fall. All K-2 students complete the assessment again in the spring (students in grades 3rd-6th complete the Smarter Balanced assessment, that is why they do not do the NWEA in the spring). 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**

Notice of Nondiscrimination. The Conway School District does not discriminate on the basis of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status in employment, or in admission to, access to, or treatment in its programs and activities. Inquiries concerning the application of the district’s nondiscrimination policy should be directed to the Director of Special Services or to the Assistant Superintendent of SAU 9 (176 A Main Street Conway, NH 03860; 603-447-8368).

*The Director of Special Services also serves as the district Section 504/ADA Coordinator (regarding disability matters) and the Assistant Superintendent serves as the district Title IX Coordinator (regarding gender-based matters); together they coordinate the district’s compliance with applicable nondiscrimination policies, and applicable Federal and State laws. Those seeking additional information concerning the district’s nondiscrimination policy (Policy AC), or who wish to access the district’s grievance procedure (Policy ACAA-R) in order to file a complaint of discrimination, can access those polices at the district website at:* [*https://www.sau9.org/school\_boards/conway/policies*](https://www.sau9.org/school_boards/conway/policies)*.*

**CONWAY ELEMENTARY SCHOOL CHOICE PROGRAM**

JECC

1. Conway will remain divided into three elementary attendance zones.
2. 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.)
3. Parents/guardians within the attendance zone will have the first opportunity to request the zone school.
4. 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.
5. Transfer requests will be considered on a space available basis. Priority will be given to siblings.
6. 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.
7. 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.
8. “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.
9. Any transfer of students identified as educationally handicapped must by approved by the students’ child study teams.
10. 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**

CA

The School Board attempts to provide a safe, healthy educational environment for all students. Therefore, the Board had authorized student conduct codes to limit antisocial 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 and consideration of others? Do my actions promote open communications?***)
* **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. It is part of learning. (***Do my actions show that I can take care of myself?***)

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.

When talking to students about behavioral expectations, it is important to understand that “fair is not equal;” however, all students will be held accountable for their behaviors. We will use logical consequences that are respectful, relevant and reasonable to help all students learn from their mistakes. Logical consequences are based upon helping students regain self control, repairing any damage caused by their actions (either to property or relationships), and maintaining privileges. Some examples of logical consequences are the following:

* You break it >>> You fix it
* Abuse a privilege >>> Lose a privilege
* Disrupt the learning environment >>> Alternate workspace
* Incomplete work >>> Alternate time to complete work
* Unsafe behavior >>> Restricted privileges or additional supervision
* Unkind words or actions >>> Apology and act of kindness

**We Care about:**

Ourselves

Each Other

Learning

Our Belongings

**LEVELS AND CONSEQUENCES OF INFRACTIONS**

**TIER I INFRACTIONS:**

Tier 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 Tier I behaviors will follow the behavioral procedures and utilize logical consequences.

|  |  |  |
| --- | --- | --- |
| SAFETY | RESPECT | RESPONSIBILITY |
| Failure to comply with organizational rules or procedures, including playground and bus | Inappropriate display of anger | Use of prohibited devices (cell phones, tablets, and other electronic devices) |
| Physical “horseplay” | Use of profanity | Unprepared for class |
| Pushing/shoving | Name calling | Failure to complete work |
| Throwing objects  (Not at someone) | Use of “put downs” | Misuse of school equipment or property |
| Spitting on ground or floor | Arguing | Dress Code |
|  | Misrepresenting the truth | Unauthorized use of property |
|  | Inappropriate comments which cause embarrassment of others | Copying the work of others |
|  | Rudeness |  |
|  | Roaming during instruction |  |
|  | Unwelcome conversation or comments |  |
|  | Not taking turns |  |
|  | Refusal to complete work/follow directions |  |

**TIER I BEHAVIOR PROCEDURE**

**Step 1: Warning-** The behavior will be named and the child re-directed through a warning

**Step 2: “Reset”-** This is used when students are not in full control of their behaviors (for mild behaviors) and/or they are not meeting expectations. Students may choose to go to the designated area or they may be directed to it by a staff member. It is a brief break to remove the student from a situation that is not positive for them or others. We all know that we all need to make mistakes to learn self-control and this is an opportunity for a student to stop, reflect, and redirect their behaviors. The student will understand why they are sent to the reset area based on previous discussions or through processing at another time.

