

# Main Street School Student and Parent Handbook



Artwork courtesy of Mamie Bird

2017-2018

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## **Welcome to Main Street School and Exeter Developmental Preschool.**

Dear Main Street School Families,

The staff of Main Street School is committed to providing all of your children with a quality education. We will work hard to help them have a productive and fulfilling year.

Education is a three-way partnership between the child, their family, and the school. We are looking forward to sharing a strong partnership with you and your child that is built upon mutual respect and responsibility. The strength of this partnership will nourish the academic and social growth of your child. We value the relationships we build with each of our children and their families.

We invite you to share your time and talents with us through our volunteer programs and/ or through our PTO.

This book is designed to give essential information about the school. Outlined inside are rules, procedures, and information that are beneficial for children and their families to understand. Please read them carefully.

If you have any questions about the information contained in this handbook, or have a question not addressed, please feel free to call me at (603) 775-8900 or e-mail me at [stadler@sau16.org](mailto:stadler@sau16.org))

I look forward to the opportunity to work closely with you and your child this year at the Main Street School

Sincerely yours,

Steven J. Adler  
Principal

## **Main Street School Mission and Vision Statement**

**Preface:** The Main Street School Community has worked together to develop a mission statement which is the driving force of everything we plan and do. It is developed based on our beliefs about what is best for our students. It should be one which is read and widely understood by all – teachers, parents, students, and community.

**Mission:** *Main Street's Mission is to provide a positive, safe learning environment that fosters a life-long love of learning for all with respect for individual strengths and needs.*

Our Mission Statement is a brief reminder of what we are all about at Main Street School!

At Main Street School we also have a vision for the future of our students. It is based on what we value in order to prepare our students for society. This vision is stated below.

**Vision:** *We strive to create and maintain a positive and safe learning environment that will lead to intellectual, physical, social and emotional growth and the development of positive self-esteem. It is the responsibility of the staff, administrators, parents and community to foster this environment.*

*We are committed to meeting the needs of all children. We recognize and respect individual differences and want to help each child develop his/her potential. We strive to develop the whole child through a well-rounded program which includes challenging and varied activities built upon the curriculum.*

*We wish to promote the life-long love of learning by encouraging curiosity, problem-solving, cooperation, and individual responsibility in both parents and students.*

**Main Street School  
2016-2017  
Faculty List and Telephone Directory**

**Principal: Steve Adler**

**Assistant Principal: Beth Cadorette**

**Teachers:**

**Kindergarten:**

Room 101 – Maryann Larrabee  
Deb McLarnon, Kindergarten Aide  
102 – Suzy Finniss  
Pam Garrity, Kindergarten Aide  
107– Shannon Taber  
Libby Neil, Kindergarten Aide  
108 – Sarah Dawson  
Karen Henebry, Kindergarten Aide  
109 – Kathleen Nichols  
Kristine Martin, Kindergarten Aide  
111 – Jen Buinicky  
Jendiss Frizzell, Kindergarten Aide

**Grade 1:**

Room 103 – Sharon Lalonde  
104 – Janice Packard  
105 – Ashley Taylor  
106 – Kelly Fisher  
202 – Catherine Barrows  
201 – Susan Mills  
210 – Andrea Hebert  
211 – Emily York  
214 – Rita Jacobs

**Grade 2:**

Room 204 – Jen Welch  
203 – Kristen Cardarelli  
205 – Lisa Peters  
206 – Mary Jo Gregg  
207 – Nina Baillargeon  
208 – Maureen Brown  
209 – Nicole Bell  
212 – Heather Jackson  
213 – Kate McCaffery-Pomerleau

**Special Education:**

Coordinator: Renee Beauregard-Bennett  
LEA- Abby Hood  
Laurie Frysalis: Administrative Assistant

**Special Education Staff**

Merilee Atwell  
John Barker  
Amelia Chapman  
Alex Charleston  
Deborah Watson-Kimball

Rhonda Zabielski  
Ann Marie Pollock, OT  
Kim Cotoia, COTA  
Karen Holmblad, PT

**Paraprofessional Staff**

Pam Averill  
Emily Baker  
Jennifer Babson  
Christine Bailey  
Martha Brouillette-Martel  
Denise Dionne  
Susan Eno  
Paula Gailing  
Lauren Griem

Christine Irish  
Sharlene Korzeniewski  
Margie Matlack  
Janey Perreault  
Amy Quel  
Sue-Ellen Quinn  
Chris Sadowski  
Donna Taylor  
Sharon Thompson

**Speech:**

Jessica LeMay  
Jacqueline Smith  
Tracy Bloom (Assistant)

**School Psychologist:** Dr. Paul Sandler

**Exeter Developmental Preschool:**

Lynne Bova  
Christine Martin  
Ms. Marcia McNeil (SLP)

Robin Allard  
Audrey Peters  
Melissa Baldoumas  
Jodi Oliver

**Library:**

Elizabeth McCombs  
Karen McQueen, aide

**Art:**

Marnie Bird

**Music:**

Juliet Goyette

**Physical Education:**

Catherine McNamara      Gregg Dussol

**Guidance:**

Nancy Daniels

**Health:**

Denise Raisanen - Nurse  
Susan Graham – Health Office Secretary

**Support Services:** Karla Putney, Curriculum Director  
Susan Hutchins- Curriculum Director Secretary  
Bev Tabet, Technology Coordinator  
Nancy Cooke, Reading Specialist  
Susan Lendrum , Instructional Assistant  
Emily Kerr, ESOL  
Susan Miller, Nurse

**Title One:** Karen Mullen, Project Manager  
Janice Bastille, Supervisor  
Denise Griswold, tutor  
Colleen Nolan, tutor  
Martha B-Martel, tutor

**Literacy Aides:**  
Marie Carbone  
Jessica Dettore  
Sherry Kostenbader  
Sharlene Korzeniewski  
Heidi Merrow  
Deb O'Neill  
Sue-Ellen Quinn  
Michelle Romanelli-Agri  
Karen Veilleux

**Picturing Writing:**  
Lisa McIlveen  
Wanda Pynn  
Michelle Romanelli-Agri

**Permanent Sub:** Leigh Daley  
**Administrative Assistants:** Je Marrs  
Cheri Porter  
**Teacher's Administrative Assistant:** Donna Paradis  
**Reading Administrative Assistant:** Susan Hutchins

**Playground Aides:**  
Kerri Caparelli  
Lisa McIlveen  
Wanda Pynn  
Maria Corey

**Kitchen Staff:** Jean Michno, Manager  
Elaine Thurston  
Deb Staples

**Cafeteria Staff:**  
Gail Moulton  
Donna Paradis

**Custodian:** Frank O'Neill

## Telephone Directory

Main Street School office	775-8900
Steve Adler, Principal	775-8950
Beth Cadorette, Assistant Principal	775-8949
Denise Raisanen, Nurse	775-8948
Susan Graham, Health Office/Attendance	775-8954
Nancy Daniels, Guidance	775-8951
Renee Benett-Beauregard, Special Education	775-8969
Jean Michno, Cafeteria Manager	775-8947
Karen Mullen, Title One	775-8907
Karla Putney, Curriculum Director	775-8956
Elizabeth McCombs, Librarian	775-8961
SAU 16 office	775-8400

## Main Street School Calendar

August 28, 2017	First Day of School
September 1, 2017	No School
September 4, 2017	Labor Day
October 9, 2017	Columbus Day
November 9 2017	Teacher In-Service
November 10, 2017	Veteran's Day
November 22-24, 2017	Thanksgiving Recess
December 25, 2017-January 1, 2018	Holiday Recess
January 15, 2018	MLK Day
February 26, 2018 – March 2, 2018	Winter Vacation
March 16, 2018	Teacher In-Service
April 23, 2018 – April 27, 2018	Spring Vacation
May 28, 2018	Memorial Day

## Early Release Days - Students Dismissed at 12:45 PM

September 27, 2017  
October 18, 2017  
December 6, 2017  
February 23, 2018  
April 11, 2018  
April 18, 2018  
May 16, 2018



## **Delayed Openings/Emergencies/Vacations**

### **Delayed Opening/School Cancellation**

Delayed openings or school cancellations are sometimes necessary for winter storm days. An automated announcement will be sent out by the telephone, indicating a delay or cancellation. There will also be announcements on local radio stations WERZ, WHEB, WOKQ. Buses will start runs two hours later than usual on delayed openings.

