

James M. Faulkner Elementary School  
PARENT/STUDENT HANDBOOK  
2016/2017

Home of the Stoddard Newts



200 School Street  
Stoddard, New Hampshire 03464

TEL: (603) 446-3348

FAX: (603) 446-3638

Website: [jfes.us](http://jfes.us)

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ADOPTED: 4.11.2016

## Stoddard School District 2016/2017 School Calendar

	M	T	W	TH	F
AUG	15	16	17	18	19
	22	TW	TW	25	26
SEPT	29	30	31	1	2
	X	6	7	8	9
26 Days	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

	M	T	W	TH	F
FEB			1	2	3
	6	7	8	9	10
15 Days	13	14	15	16	17
	X	X	X	X	X
	27	28			

	M	T	W	TH	F
OCT	3	4	5	*6	7
	10	11	12	13	14
21 Days	17	18	19	20	21
	24	25	26	27	28
	31				

	M	T	W	TH	F
MAR			1	2	3
	6	7	8	9	10
22 Days	13	14	15	16	17
	20	21	22	*23	TW
	27	28	29	30	31

	M	T	W	TH	F
NOV		1	2	3	4
	7	CDW	9	10	X
17 Days	14	15	16	17	18
	21	22	X	X	X
	28	29	30		

	M	T	W	TH	F
APR	3	4	5	6	7
	10	11	12	13	14
15 Days	X	X	X	X	X
	24	25	26	27	28

	M	T	W	TH	F
DEC				1	TC
	5	6	7	8	9
15 Days	12	13	14	15	16
	19	20	21	22	X
	X	X	X	X	X

	M	T	W	TH	F
MAY	1	2	3	4	5
	8	9	10	11	12
22 Days	15	16	17	18	19
	22	23	24	25	*26
	X	30	31		

	M	T	W	TH	F
JAN	X	3	4	5	6
	9	10	11	12	13
20 Days	X	17	18	19	20
	23	**24	25	26	27
	30	31			

	M	T	W	TH	F
JUNE				1	2
	5	6	7	8	9
7 Days	(12)	(13)	(14)	(15)	(16)
	TW	20	21	22	23
	26	27	28	29	30

(99 Days)

(81 Days)

Aug 23-24 Teacher Workshop Days  
 Aug 25 First Day of School  
 Sept 5 Labor Day  
 Sept TBD Open House  
 Oct 6 Early Release Day  
 Nov 8 Common Day Workshop  
 Nov 11 Veterans Day  
 Nov 23-25 Thanksgiving Break  
 Dec 2 Parent/Teacher Conferences  
 Dec 23 - Jan 2 Holiday Break  
 Jan 16 Martin Luther King Day

Jan 24 Late Arrival  
 Feb 20-24 Winter Break  
 March 23 Early Release Day  
 March 24 Teacher Workshop Day  
 April 17-21 Spring Break  
 May 26 Early Release Day  
 May 29 Memorial Day  
 June 9 Last Day of School (180 days)  
 June 12-16 Snow Day Make-up as needed  
 June 19 Teacher Workshop Day (follows last day for students)

## **James Faulkner Elementary School Mission Statement**

James Faulkner Elementary School, in partnership with the citizens of Stoddard will foster self-motivated lifelong learners who are responsibly conscious, respectfully active members of our diverse global society.

Dear Parents and Guardians,

I am pleased to be able to provide you with the 2016-1017 edition of our “Parent Handbook”. It contains important information about your child’s school and should serve as a resource for you. Please take some time to review it before the school year begins.

James Faulkner Elementary School continues to offer a comprehensive educational program, which strives to meet the needs of all students while stressing responsible and independent learners and members of society.

Please do not hesitate to maintain regular contact with your child’s teachers, counselors, and administration and let us help you if we can.

Sincerely,

Martha LeMahieu, Principal

## **James M. Faulkner Elementary School**

### **CERTIFIED TEACHING STAFF**

Martha LeMahieu- Principal 446-2318  
Special Education Coordinator martha.lemahieu@sau24.org  
504 Coordinator  
Title 1 Coordinator  
Homeless Liaison  
Teacher

Tina Minard: Kindergarten/First Grade Teacher email: tina.minard@sau24.org  
Sarah Hope, Second/Third Grade Teacher email: sarah.hope@sau24.org  
Jacquelyn Cornwell:Third/Fourth Grade Teacher email: jacquelyn.cornwell@sau24.org  
Amanda Bridges: Fifth Grade Teacher email: Amanda.bridges@sau24.org  
Dawn Kovarik Special Education Case Manager/Interventionist email:dawn.kovarik@sau24.org:  
Brenna Manuel: Art Teacher \* email: brenna.manuel@sau24.org  
Linda Kress: Speech Pathologist\* email: linda.kress@sau24.org  
TBD: Music Teacher\* email:  
TBD: Occupational Therapist\* email:  
Justin Jarvis: Physical Education/Wellness Teacher\* email: Justin.jarvis@sau24.org  
Leanne Chauvette: Tech Integration\*  
Jackie Stetser: Part- Time Special Education Teacher/Before School Assistant\*  
email:Jackie.stetser@sau24.org