**Step 3: “Buddy Teacher”-** This step will be used if the “reset area” procedure is not successful in redirecting behavior. The student will utilize an alternative learning environment to reset or complete work for a designated time. The sending teacher will process the behavior with the student and make a plan for reentry and work completion.

\*Step 3 may be skipped if the student is not able to regain self control and/or depending on the frequency/pattern of behavior and the level of the behavior.

**Step 4: Student Support Center-** Students will be sent with referral slip/escorted to the SSC to process. While there the student will review their behavior and create a responsibility plan for re-entry to class. Follow-up processing will be done with the classroom teacher to finalize the responsibility plan. Parental/guardian contact will be made within 24 hours by the classroom teacher or as designated by the classroom teacher.

**TIER II INFRACTIONS:**

Tier II infractions necessitate Student Support Center intervention and parent notifications. Tier II infractions are recorded on the student’s record. \*Tier II infractions may include chronic Tier I behaviors that create significant disruption to instruction or safety concerns in the school environment.

|  |  |  |
| --- | --- | --- |
| SAFETY | RESPECT | RESPONSIBILITY |
| Any behavior which poses danger of injury to self or others | Use of sexual gestures or words/pictures or other suggestive comments | Damage of school property or equipment |
| Chronic Tier I behaviors | Chronic Tier I behaviors | Misuse of technology (i.e.: inappropriate or unrelated internet sites, messaging, etc.) |
| Leaving a supervised area | Use of racial /sexual derogatory language | Chronic tardiness |
| Physically aggressive behavior: fighting, kicking, biting, punching/spitting, hitting | Inappropriate gestures or words directed at staff/student | Damaging or defacing the personal property of others |
| Entering an unauthorized area | Arguing with adults | Refusal or chronic refusal to comply with adult directives |
| Refusal to comply with directives | Disrupting the learning environment to the extent of removal | Falsely accusing another |
| Intimidating others physically and/or emotionally | Intimidating others physically and/or emotionally | Cheating/Plagiarism |
| Unwanted physical contact | Deliberately prejudicing another through gossip or rumor | Forgery |
|  |  | Petty theft |

**TIER II BEHAVIOR PROCEDURE:**

**Student Support Center-** Students will be sent with referral slip/escorted to the SSC to process. While there the student will review their behavior and create a responsibility plan for re-entry to class. Follow-up processing will be done with the classroom teacher to finalize the responsibility plan. Parental/guardian contact will be made within 24 hours by the classroom teacher or as designated by the classroom teacher.

**TIER II CONSEQUENCES:**

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

* extended loss of privileges
* in-school suspension
* out of school suspension
* restricted activities
* specific and direct instruction

The following steps may also be taken for Tier II infractions:

1. The student(s) will report to the Student Support Center. A responsibility plan will be developed with input from the student and staff.

2. Parent(s) /guardian(s) shall be notified.

3. A parent conference may be scheduled to discuss concerns and a “student success plan” to help the student(s) avoid recurrence of the infraction.

**TIER III INFRACTIONS:**

Tier III infractions cause significant disruption to the school programs, create serious threat to the safety or well-being of an individual(s), or cause serious injury to another. Tier 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 an expulsion hearing before the School Board.

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

**TIER III BEHAVIOR PROCEDURE**

**Principal or Designee-** Tier three behaviors such as bullying, harassment, and physical confrontations, or illegal behaviors will result in accelerated consequences with students being sent to principal or designee.

**TIER III CONSEQUENCES**

In addition to administering any of the possible procedures and consequences listed for Tiers 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

(In the event of any omissions in this behavioral code, the building principal retains the authority to assign the specific infraction level and consequences on a case by case basis.)