### **Inclement Weather Make Up Days**

\*\*\*\*June 13, 14, 15, 18 & 19 are snow make-up days if needed.

### **Emergency Dismissal**

On rare occasions, due to emergencies, children have to be dismissed before the end of the school day. Examples of such dismissals in the past include having no heat in the building or a heavy snowfall during the day. At such times and whenever possible, an announcement of the time that children will be dismissed will be made by an Alert Now message and over local radio stations.

### **It is important that parents establish a procedure and a place for their children to go in the event that an emergency should occur and the parent is not at home.**

You will be asked to complete an emergency information card for the school which will include directions for such situations. Make sure your child knows what the emergency plan is.

### **Vacations**

The school strongly recommends that all student vacations coincide with regularly scheduled school vacations. Teachers are **not** required to provide homework in advance if a child is going to be out on a non-scheduled vacation during the school year. A travel packet or related schoolwork may be provided to the student at teacher discretion.

**Main Street School  
Daily Schedule  
2017-2018**

**Line up Bell 8:25**  
**School Begins 8:30**  
**Dismissal and Walker Bell 2:55**

**Kindergarten**

AM Kindergarten Dismissal 11:00  
 PM Kindergarten Arrival 12:05-12:25

**Lunch and Recess Schedule 2017-2018**

Grade	Lunch/Recess	AM/PM Recess
1	Lunch- 11:15-11:40 Recess- 11:40-12:00	1:45- 1Ba, 1F, 1L, 1P 2:20- 1H, 1J, 1M, 1T, M, 1T, 1Y
K	Lunch- 11:45-12:10 Recess- 12:10-12:30	
2	Lunch- 12:15-12:40 Recess- 12:40-1:00	10:35-2Ba, 2Be, 2Br, 2C, 2Pe 10:55- 2G, 2J, 2M, 2W

## PTO Board Contact Information 2017-2018

### **Co-Presidents\***

Dawn Bullens [dawnbullens@gmail.com](mailto:dawnbullens@gmail.com)  
Vacancy

### **Treasurer\***

Valerie Castonguay [valerie.poisson@gmail.com](mailto:valerie.poisson@gmail.com)

### **Secretary\***

Vacancy

### **Fundraising\***

Rebekah Welch [rwelch375@gmail.com](mailto:rwelch375@gmail.com)

### **Volunteer Coordinators\***

Kim Topitzer [kimgotop@aol.com](mailto:kimgotop@aol.com)  
Vacancy

### **Teacher Representatives\***

Suzu Finness (MSS) [sfinness@sau16.org](mailto:sfinness@sau16.org)  
Susan Mills (MSS) [smills@sau16.org](mailto:smills@sau16.org)  
Maureen Brown (MSS) [mbrown@sau16.org](mailto:mbrown@sau16.org)  
Mara Andriski (LSS) [mandriski@sau16.org](mailto:mandriski@sau16.org)  
Jennifer Roeder (LSS) [jroeder@sau16.org](mailto:jroeder@sau16.org)  
Cyndy Smith (LSS) [csmith@sau16.org](mailto:csmith@sau16.org)

### **Cultural Enrichment**

Sarah Ramsay [sarahbramsay@yahoo.com](mailto:sarahbramsay@yahoo.com)

### **Hospitality**

Kierstyn Fahey [kierstyn.fahey@comcast.net](mailto:kierstyn.fahey@comcast.net)

### **Publicity & Communications**

Allison Jelinek [jelinekjr@me.com](mailto:jelinekjr@me.com)

### **Website Administration**

Shana Hoch [shanahoch@gmail.com](mailto:shanahoch@gmail.com)

### **Working Committee Coordinators:**

Education Rewards & Box Tops:

Laura Wyskiel [lwyskiel@comcast.net](mailto:lwyskiel@comcast.net)

Road Race:

Kiira Harvey [kiira.harvey@gmail.com](mailto:kiira.harvey@gmail.com)

Square One Art:

Nancy Riccio [nancybriccio@gmail.com](mailto:nancybriccio@gmail.com)

Meeting Times/Location alternate between MSS & LSS locations. Go to [www.exeterelementarypto.org](http://www.exeterelementarypto.org) for PTO calendar and updated information.

\*Indicates Executive Board Position

## **Exeter Developmental Preschool**

The Exeter Developmental Preschool (EDP) is located at 13 School Street. The EDP is an integrated program that includes a combination of children requiring specialized instruction with related services and community preschool children. It utilizes the Creative Curriculum, which is designed to develop students' cognitive, physical, language, and social emotional skills. We provide opportunities for self-directed and teacher directed instruction. The EDP is staffed by certified early childhood /special education teachers and para-professional staff. In addition, the preschool is supported by speech and language services, occupational therapy services, physical therapy services and behavioral support. Parents are kept well informed of their child's progress through a parent portal, which is part of the Creative Curriculum. It also provides recommended activities parents can use to extend their child's learning at home. We offer two day per week or four day per week programs in either the morning or the afternoon.

If you are interested in learning more about our preschool and/or getting an application, please call Karen Ringuette at 775-8466 for more information.

## **Exeter School Lunch Meals and Procedures**

Lunch - Which includes milk is \$2.75 per day, or \$13.75 weekly. Reduced price lunch is 40¢ per day or \$2.00 weekly. An a la carte milk 50¢ and juice 50¢ are also available for purchase at lunch time (these prices are subject to change). The menu is printed monthly and will be e-mailed home. If you would like a printed copy sent home with your child monthly please inform your child's teacher. School menus may also be viewed online.

**Special Milk Program:** Available to ½ day Kindergarten students only. Cost of milk per day 30¢. Cost for half school year is \$27.00. Cost for Full year \$54.00.

**Snack** - Milk and juice are available for purchase by Kindergarten (AM/PM) and Grade One students during their morning snack. Snack in Grade Two will be at the discretion of the teachers and snack food may be brought from home. If you have questions about snack time, please call the school. Please note that full day KG and grade one students who are eligible for free and reduced price breakfast and lunch must pay 50¢ for snack milk or juice if they wish to purchase it at snack time.

**Breakfast** – Breakfast is \$1.65 per day, \$8.25 per week. Reduced price is 30¢ per day or \$1.50 per week. Breakfast selection may include: cold cereal, bagel, pancakes, warm muffin, fruit, juice or milk. We alternate days for the breakfast menu.

The School Foodservice Director notes that parents need to reapply for free/reduced benefits each year. If you have any questions about the meal

program please contact Jeanne Pierce, School Nutrition Director at 775-8449.

### **Payment Procedures**

The Food Service Department uses an automated Point-of-Sale system. Each student has a meal account, which is used when making purchases. Payments are made in advance. The district issues your student's ID number. Parents are strongly advised to make payments in advance. Parents are asked to send money, by check if possible, made out to Exeter School Meals, in a sealed envelope with student's name, teacher's name, and amount of money written on it. It is recommended that payments be made prior to students purchasing items from the meal program. It is preferred payments are made on the first day of the school week for ease in the classroom. Payments are accepted at any time. Meal money is collected in the first day of each school week early in the morning. If necessary, meals can be paid for daily in the cafeteria. You may also pay by credit card by creating an account for your student at [myschoolbucks.com](http://myschoolbucks.com), there is a small fee charged by the company for this service. You can also view account activity at this site at no charge. Any money left on your child's meal account at the end of the school year moves forward with them.