### **SUPPORT STAFF**

Pam Dionne: School Secretary 446-3348 email: pam.dionne@sau24.org  
Ray Lagasse: Maintenance Supervisor email: ray.lagasse@sau24.org  
Patricia Strickland: Library Aide/ Paraeducator\* email: pat.strickland@sau24.org  
Donna Marshall: Math Facilitator email: donna.marshall@sau24.org  
Tabitha Kilchewski: Paraeducator email: Tabitha.kilchewski@sau24.org  
Laura Gagnon: Paraeducator email: laura.gagnon@sau24.org  
Kathy Ellis: Paraeducator email: Kathy.ellis@sau24.org  
Kelly Doolittle: Paraeducator email: [Kelly.doolittle@sau24.org](mailto:Kelly.doolittle@sau24.org)  
Rachael Wilcox: Paraeducator email: rachael.wilcox@sau24.org  
Patricia Peschel: Food Service Assistant  
Tonia Bowman: School Nurse\* email:tonia.bowman@sau24.org  
Marilyn Chamberland: Before/AfterCare Supervisor

\* Part time staff

## **SCHOOL BOARD**

Mrs. Alfrieda Englund: Chair

email: [alfrieda.englund@sau24.org](mailto:alfrieda.englund@sau24.org)

Mrs. Lisa Davenport: Vice Chair

email: [lisa.davenport@sau24.org](mailto:lisa.davenport@sau24.org)

Mrs. Cynthia Lake

email: [Cynthia.lake@sau24.org](mailto:Cynthia.lake@sau24.org)

Mr. Daniel Eaton: School Board Moderator

Mrs. Aimee Fee: Board Secretary

Mrs. Ellen Mason: School District Treasurer

## **SAU # 24 ADMINISTRATION**

258 Western Avenue

Henniker, NH 03242

428-3269

Dr. Lorraine Tacconi-Moore: Superintendent of Schools

email: [lorraine.tacconimoore@sau24.org](mailto:lorraine.tacconimoore@sau24.org)

Dr. Jacqueline Coe : Asst. Superintendent

email: [Jacqueline.coe@sau24.org](mailto:Jacqueline.coe@sau24.org)

Mrs. Kathleen Sargent: Business Administrator

email: [kathleen.sargent@sau24.org](mailto:kathleen.sargent@sau24.org)

Mrs. Sandra Pickering: Director of Student Services

email: [Sandra.pickering@sau24.org](mailto:Sandra.pickering@sau24.org)

Dr. Greg Reinert: Director of Technology

email: [Greg.Reinert@sau24.org](mailto:Greg.Reinert@sau24.org)

## OUR PROGRAMS

### Curriculum

The school is organized into four classrooms: Kindergarten/First, First/Second, Third/Fourth, and Fourth/Fifth. These four divisions value the multi-age philosophy. Students are taught based upon individual needs with frequent assessment used to inform instruction. The school uses the Everyday Math Program to guide its math curriculum and components of different research based reading programs to encompass the ELA curriculum. All grades use the Lucy Calkins Writing program to guide and support their writing instruction. We also rely heavily on the professional expertise of our teachers to implement the most effective instructional practices. The interventionist/ special education teacher works with students in classrooms or in the instructional support room. Music, Art and Physical Education are taught by the specialists once a week. Library classes and visits are scheduled every week. Other major subjects taught at all grade levels include language arts consisting of grammar, literature, writing and spelling and science, social studies, math and health.

### Student Support

The goal at James M Faulkner Elementary School is to see children develop academically, socially and physically. To accomplish this, teachers regularly assess student academic and social growth. We do, however, require and need your help. If your child is experiencing difficulty or is uncharacteristically frustrated, please inform your child's teacher of this development. We can meet as a Student Support Team to identify possible causes for the frustration or problem and develop a plan to remediate the situation. Some learning issues can readily be solved with simple instructional interventions such as extra help before or after school or a change in seating. In other cases, after initial interventions have been tried and progress has been monitored, it may be necessary to look for other causes or more information resulting in a referral to the special education team.

The **Special Education Team** consists of an administrator, the special education teacher, the classroom teacher, and other specialists who may need to be consulted. The team decides if the student needs to be evaluated and will make a recommendation to the teacher and parents. The recommendation may not always lead to an evaluation. If an evaluation is conducted and an educationally handicapping condition is found to exist, the team will create an individual education plan for the student. In addition to regular academics this could include speech and language therapy, occupational therapy, or counseling. The parent becomes part of the team to determine placement and program.

Anyone concerned about a student's academic progress should begin by contacting the child's classroom teacher.