**Suspensions and Expulsions**

1. 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

1. An expulsion by the school board for a period of not less than 12 months under RSA 193:13, III.
2. 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.
3. 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.
4. Due process in disciplinary proceedings shall include, at a minimum, the following:
   1. In a short-term suspension
5. The superintendent or designee shall inform the pupil of the purpose of the meeting:
6. Oral or written notice of the charges and an explanation of the evidence against the pupil;
7. An opportunity for the pupil to present his/her side of the story
8. 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;
9. In a long-term suspension of a pupil:
10. 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;
11. The superintendent’s written or oral recommendation for student action to correct the discipline problem;
12. A hearing in accordance with Ed 317.04(d) (3)g. below;
13. A written decision which includes the legal and factual basis for the conclusion that the pupil should be suspended;
14. 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
15. If the hearing was conducted by the school board, the decision may be appealed to the state board;

1. In an expulsion by the local school board, due process shall include the following minimal requirements:
2. A formal hearing shall be held before any expulsion;
3. Such hearing may be held either before or after the short-term suspension has expired and pending the expulsion hearing;
4. 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.
5. 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;
6. The written notice required by d. above shall include:
7. A written statement of the charges and nature of the evidence against the pupil; and
8. A superintendent’s written recommendation for school board action and a description of the process used by the superintendent to reach his/her recommendation;
9. 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;
10. The following hearing procedures shall apply:
11. The pupil, together with a parent or guardian, may waive the right to a hearing and admit to the charges made by the superintendent;
12. 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;
13. 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;
14. The hearing shall be either public or private and the choice shall be that of the pupil or his parent or guardian; and
15. During the hearing, the pupil, parent, guardian or counsel representing the pupil, shall have the right to examine any and all witnesses;
16. 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;
17. 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;
18. 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
19. A decision shall include a statement that the pupil has the right to appeal the decision to the state board of education.
20. 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 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 contraindicates 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.

**Competency-BASED GRADING/REPORT CARDS**

**Guiding Principles of Competency-Based Grading:**

* Assessments are aligned to specific criteria and standards.
* Student work should be designed to be meaningful and purposeful.
* Student performance is assessed according to a predetermined set of criteria that is explicitly shared and taught.

**Report Cards:**

All students in Grades K-6 will receive a report card at the end of each trimester (3 x a year).

**Grading Criteria**

**4= Thorough understanding and mastery of the competency**  
 I’m ready for a challenge! I can explain it, apply it, and help others.

**3= Satisfactory understanding and application of the competency**

I’ve got it! I can complete tasks by myself and find my errors.

**2= Partial understanding and application of the competency**

I’m getting there. I can do it with help or an example.

**1= Minimal understanding and application of the competency**  
 I need help! I can follow along, but I can’t figure out what I am doing wrong or

where to start.

\*= Indicates skill not assessed this trimester

#= Indicates a modified plan

|  |  |  |
| --- | --- | --- |
| **4** | Wow!  Not only can you ride your two-wheel bike by yourself, but you can also pop wheelies, jump ramps, and do other stunts! |  |
| **3** | Congratulations!  You are successfully riding your bike by yourself. |  |
| **2** | You are pedaling and staying upright as long as someone is holding on a little and giving you a push. |  |
| **1** | You are on the bike but still need the training wheels. |  |

**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.

##### **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 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 and Third Graders: up to 2 items

Fourth through Sixth Graders: up to 3 items

* All library material may be returned to the library at any time during the school day by dropping it in the book return right inside the library door.
* Any students having overdue library material should not sign out more until they have returned their overdue materials.
* Students may reserve an item for two to three days until they return their due items. 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**
* Lost or damaged library books happen, and the Library Media Specialist will help you find the right solution to this situation. Just talk to her!
* **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.

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

**Physical Education**

What is Physical Activity?

* This is movement of the body that requires energy

Why is Physical Education important?

* Regular physical activity is linked to long term health benefits, reduced stress, improved focus and mental abilities, and the prevention of many weight related disease. (i.e. enjoyment of everyday activities, stronger muscles and bones, better sleeping habits, easier getting around, increased self-esteem, enjoyment and socializing with others)

What is Physical Education class?