### **Free/Reduced Meals**

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

The School Meal Program strongly recommends that if you are new to the school district you submit an application for the Free and Reduced Price Meal Program prior to the first day of school. If you feel you may qualify and **did not** receive this benefit during the 2016/2017 school year, or if you have a new student being enrolled in in the district. If you **did** receive free or reduced price meals during the 2016/2017 school year and have a new student enrolling in the district please contact the Food Service office to inform us of the name of the new student so we may add them to the program. You are **still required to submit a new application each year.** If a new application is not received and approved before October 11, 2017 your child's meal status will return to paid. Until your application has been approved you are required to pay for your child's meals and/or snack milk.

You may pick up an application at the school's main office or for immediate processing, fill one out at Exeter High School by appointment, call 775-8449 or 775-8488 beginning August 22, 2017.

## **USDA Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination

Complaint Form, (AD-3027) found online at:

[http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA

(1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov) .

This institution is an equal opportunity provider.

## **Items of Special Importance for Students School Rules and Procedures**

### **Expected Behavior**

It is each person's responsibility to contribute to a positive school community.

Therefore, the following are general school rules for everyone:

1. In school, we walk and move safely.
2. In school, we follow directions.
3. We respect other people and their property.
4. We help make each other's day pleasant.

### **Arrival Procedures-**

1. Students should arrive to school between 8:05 and 8:25 am.  
Please know that parking is very limited at the school and that it is best to have students take the bus to school, or walk. If you do drive students in the morning, please observe the following guidelines.
  - Use the horseshoe driveway in the morning only for dropping off students. Please stay with your car and do not park in the horseshoe.
  - Please stay in single file, and wait for the car ahead of you to pull forward.
  - Please have your child get out on the sidewalk side of the car.
  - Please allow a staff member to assist you by opening the car door for your child.
  - If you drive your car, and are planning to come into the school, please find a **legal** spot to park.
2. When students arrive on school property, they go immediately around (not through) the school to the playground area and do not leave the playground unless given permission by a staff member.
3. If for some exceptional reason, a student arrives before 8:05, he/she must report to the office to explain their early arrival, preferably accompanied by their parent or with a note from their parent regarding the unusual arrival.
4. If the weather is inclement (i.e. it is raining or below 18° F) students report to their own hallway outside of their classroom.

### **Dismissal**

1. Students are dismissed at 3:00 pm. Students who are walkers are released to parents waiting in the front of the school. The horseshoe is closed for traffic and there is no parking available. If you do need to drive, please find a **legal** spot to park at Lincoln Street School or at legal spots on side streets.
2. All students who stay after school must have permission of parents and staff to do so.
3. Should a staff member or the principal wish to have a student stay after school, that person will telephone the parent for permission and/or make arrangements 24 hours in advance. The one exception to this practice is when a student is

being unsafe and an administrator decides for safety reasons to not allow the student to ride the bus.

4. There is always the possibility that after-school activities may have to be cancelled. Students should know what procedures they will follow should a cancellation occur.

### **School Volunteer Program**

Members of Main Street School's Volunteer Program contribute considerable time and energy throughout the school year enhancing the instructional and extra-curricular experiences of our students. Parents, retired citizens, P.E.A. and Exeter High School students as well as other community members donate their time to assist our students and faculty. Various volunteer experiences include Classroom, clerical, computers, library, Math Facts, Reading Support and others. Each classroom also has a room parent to assist with class parties and field trips. For more information please contact the PTO Volunteer Coordinator, if you are interested in volunteering. (See PTO Board Contact Information on page 11 for more information.)

## **Rules and Procedures for Students**

**The Purpose of School Wide Behavioral Guidelines** - These guidelines are provided to support the mission to provide a positive, safe learning environment that fosters a life-long love of learning for all with respect for individual strengths and needs.

**Remember to:**  
**Be Kind**  
**Be Your Best**  
**Be Respectful**  
**Be Safe**

### **A. Safety Precautions for Children**

1. All visitors must report to the office upon entering the building. No visitors may enter the playground area or any other area of the school during school hours without permission from the main office.
2. Children are requested to come directly to school and go directly home at dismissal. **Children should always walk or bike with someone else.**
3. Children are requested to ignore and stay away from strangers. They should not accept anything from strangers who may offer them rides, money, food, etc. If approached by strangers they should leave quickly.
4. Any strangers who are seen around the school or playground area should be reported immediately to an adult the child knows, preferably school personnel. Children must be with an adult to go into the woods behind the school. Children must be with an adult to use Seminary Lane, and the connector between Main Street and Lincoln Street Schools. When ever possible children should walk on sidewalks.



## **B. Playground and Cafeteria Procedures Rules**

### **Key Rules**

- Have fun, play fair, and be safe!
- Make everyone feel welcome
- Listen to all rules and directions given by adults.

### **General Rules for Playground:**

#### **Students will:**

1. Always be respectful of adults and other students.
2. Remain in the boundaries of the playground.
3. Use all equipment properly.
4. Play safely with others
5. Use appropriate language.
6. Line up quickly and quietly when recess ends.

### **General Rules for Cafeteria:**

#### **Students will:**

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

## **C. General Procedures**

1. Bicycles- Students may ride bicycles to school, if an adult accompanies them. Students must dismount from their bike when they arrive on school property and should put their bike into the bike rack. Students are permitted to ride bikes home when accompanied by an adult.
2. Items from home - Students may not bring to school any items, which could result in an injury to themselves or to other people. Examples of these type of items include: hard balls, toy guns, pogo sticks, exploding caps, fireworks, matches, glass containers, jackknives, handcuffs. Trading cards, electronic toys, portable radios, tape recorders, and walkie-talkies are also not allowed in school. The school cannot be responsible for money or valuable items, **including toys**, that are lost It is suggested that such items be brought to school only if necessary and only with parent and teacher permission.
3. Trading cards or toys- Children are not permitted to trade toys or cards at school.
4. Gum- Students may not chew gum at school unless special permission is given by the teacher.
5. Care of School Property- If students damage or deface school property (i.e., write on desks, chairs, books, break a window, mark floors with their shoes or boots, etc.) they may be required to provide some form of restitution.

6. Telephone use- Students may use the telephone only in case of emergency. Visits to friends, etc. are taken care of at home, not in school by phone. Students may call for books, homework, or instruments at their teacher's discretion.
7. Books- Students will pay for any lost or damaged library or textbook. Students will be denied library privileges until a lost book is returned or paid for.
8. Field trip permission slips- All students must remember to have parent permission slips signed on or before the day of the field trip. They will not be allowed to join a field trip without written parental permission.
9. Lost and Found- Parents are encouraged to label all backpacks, lunchboxes, and outdoor clothing. When items, such as toys, clothing etc. have been found, they are placed in the lost and found box located in the gym. Any items of value, such as jewelry, money, eyeglasses should be brought to the main office. Parents, as well as children, should make periodic checks for missing items.
10. Cell Phone Use- Students' use of cell phones during the school day is not allowed. If a student is asked to carry a cell phone by parents (i.e., the student walks home and the phone is for safety), the phone must be kept in their backpack until the end of the day. The cell phone is not to be used at school unless a teacher or administrator authorizes and oversees the usage.
11. Dress and Grooming – Dress and grooming are personal matters and should be equal to the occasion. Any type of attire, which attracts undue attention to the wearer and thus causes a disturbance in the school or is not safe, is not acceptable. If, in the opinion of the administration, a student is not properly attired, the student may be sent home to correct the situation. In addition, it is requested that students adhere to the following:
  - a. Hats may not be worn inside the school building, unless given special permission by a teacher.
  - b. Footwear –In order to keep our students safe, flip flops and/or open-toed shoes are not permitted for students to wear to school. Sneakers are required for P.E. classes.
  - c. Slogans on T-shirts and all other clothing must be appropriate. No offensive or violent messages.
12. Visitors- Visitors are welcome to Main Street School and must report to the school reception area to be entered into the "Hero Computer" system and receive a name tag prior to accessing the building. This requirement will be strictly enforced with all visitors including parents. Visitors are requested to enter and leave the building via the front door only. These requirements are for the safety of all concerned.

**D. Student Discipline**- Students are given many responsibilities and guidelines for acceptable behavior at school. If, as they practice self-discipline, they make a poor choice, one or more of the following consequences may be given to the student in response to the student choice.

1. Verbal Warning- They may be given a verbal warning.

2. Think Sheet- They may be asked to complete a “Think Sheet” to reflect upon their actions.
3. Restitution- They may be asked to make some form of restitution such as writing an apology note, drawing a picture, or completing some other act of kindness.
4. Loss of privilege- They may lose a privilege, such as attending recess, or after –school activities.
5. Time Out- They may have a supervised time out in the classroom, office, or other appropriate location.
6. Parent Conference- A child may be asked to meet with his/her parents and school staff to discuss the inappropriate behavior.
7. Detention- A child may be asked to stay after to school or come to school early. In the event that a child is detained, the parents will be called on the telephone on the same day. Parents must be contacted before a student can be detained. Please be aware that transportation must be provided and is the responsibility of the parent.
8. Suspension- A child may be suspended from school. The Principal or assistant principal may only give suspensions. Parents must be contacted before a student can be suspended and come to school for a meeting.

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

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

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

**Do not go to the school** or try to call the school as these actions have the potential to cause additional problems for the school in terms of escalating a situation. You WILL be in the way as emergency workers are moving about and will hinder their operation. As part of the communication strategy, all parents will be informed as soon as possible through the SAU 16 Alert Solutions system.

Messaging will be in the form of a phone call and an email from the Superintendent's Office. It's far better to get up-to-date, accurate information from the source.

Our school has a clear parent-child reunification plan that is located on the school website. This plan designates Exeter High School as the site where you can go to pick up your child. The best way to help schools deal with a crisis situation is to stay tuned for official information from the school district. If you have any further question please contact your building administrator.

## **MSS K-2 Curriculum**

Minimum standards for curriculum by the State of New Hampshire Department of Education require that each elementary school shall provide to all children in attendance a broad and well-balanced elementary school curriculum. In 2010, The State Board of Education adopted the Common Core State Standards, committing to a thoughtful transition process for implementation to these standards. The information provided below is intended to give a broad overview of our K-2 curriculum. More detailed information can be found in the curriculum section of the SAU 16 website or at [www.corestandards.org](http://www.corestandards.org).

## **Literacy**

Our literacy program includes skills in listening, speaking, reading, and writing. Beginning in kindergarten, children learn to develop skills in sound-symbol correspondence, phonology, sight word recognition, and vocabulary. When students have gained the necessary foundational skills, they work towards building reading fluency and comprehension through guided reading groups and direct instruction in reading strategies. Opportunities to engage in both oral and written response to text provide the students with strategies such as making predictions, identifying key elements of text, retelling, questioning, and summarizing. Graphic organizers are also explored as a way to organize non-fiction and fiction text for deeper understanding. Students are instructed in written English language conventions including the formation of letters using the Zaner-Bloser handwriting method, the use of spaces between words, and rules for capitalization. Beginning in first grade students begin transitioning from inventive spelling to early instruction of both regular spelling patterns and high-frequency words. Students engage in a variety of writing activities using the Picturing Writing process and Image-Making process as they use art and the sharing of language with peers to help generate ideas and strengthen vocabulary. Our writing program has been developed to integrate many of our science themes as a way to engage in both fiction and nonfiction writing opportunities.

## **Mathematics**

Our math program includes the use of the Everyday Math program, along with a variety of supplemental learning tools and strategies to build a strong foundation in mathematics. The Common Core State Standards are organized into mathematical practices and content. The practices include problem solving, communication, representation, connections, conceptual understanding, and fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately). The content standards are organized into domains with specific standards at each grade level.

In Kindergarten, students focus on skills including naming, counting, and comparing numbers. They develop an understanding of addition and subtraction, as well as gain a foundation for place value through teen numbers. They learn to categorize, sort, describe and compare measurable attributes and shapes.

In first grade, students learn to apply the properties of operations and relationship of both addition and subtraction within 20, with the goal of attaining fact fluency through

10. They learn to extend the counting sequence to at least 120, build place value skills with ones and tens, compare numbers within 100, measure length units, tell and write time to the nearest hour and half hour, represent and interpret data in charts and graphs, and reason with shapes and their attributes.

In second grade, students represent and solve problems with addition and subtraction within 1000, with the goal of attaining fact fluency through 20. They gain foundations for multiplication, understand place value through the hundreds place, measure using standard units, work with time to the nearest five minutes, work with money through word problems, generate and represent data, and expand on their recognition of shapes and attributes.

### **Science**

The focus of the elementary science program is on fostering interest, understanding, and exploration of the world around them. Children develop inquiry skills through the scientific method while gaining content knowledge through a thematic approach. Major themes for each grade level include:

Kindergarten: Plants and Animals, Space, Pond Life

First Grade: Weather, Life Cycles, Endangered Animals, Health and Nutrition

Second Grade: Geology, Woodland Animals, Trees, Seasons, Ocean Tidepools

### **Social Studies**

The social studies curriculum at the elementary level focuses on building a sense of community, diversity, geography, and citizenship. Major themes for each grade level include:

Kindergarten: Self and Family, Community Helpers, Traditions

First Grade: Families Around the World, Maps and Globes, National Holidays

Second Grade: Community, National Symbols, Celebrations Around the World

### **Social and Emotional Learning- Open Circle**

Main Street School uses the Open Circle Program to help students develop social and emotional skills while fostering a safe, caring, and cooperative school environment. Teachers use lessons within their classrooms during weekly Open Circle meetings around topics such as listening, self-calming strategies, speaking up, and problem solving. Each month, special lunches are organized to acknowledge students who have demonstrated the skills being practiced in their classrooms.

### **Physical Education**

The Main Street School physical education teachers, Katie Kearns and Greg Dussol, teach a comprehensive Physical Education curriculum. They teach team and recreational sport skills, cooperative learning and adventure activities, and nutrition and health concepts. The goal for all students at MSS is to foster a life-long love of moving and involvement in kinesthetic activities. Physical education supports our 5.2.1.0 wellness initiative by teaching concepts related to nutrition and fitness.

## **Music**

Our music teacher, Juliet Goyette, provides students with a comprehensive music program that engages them in singing, movements, and the use of percussion instruments. There are many skills students learn in music including learning about beat and rhythm. Music is an opportunity for students to develop their creative thinking and it can be an inspiration for writing, composing, or creating dances. It also gives students at each grade level the opportunity to perform in front of an audience.

## **Library**

We have an extensive collection of books and other media in our school library. Betsy McCombs, our school librarian, and her assistant Karen McQueen, help the children learn about the organizational pattern of the library so that they can access the materials that interest them. The students learn how to use the electronic catalog, and look forward to finding books that they can bring home to read. A primary goal of our library is to develop students' love for reading.

## **Art**

In art, the children learn how to represent their ideas through visual forms. They get to experiment with a variety of artistic tools and media. Students develop an aesthetic awareness by frequently viewing famous artwork. Student artwork is commonly displayed in the hallways at MSS and our May Open House provides a wonderful opportunity for parents to see the many impressive works of art the children create with our art teacher, Marnie Bird.