* Instruction on skilled movement paired with; math, language, science, and social concepts to enhance the overall knowledge of the students.

Throughout Physical Education students are expected to develop and enhance the idea of respect. This includes respect towards the teacher, peers, classroom environment, and all equipment. Students will be taught the importance of sportsmanship and fair play through class activities along with individual and team play. A positive effort and following directions is important for optimal student outcomes.

Over the course of the year students will grow their knowledge of physical fitness and build a physically active lifestyle. Students will identify beneficial activities that are **FUN** for them. This is an important area because they can continue to participate in these activities, 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 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 to develop the sport skills and team strategies. The concepts of showing respect for all begin with kindergarten students and continue through the grades.

**Safety/ Required**

* Securely fastened sneakers
* Appropriate clothing to move around in freely
* Loose jewelry will be asked to be removed and returned at the end of class.

**SUPPORT SERVICES**

**TITLE I PROGRAM / Reading Team**

John Fuller has been a schoolwide Title I school since 2015. In schoolwide Title I schools, federal, state, and local funds are put together to enhance the entire educational program in the school. All students are eligible to receive additional instructional support in the classroom or other areas of the school building. Title I funds provide staff members to support the academic needs of students. Title I funds may also sponsor programs such as tutoring, summer programs, family nights, book giveaways, and kindergarten orientation.

John Fuller has a reading specialist and Title I staff that work as a team to support the reading workshop model and provide literacy services in grades K-6. During the reading workshop, students are supported through individual conferring and small group instruction. Reading intervention is provided outside the classroom during t-time for flexible groups of students based on school and district assessments. The Title I staff, reading specialist, special educators, and classroom teachers work together in order to assess the needs of students and determine the best way to address them.

**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.

**SCHOOL COUNSELING**

The role of the school counseling 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 guidance activities and discussions, the school 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 school counselor assists families 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(s) 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 some of the following ways:

Working with students

* Assisting with teaching
* Assessment and behavior management
* Supporting individual student programs

**STUDENT ACTIVITIES**

**PROJECT SUCCEED AFTER SCHOOL 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 faculty members and designed to serve approximately fifty (50) students each day.

**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 fundraise throughout the fall to raise money to insure that 10-20 children in need have a better holiday. This is one of the Student Council’s most enjoyable and rewarding events.

**ARTS NIGHT**

Collaboration between the Music Teacher and Art Teacher creates the opportunity for students to showcase many of their creative academic accomplishments in one afternoon or evening. Families are invited to enjoy hors d’oeuvres while walking through the hallways turned art gallery. Students then present families and friends with a choral presentation led by the music teacher.

**BEAUTIFYING OUR SCHOOL**

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!

**BOOK FAIR (SCHOLASTIC)**

The Scholastic Book Fair is often hosted each school year. The fair, sponsored by the PTO and Scholastic Books, is designed to increase book circulation and help fund PTO activities. The fair is set up in the library, during posted hours, offering books for sale at varying reading levels and prices. Any interested volunteers should contact the PTO.

**CHORUS**

All students in Grades 4-6 have the opportunity to participate in the John Fuller Elementary School Chorus. 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.

**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, alpine (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 extracurricular club offered to 5th & 6th graders that is often offered to our students. This is an opportunity for students to make a commitment to participate and learn merchandising, advertising, marketing and banking. The school store is open one day per weekduring lunches, supervised by staff 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 projects, for example  
Turkey Trot, equipment for the gym, recess hut equipment, beautifying the entrance,  
and Angels and Elves. All students from grades 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 Jacquie Sutton Spelling Bee. The Bee is held in January 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.

**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 fundraising 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 PTO sponsored family event held in the spring at John Fuller School. This well-attended activity features a barbecue, outdoor games, demonstrations, and musical performances by students.

**SCHOLARSHIP (PTO SPONSORED)**

The John Fuller School PTO 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 PTO. In the past, the scholarship has been for $500.00.

**PTO**

**(Parent Teacher Organization)**

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

**The mission of the PTO 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 in the 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.

Please inquire with the staff for any further questions. We are looking forward to another great year!