## **Technology**

Technology plays an important role supporting learning at Main Street School. All classrooms have one to two desktop computers and students are instructed in using technology resources in their school work. First and second grade classrooms have in-focus projectors and document cameras for whole class presentations. We also have a mobile lab of laptop computers that can be taken to classrooms around the building to support classroom curriculum. Ms. Tabet works with students and staff at both Main St. and Lincoln St. Schools. It is our hope that students will see and experience technology as truly integrated into our curriculum.

## **Special Education**

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

Under NH State Law and Public Law 94-142 special need or handicapping condition may be one of the following: Intellectual impairment, hearing impaired, speech/language impaired, visually impaired, specific learning disability, seriously emotionally disturbed, orthopedically impaired, severely health impaired. Currently at the elementary school the following special services programs are available: Occupational therapy, speech/language therapy, physical therapy, vision services,

psychotherapy, and resource room for tutorial/support in specific academic areas, intensive learning environment for students needing a total or more comprehensive structured program, developmental preschool, consultative services.

### **Title I**

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

Eligibility for Title I is based on a combination of the following:

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

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

### **English as a Second Language**

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



## Health Services at Main Street School

The health of each student greatly influences his/her ability to learn. The primary objective of the Main Street School's Health Office, is to strengthen the educational process, by assisting students and their families increase knowledge of the child's health needs. Our specific goal is to keep students in the classroom and to assist them in achieving, a greater degree of self-sufficiency in managing any of their health issues.

Main Street School has a Registered Nurse and Health Office Assistant on duty during the school day. The Nurse is responsible for basic first aid and medications.

To provide a healthy and safe environment for everyone in the school, we request that families make arrangements to keep their children home during communicable phases of illnesses. This includes but is not limited to the following:

- 24 Hours of antibiotic therapy, for diagnosed Strep Throat or Bacterial Conjunctivitis
- 24 Hours following fevers over 100.5 degrees without medication, vomiting or diarrhea
- Sore throat accompanied by headache, fever or swollen glands
- Coughs accompanied by colored phlegm or fever undiagnosed rashes

### Regarding Medication In School

Please see [www.sau16.org/aboutus/health/medpolicy.htm](http://www.sau16.org/aboutus/health/medpolicy.htm) for NH State Regulations, regarding dispensing of medications at school. Please be advised that the School Nurse will be happy to assist your child in taking medication during the school day. However, the prescribed medication should not be given at school, if it is possible to achieve the regimen at home. (i.e. an antibiotic given twice a day, should be given in the morning before school and again at bedtime.) When it is necessary for a prescribed medication be administered during the school day, it must be delivered to the Health Office or given to the Principal, by the Parent/Guardian or a responsible adult. **No students are to be given the responsibility of delivering any medication to school, at any time or for any reason.**

Parents/Guardians are required to fill out a SAU 16 Medication Form, which authorizes the School Nurse to administer the medication. The medicine must be in the original Pharmacy container, with the current prescription label containing the information needed, to give the medication. The child's name must be on the label and you may ask your Pharmacist for a school dose prescription bottle. The container should have enough medication for the length of time that the medicine will be needed or a month's supply at most.

The School Nurse is available to help you with any questions or concerns. If your child requires medication for the entire school year (i.e. Inhaler, Epi-Pen etc.) a Physician's Prescription form is required, in addition to the SAU 16 Medication Form. If your child requires "non-prescription" medication during the school day, the medication policy as stated above also applies. There is no routine oral non-prescription medications dispensed from the Health Office to students, unless supplied by the Parent/Guardian.

Medications will be given at the requested time, when possible. Due to emergencies there may be an occasion beyond the control of the Health Office, when it is not possible. Parents/Guardians will be notified, if this should ever happen.

Please contact the School Nurse directly, if your child has a chronic or acute health condition, so that all necessary arrangements may be coordinated for optimum healthcare at Main Street School.

**Emergency Registration Forms:** Need to be filled out by Parents/Guardians at the beginning of each new school year and updated, as the information changes. These forms are important for several reasons:

- Parent/Guardian Contact Numbers
- Relative/Neighbor Contact Information
- Sibling Information
- Absent/Late Arrival Contact Numbers
- Emergency Early Release Contact Numbers
- Conditions, Alerts, Medications

**Screenings:** Vision and Hearing Screenings are conducted throughout the year and may be scheduled because of a Teacher, Parent or Physician request. The School Nurse will contact you if there are any testing results that need follow up.

**Immunizations:** All new students must comply with NH State Immunization Requirements. Entering students must have an immunization record on file in the Health Office and no student may start school until an immunization record is presented. Religious and Medical Exemption Forms are available in the Health Office. If you have any questions, please call the School Nurse at 775-8948 or the Health Office Assistant at 775-8954. New students are also required to present proof of a Physical and this is to have been within the year of entering Main Street School.  
(State: [www.cde.gov/nip/recs/child-schedule.htm](http://www.cde.gov/nip/recs/child-schedule.htm))

**SAU 16 School Physician:** Assists with standing orders for the SAU 16 School Nurses. (i.e. use of Hydrogen Peroxide, Sting Kill Swabs for Bee Stings, Calamine Lotion, Antibiotic Ointment and Hydrocortisone Cream, as needed.) The standing orders are available for viewing in the Health Office during school hours.

**Main Street School and Lincoln Street School**  
Statement of Attendance Philosophy and School Based Procedures

*Supported by the Exeter school board's Attendance Policy (effective 1/16/01))*

Students learn best when their learning environment requires interaction with others, allowing them to share ideas and collaborate in solving problems. Students who miss school lessons frequently due to absences, tardiness or dismissals may experience difficulty with achieving success. *Absences disrupt the continuity of the educational process.* Make-up work is not a substitute for the original lesson.

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

*There is no substitute for the original lesson. Teachers cannot educate students who are not present in class.*

Reporting Absences/Tardiness

Children arriving after 8:30 am are considered tardy and must report to the Health Office for a late slip before going to their classroom.

If a student will not be attending school, it is critical that parents call the school prior to 8:25 am. \* *All absences, tardies and dismissals must be verified by the parent. In all incidences, a note must accompany the child upon his/her entrance or return to school.*

Procedures for Violation of the Policy

All children must be accounted for and when this isn't possible to do, the Exeter police department will assist the school by going to the home to make a truancy call. A note will be left at the home which must be signed and returned when the child returns to school.

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

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**Attendance Protocol/Tardiness and Truancy Definitions:**

The intent of the procedures described below that will be followed by SAU#16 is to ensure that students are in school and learning. School attendance is critical to successful school performance. Parent(s)/guardian(s) have the legal obligation to see to it that their children attend school the entire school year. All persons having children under their control shall cause them to attend school as provided in New Hampshire State Law:

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil: "A parent of any child at least 6 years of age and under 16 years of age shall cause such child to attend the public school to which the child is assigned or to an approved private school during all the time the public schools are in session."

1) Tardiness: Being present on time is a life skill to be cultivated so students are expected to arrive at school on time. A pattern of tardiness puts students at a disadvantage in school. Tardiness is a disruption to the educational process: it sets a tone that de-values education, detracts from the lesson, is discourteous to the teacher and other students and results in a loss of instructional time. We ask that parent(s)/guardian(s) work with the school to ensure that students arrive on time.

2) Absenteeism: A parent(s)/guardian(s) duty is to verify his/her child's absence with the child's school. The administration's duty is to determine whether the absence is excused or unexcused.

A) Verified Absence

Contact occurs between parent(s)/guardian(s) and school and consensus is obtained, i.e., family vacations, etc.

B) Excused Absence

1. Personal illness (may require physician's documentation)
2. Death in the family
3. Professional appointments
4. Religious holidays
5. School-related functions
6. College visitations
7. Dismissal by a school official

C) Unexcused Absence

1. Excessive parent/guardian-verified absences
2. Failure to follow school's tardiness procedure
3. Truancy: Any student who is absent from school and/or class without the knowledge and permission of his/her parent(s)/guardian(s) or school authorities is truant. Parent(s)/guardian(s) must verify all absences. While parent(s)/guardian(s) maintain the right to excuse children from school, not all absences are approved by the school administration, and the consequences for school-approved absences and non-school approved absences may differ. When questions arise as to whether an excused absence is school-approved or non-school approved, the decision will be made by the school administration.

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Absences, even with the approval of the parent(s)/guardian(s), which are excessive and/or which interfere with the student's educational program will be interpreted as truancy and follow-up procedures may be instituted. A student shall be declared habitually truant when s/he has had 20 half-days of non-approved absences in one school year. A half-day absence is defined as missing up to half of the total minutes in a school's day. Missing more than half the total minutes in a school's day constitutes two half-day absences.

**Responsibilities of Parent/Guardian, School and Students:**

**1. Parent(s)/Guardian(s)/Students:**

- a) Will notify the school in advance of a student's absence, whenever possible.
- b) Students are responsible for making up all school work missed due to absences.

**2. School Administrator or Designee/Attendance Officer:**

Shall determine if it is a valid absence and, if necessary, attempt to contact parent(s)/guardian(s) by telephone to confirm the cause of absence. However, it is the parent(s)/guardian(s)' responsibility to notify the school in advance if the student is going to be absent. Lack of parent(s)/guardian(s) contact with the school will result in an unexcused absence.

**3. Building Administrator:**

Appropriate building administrator shall be notified daily of student absences.

**4. School:**

- a) Shall annually document the cumulative absences on each student, as the number of absences will determine the thresholds for intervention as described in these procedures.
- b) State law requires that student attendance be taken and recorded accurately during each school day. To meet this obligation, the school uses the following system:
  1. All teachers require regular attendance.
  2. Student presence is recorded in each class.
  3. Names of students not present are submitted to the Attendance Office daily.
  4. The attendance secretary and/or nurse may determine excused absences during the course of the school day (ex. A student is dismissed from school due to illness).
  5. Parent(s)/guardian(s) must give their consent for all absences.

**Protocol for Tardiness:**

Each school will decide upon the appropriate method of parent(s)/guardian(s) contact and resulting disciplinary action for excessive tardiness, which will be outlined in the school's student handbook.

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**Protocol for Excessive Unexcused Absences:**

**1. 10 or more half-day unexcused absences:**

At 10 half-day unexcused absences, administration will review the absence list for the student population for possible action. Possible action may include one or more of the following:

- Contact by administration or designee to parent(s)/guardian(s).
- Letter(s) reviewing the policy sent to the parent(s)/guardian(s); it will advise the parent that, should absences continue, s/he may be contacted to attend a meeting to create a plan addressing the problem.
- A meeting with administration, parent(s)/guardian(s) and student to develop a plan.
- Special education referral/notification.
- A referral to the police, court/diversion and/or DCYF.

**2. 20 half-day unexcused absences:**

At 20 half-day unexcused absences, actions by administration will include one or more of the following:

- Contact by administration or designee to parent(s)/guardian(s).
- Letter(s) reviewing the policy sent to the parent(s)/guardian(s) advising that s/he will be contacted to attend a meeting to address the problem.
- Special education referral/notification.
- A referral to the police, court/diversion and/or DCYF.
- Report filed with DCYF by appropriate school personnel.
- CHINS petition/affidavit written by designated school personnel (\*).

(\*) – Each building's administrator is responsible for identifying one person who is trained to file a CHINS petition/affidavit and attend all subsequent court hearings through the student's adjudication.

Law Reference: RSA 193:1, 2, 7 and 16, RSA 306.10 (a) (1), RSA 193:8

Appendix Reference: JH-R

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Last Review Date: September 5, 2006

## **SEXUAL HARASSMENT AND SEXUAL VIOLENCE GBAA**

### **I. GENERAL STATEMENT OF POLICY**

Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 12000e, et seq. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

It is the policy of the school district to maintain a learning and working environment that is free from sexual harassment and sexual violence. The School District prohibits any form of sexual harassment and sexual violence.

It shall be a violation of this Policy for any student or employee to harass a student or an employee through conduct or communication of a sexual nature as defined by this Policy.

It shall be a violation of this Policy for any student or employee to be sexually violent to a student or employee.

Sexual harassment may include conduct towards members of the public, as well as towards students or employees. Sexual harassment may also include citizen behavior towards students, or employees, and off the job conduct or behavior if working relationships or job responsibilities were at all involved or affected.

The School District will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the School District, and to take appropriate action when deemed necessary if such complaint involves any other person.

While all forms of harassment are prohibited, this Policy specifically prohibits sexual harassment.

### **II. SEXUAL HARASSMENT / SEXUAL VIOLENCE DEFINED**

A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

## **SEXUAL HARASSMENT AND SEXUAL VIOLENCE GBAA**

3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or education environment.

Any sexual harassment as defined, when perpetrated on any student or employee by any student or employee, will be treated as sexual harassment under this Policy.

B. Sexual harassment may include but is not limited to:

1. Verbal harassment and/or abuse of a sexual nature;
2. Subtle pressure for sexual activity;
3. Inappropriate patting or pinching;
4. Intentional brushing against a student's or an employee's body;
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
7. Any sexually motivated unwelcome touching;
8. Unequal treatment of any kind based upon gender; or
9. Sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

C. Sexual harassment can occur between members of the same sex, as well as between members of the opposite sex.

### **III. REPORTING PROCEDURES**

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School District or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence, should report the alleged acts immediately to an appropriate School District official as designated by this Policy. The School District encourages the reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's office.

All department heads, managers, supervisors and teachers, as part of their job requirements, will be responsible for preventing and eliminating sexual harassment in their respective departments or work areas, and shall be responsible to report any incidents of sexual harassment observed, or experienced, whether or not such incidents occur within their department or office.

Any student, parent, or other person who observes or otherwise witnesses the occurrence of sexual harassment upon the premises of the School District should report



## **SEXUAL HARASSMENT AND SEXUAL VIOLENCE GBAA**

such incidents to the building principal, teacher, information officer, or where appropriate to other administrative personnel or staff.

The School District shall conspicuously post the name of the Information Manager for each school, and the Title IX officers designated by the Superintendent, including their business mailing address and telephone number.

**A. In Each School Building.** The building Principal or administrative designee is the person responsible for receiving oral or written reports of sexual harassment or sexual violence, at the building level. Upon receipt of a report, the Principal must notify the Superintendent of Schools or a Title IX officer designated by the Superintendent, immediately without screening or investigating the report. If this notification is given verbally, the Principal or administrative designee shall submit such notification in writing that an investigation is taking place. Failure to forward notification of any sexual harassment or sexual violence investigation will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent of Schools.

Where deemed appropriate and after notification to the Superintendent or the Title IX officers designated by the Superintendent, the building Principal may take immediate steps to protect the complainant, students, or employees pending completion of an investigation of alleged sexual harassment or sexual violence.

**B. District-Wide.** The School Board hereby designates the Superintendent of Schools or Title IX officers designated by the Superintendent, as the District representative to receive reports or complaints of sexual harassment and sexual violence from any individual, employee, or victim of sexual harassment or sexual violence, and also from the building Principals as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.

**C.** Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades, or work assignment.

**D.** Use of formal reporting forms is not mandatory.

**E.** The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and to take disciplinary action when the conduct has occurred.

F. Upon receipt of a report or complaint alleging sexual harassment or sexual violence, the parent or parents of the complainant or alleged harasser shall be notified whenever the complainant, or alleged harasser, is under the age eighteen (18).

G. Any student, teacher, or employee who believes that they are being harassed are encourage to let the person engaging in such conduct know how they feel and request that the person cease such action or behavior immediately, but they are not required to do so.

#### **IV. INVESTIGATION AND RECOMMENDATION**

The Superintendent or the Title IX officers designated by the Superintendent, upon receipt of a report or complaint alleging sexual harassment or sexual violence, shall immediately authorize an investigation. This investigation may be conducted by School District officials or by a third party designated by the School District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent of Schools, or to the title IX officers designated by the Superintendent. If the Superintendent is the subject of the complaint, the report shall be submitted to the School Board.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

Upon completion of such investigation, the investigating party shall submit to the Superintendent or to the Title IX officers designated by the Superintendent, a written report which fully details and summarizes the findings and outcome of such investigation.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the Superintendent should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or sexual violence requires a determination based on all facts and surrounding circumstances.

The Superintendent may take or authorize immediate steps at his or her discretion to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment or sexual violence.

#### **V. SCHOOL DISTRICT ACTION**

A. In the event that the Superintendent, or Title IX officers designated by the Superintendent following the investigation determine that the complaint is valid, then the following procedures and actions shall be taken:

1. If the Complaint involves a student, the Superintendent shall take such action as deemed appropriate based upon the results of the investigation. Any such disciplinary action taken by the Superintendent shall be reported to the School Board at the next regularly scheduled meeting of such Board.

2. If the complaint involves a teacher, employee, staff member, or a member of the public, the Superintendent shall make such report and recommendation to the School Board. The School Board will take such action as deemed appropriate based on the results of the investigation and recommendation made by the Superintendent.

B. A substantiated complaint against a teacher, employee, or student will result in disciplinary action, which may include: reprimand, recommendation for counseling, transfer to another department, demotion, suspension, or termination of employment.

C. In any instance in which there has been a substantiated complaint against someone other than a teacher, staff member, or student, the School District will take appropriate action deemed necessary, which may include referral of the incident to appropriate legal authorities:

1. If it involves any vendor, agent, or subcontractor, contact with such individuals' supervisor or employer;

2. If it involves any other individual and such conduct may be deemed to constitute illegal activity.

D. In making a determination of appropriate disciplinary action, the School Board or the Superintendent (or the Title IX officers designated by the Superintendent) in each case shall consider all relevant factors, including:

1. The weight of the evidence;

2. The nature and seriousness of the harassment;

3. The relative position of the harasser and victim;

4. Whether there are any prior violations; and

5. How the proposed remedy will protect the victim from future harassment.

Any disciplinary action so taken shall be for the purpose of ending instances of sexual harassment and sexual violence, and to prevent its recurrence.

E. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant and to the alleged harasser by the School District. The report will document any disciplinary action taken as a result of the complaint.

F. A statement that a complaint of sexual harassment or sexual violence was substantiated after investigation will be released to a prospective employer seeking a reference.

## **VI. REPRISAL**

The School District will discipline any individual who retaliates against any person who reports alleged sexual harassment or sexual violence, or who retaliates against any person who testified, assists, or participates in the investigation, proceeding, or hearing relating to a sexual harassment, or sexual violence complaint. Such disciplinary action may include reprimand, recommendation for counseling, transfer to another department, demotion, suspension, or termination of employment as deemed appropriate in the particular circumstances. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURE**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Commissioner of Education, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

## **VIII. CONFIDENTIALITY**

Due to their sensitive nature, complaints of sexual harassment shall be investigated with particular care and should remain, to the extent possible, strictly confidential. Aside from their duty to report, all student, teachers, or staff shall keep all complaints or reports of sexual harassment confidential. Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the School District shall comply with applicable laws.

Such forms of sexual harassment may constitute violation of applicable criminal law, and such incidents shall be referred to appropriate authorities.

Nothing in this Policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

## **IX. FALSE REPORTS**

The filing of any report or complaint pursuant to this policy which is knowingly and deliberately false is strictly prohibited and may result in appropriate disciplinary action up to and including dismissal of the offending teacher or staff member, or expulsion of the offending student.

Law Reference: ED 303.01 (j), 1-9

Appendix Reference: GBAA-R, BBA-R

Date Adopted: February 10, 2004

Revision Dates:

Last Review Date: February 10, 2004

## **EXETER SCHOOL BOARD POLICY ON BULLYING**

### **Public Safety and Violence Prevention**

No student shall bully any person while on school property. Bullying is conduct which subjects a student to insults, taunts, or challenges, whether verbal or physical in nature, which is likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner.

Any school employee, or employee of a company under contract with the District, who has witnessed or has reliable information that a student has been subjected to bullying as defined above, shall report the incident to the Superintendent.

Violation of this policy will result in disciplinary action as outlined in the student handbook.

### **SCHOOL BOARD POLICY PROHIBITING WEAPONS**

1. Definitions: Where used herein the following terms have the meanings specified:

**“Board”** means the Exeter Board

**“School”** means each school building and adjacent grounds under the jurisdiction of the Exeter School district.

**“Weapon”** means a **“firearm”** as defined in 18 USC S921. Antique firearms and knives are also considered **“weapons”**.

2. From and after the date of adoption of this Policy, no Student shall bring any Weapon to any School or possess any Weapon at any School.
3. Unless the Board modifies the expulsion under Section 4, below, any student who violates this policy shall be expelled by the board from school for a period of not less than one (1) year and shall be referred to the criminal justice or juvenile delinquency system. Before so expelling any student, the board shall notify the student (and his/her parents and/or guardian) in writing and hold a hearing on whether the student has violated this policy.
4. The board reserves the right to modify the expulsion requirement on a case-by-case basis if warranted by extraordinary conditions.
5. Nothing in the policy limits the other powers of the board, the superintendent, or the superintendent's representatives, to suspend, expel, or otherwise discipline students.

## **HOMEWORK POLICY EXETER SCHOOL DISTRICT**

### **I. POLICY**

It is the policy of the Exeter School Board that every student will be assigned homework on a regular basis.

### **II. DEFINITION**

THE TERM "HOMEWORK" REFERS TO CLASS-RELATED WORK COMPLETED OUTSIDE OF THE CLASSROOM.

### **III. RATIONALE**

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

### **IV. RESPONSIBILITIES**

#### **A. Administrative Responsibilities**

1. To communicate both the district and the school homework policies to parents.
2. To monitor the implementation of the homework policies.
3. To facilitate the scheduling of homework among the different subjects.

#### **B. Teacher Responsibilities**

1. To inform students and parents of both course and homework expectations.
2. To provide purposeful, relevant and clear assignments.
3. To promptly acknowledge all homework assignments, and to return written materials to students.
4. To assign homework according to the age, maturity level, individual needs and interests of the students.
5. To clearly communicate the expectations of the assignment to students.

#### **C. Student responsibilities**

1. To make sure that they understand homework assignments and due dates.
2. To complete their homework assignments to the best of their ability.
3. To submit their homework to their instructors on time.
4. To communicate with teachers regarding questions concerning homework assignments, missed assignments and expectations.
5. To schedule time for homework which is compatible with family and/or after school activities.

#### **D. Parent responsibilities**

1. To provide and support an environment which is conducive to the student's successful completion of homework assignments.
2. To encourage a positive attitude towards homework.
3. To monitor homework for appropriate completion.
4. To communicate with teachers regarding questions concerning homework assignments, missed assignments and expectations.
5. To obtain missed homework assignments when necessary.

#### V. TIME GUIDELINES

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

### **Grade Level Homework Policy Guidelines**

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

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

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

**GRADE TWO** - 20-30 minutes 4 days per week, which includes reading, spelling, math, and occasionally special projects.

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

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

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

Exeter School Board  
Exeter School District  
Exeter, NH  
Approved by the Exeter Board

# Exeter School District

## Guidelines for the Promotion and Retention of Students

### PROMOTION AND RETENTION

The following guidelines are promulgated in accordance with the Exeter School District policy IKE dealing with the promotion and retention of pupils.

#### Statement of Belief:

Though significant research does not support the retention of children as a general practice, we do look at each individual child's situation. Each decision should be made with the whole child, his/her family, all academic information and any disabling conditions in mind. Retention shall not be recommended until other possibilities, including intervention and remedial work, have been exhausted. There is a risk with retention that it can create significant social and self-esteem issues. It is more beneficial for retention to take place in the primary grades (kindergarten through three) where it may allow for the maturation process to take place. These years in particular should be viewed as critical in preparing students for successful achievement later on. Early detection, diagnosis, remediation and/or possible retention are relevant considerations. No child shall spend more than two years in the same grade, including that student's prior experience in another school system or in a private school, nor shall any child be retained in successive grades, including prior experience in another school district or in a private school system.

#### When considering students for retention, the following items shall be reviewed:

- A. Anecdotal teacher records which document factual evidence of insufficient progress;
- B. Test results;
- C. Report card grades;
- D. Other evidence of academic performance;
- E. Attendance records;
- F. Health records, parent/guardian contact, other records and conferences, and cumulative folders;
- G. Other information deemed relevant.

If a child is being considered for retention by the school, parents/guardians will be notified about the possibility of retention by written notice prior to April 1 of the current school year and will be invited to meet with applicable school personnel to review the retention decision.

#### Criteria for Promotion

- A. Kindergarten through grade five:  
When reviewing students for promotion, the criteria to be considered shall include:

1. Continuous growth and achievement in all program areas commensurate with ability and grade level expectations;
2. Consideration of social and emotional maturity necessary for a successful learning experience.
3. The age and birthdate of the student
4. Family beliefs and input about retention and/or promotion

**Special education pupils:** Promotion/Retention of special education students shall be based upon the criteria listed above, their individual education plans, and consultation with their IEP teams.

Approved:  
June 13, 2017



## **Parent Information for Reunification During a Critical Incident**

### **Student/Parent Reunification**

Circumstances may occur at the school that requires parents to pick up their student(s) in a formalized, controlled release. The process of controlled release is called “reunification” and may be necessary due to a critical incident that occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school then those students may be subject to a controlled release as well.

### **Parent/Guardian Expectations**

If a parent or guardian is notified that a controlled release and reunification are needed, there are some expectations of which parents or guardians should be aware. First, bring identification, which will streamline things during reunification; second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

### **Reunification Cards and Check In**

Parents are asked to go to the Reunification “Check In” area and form lines based on the first letter of their student’s last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. When you are picking up your child(ren) it is vital you **bring your ID to check in.**

During check in, identification and custody rights are confirmed. The reunification card is separated and the bottom half given back to the parent. From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and bring it to the Student Assembly Area to reach the student or students. Parents should be aware that in some cases they may be invited into a briefing room for further information.

### **What Can You Do As A Parent?**

All information will be shared as soon as possible using the SAU 16 mass communication system. In order for you to get this information, your contact information must be correct and up to date. Please make sure, that you check the information that is on file with your school to ensure, that you receive all information.

Do not go to Main Street School. Your child will be at Exeter High School for reunification.

## **EXETER SCHOOL BOARD TRANSPORTATION POLICIES:**

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

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

Bus Stop conduct is the responsibility of the parents.

Students are expected, while riding the bus, to behave as they would in the classroom with their teacher or at home with their parents. The bus driver shall be considered to have the same authority as a teacher in the classroom. The bus driver's authority includes assignment of specific seats and the adherence to all bus rider rules. If a child is not well behaved and endangers the health and safety of other students, the privilege of riding the bus shall be suspended'

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

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

The rules which children must obey shall be listed in the handbook and referred to as Bus Rider Rules.

Discipline procedures shall be listed in the handbook.

Approved by Exeter School Board 8/28/01

## BUS PROVIDER AND SCHOOL COMMITMENTS

### BUS PROVIDER COMMITMENT to a safe and pleasant bus ride.

The bus company pledges to passengers:

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

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

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

### EXETER SCHOOL DISTRICT COMMITMENT to a safe and pleasant bus ride.

THE EXETER SCHOOL DISTRICT,

- *Insists* student safety while riding buses must come first
- *Believes* the most important job of the bus driver is to operate the bus in a safe and prudent manner
- *Will not* tolerate rider behavior which jeopardizes safe operation of the school bus
- *Requires* its administration to work with the bus drivers and bus company officials to ensure the safe operation of the school bus
- *Considers* the bus company and its personnel to be an extension of the school's own personnel
- *Considers* students who are on the bus are the responsibility of the Exeter School District
- *Believes* that all students and employees should be treated with respect and dignity
- *Will* make every effort to resolve rider or parent concerns in a fair manner to all

## Parental Concerns Resolution Process

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

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

**First Student                      778-6900                      Ask for Sandy Rowe**
  - b) The bus company representative will make every effort to listen, explain, and generally try to resolve your concerns.
2. If you do not feel successful in talking with the bus company then;
  - a) Give the school principal a call to see if he/she can help you. In most cases a principal can provide assistance and guidance in working out an unresolved bus problem.
  - b) Request a meeting at school with the principal and the bus company supervisor.
3. If a problem continues past this point;
  - a) You can request Central Office review the situation by calling the Superintendent's Office. Call 775-8690 and ask for Natalie Perry.
  - b) You can also call the Superintendent at 775-8654.
  - c) The School Board can also be informed through written or personal communications from a parent. It must be said, however, that all other efforts should be exhausted before taking this step as it would otherwise be the Board's policy to refer this matter back to administration unless all steps have failed.

## **BUS RIDER RULES**

### **RULES - Level 1**

#### **Students:**

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

### **RULES -Level 2**

#### **Students:**

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

### **RULES -Level 3**

#### **Students:**

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

### **RULES -Level 4**

#### **Students:**

1. Shall not have or carry on weapons of any kind.
2. Shall not bring hazardous materia1s, fireworks, or nuisance items such as laser lights, etc. on the bus.
3. Shall not use or transport any illegal substance while on the bus (alcohol and drugs).

## BUS RIDER DISCIPLINARY PROCEDURES

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

### **Level 1**

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

### **Level 2, 3 and 4 reporting and notification:**

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

### **Level 2**

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

### **Level 3**

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

### **Level 4**

- The student's riding privileges shall be immediately terminated for the remainder of the current school year.
- Parent(s) shall be responsible for the student's transportation.

- A reinstatement conference with the parent(s) and the student must be conducted by the Principal prior to allowing the student to ride the bus at the beginning of the next school year.

**NOTE:**

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



## EXETER SCHOOL DISTRICT PUPIL TRANSPORTATION RIDER AGREEMENT

The Exeter School District in conjunction with its pupil transportation providers endeavors to promote a safe and pleasant bus-riding environment for our passengers and drivers. Students must act in a responsible and well-behaved manner at all times. Drivers expect that students will observe the proper riding behavior with minimum supervision in order to operate the buses safely. A committee of parents, administrators, bus company officials and School Board members agree that for this to happen the *Bus Rider Rules, Bus Rider Disciplinary Policy, Bus Provider and School Commitments, and Parental Concerns Resolution Process* must be clearly communicated to all student riders and their parents or guardians. The most effective way to do this is in the form of a bus rider agreement. This agreement would be treated as a contract between the school, the parents (guardian) and, most importantly, the rider.

Please take the time to read all parts of this agreement sign and return the top copy to your school office. **RETAIN A COPY OF THE RIDER AGREEMENT.**

### BUS RIDER AND PARENT COMMITMENT

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

Parents of Main Street School students (Kindergarten First and Second grade) must accompany their student at the stop. No Main Street School student will be released from the bus, unless a parent or responsible adult is present at the stop to accept the student. Failure to fulfill the responsibility of being at the stop or to arrange for a responsible adult to take the responsibility of being at the stop may result in the suspension of bus privileges.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Name