## **Kindergarten Program**

Our Kindergarten program is a full-day program, transportation to and from school is offered on the regular school bus. Should a child be overly tired or find a full day difficult to complete successfully, the school will discuss with the parent the possibility of establishing a shortened day for that student. It is our goal to do everything possible to ensure that a child's first experience here is successful. Please keep in mind that this is a multi-age kindergarten/ first grade classroom so the academic demands will vary greatly.

## **Title I Programming**

On a yearly basis, we receive an allocation from the federal government for Title I. This amount has ranged from several hundred dollars to several thousand dollars. The extent of services provided under Title I depends upon the allocation we receive.

### WHAT IS ESEA TITLE 1?

The Elementary and Secondary Education Act is a federal aid program that disperses monies to our nation's schools. Federal funds are given to the states and then funneled to the school districts. Funds are distributed according to a formula based on the number of low income families. Any child eligible for the program can participate regardless of a family's income. Title 1 supports supplemental reading and /or math instruction for grades two through five at James Faulkner Elementary School.

Title 1 is a non-discriminatory, federally funded program passed in 1965. It provides monetary assistance and guidelines for supplementary instruction for students requiring additional support. This program provides services for millions of our nation's children. More recent changes in the law request added parent participation in both planning and evaluation of Title 1, as well as the development of the District plans. The focus is to develop a high quality education for each participant.

Designed to meet District policy and goals, James Faulkner Elementary School's Title 1 program supplements regular Math and Reading classroom instruction and presently services a limited number of JFES students based upon funding.

## **Lunch Program**

Lunch is served daily at 12:15 and 12:45 in school for any students wishing to participate at a cost of \$2.70 per day. A snack drink of milk or orange juice is available for \$.60 cents. A menu is provided on a monthly basis. **It is very important that students pay on the preceding Tuesday of each week** that they plan to participate. Lunch order forms are sent with each month's menu calendar and can be found on the school website. These should be filled out and sent to school with payments in a sealed envelope. Complete information for free or reduced cost meals will be sent home with children at the beginning of the school year.



## **Before and After School Care Program**

JFES offers a Before and After Care program that is held on the premises. This program is available to all K-5 grade students. This program, while organized by the school, **MUST** be self-sustaining in terms of budget impact. We therefore rely on parents paying for the program in order for it to take place. The cost of the program is \$7.50 per morning and \$10.00 per afternoon. Coverage begins at 6:30 AM for the morning program and ends at 6:00PM for the afterschool program. Special afternoon programs are offered throughout the year and are included in the cost of the program.

## **Procedures**

### **Reporting to Parents**

The staff at James M Faulkner Elementary School believes that ongoing communication with parents is essential. Each month a Principal's newsletter is sent home with students or via e-mail to inform parents of upcoming events, ideas and issues of interest to them. Teachers regularly communicate with parents through weekly/monthly newsletters, phone calls, emails and notes home.

Report Cards will be sent home in December, March, and at the end of the school year. Formal conferences are held twice, once in December and then by request in March. Teachers or parents may request conferences at other times throughout the year.

Assessment plays an important role in assuring that every learner achieves the goals established by the district. Assessment occurs in an on-going manner within the context of the classroom curriculum. In addition, students participate in local, state and national assessments.

### **Weather Emergencies**

School closings, delayed openings, and early dismissals due to bad weather may be announced on the Keene radio stations (WKNE 1290AM/103.7 FM, WKBK 1220 AM). TV's channel 9, WMUR will also post such notices. We have also instituted a Connect 5 system where you should receive a telephone call notifying you of any school cancellation. For this system to operate well, please be sure we have your current telephone numbers.

**If the weather is stormy during the day, school may close early. All attempts will be made to notify you.** No child will ever be left unattended if difficulties arise, **but try to have back-up plans, as teachers also need to get home safely.** The numbers you list as emergency contacts will be used as back up if you cannot be reached. Please make certain to specify this information on all registration forms.

## Safety Guidelines

School begins at 9:00 AM for all students. Students should not arrive prior to 8:45 A.M. unless they are enrolled in the Before School Program or have parent supervision.

All doors into the school building will be locked at all times. There are signs posted at all of the entrances instructing visitors to use the main entrance. You will need to buzz the office via our security system in order to gain access. This will make certain that all people wanting to gain access to the building will have to come in by the office and check in. Parents will not be allowed in the halls once the school day has started without a specific, approved purpose.

When dropping your child off after 9:00 am please walk your child into the building through the main entrance after checking in with the secretary they will then head to class. When picking up a student for an early dismissal, **please report to the office** to sign them out. The secretary will then make certain that your child meets you in the office

At 3:30 PM, students who are being picked up by a parent will exit by the side door to the playground. Students who will be going home by the bus will exit through the Multipurpose Room.

## Visitors

We welcome parents and community members to be a part of our school community but request that all visitors to the school sign in at the office and sign out upon leaving. Visitors should receive a name tag in the office so that staff and students know that the person is allowed in the building. We keep all doors locked for the safety of our students and want to be sure that we know who is in the building at all times. Your cooperation in this matter would be most appreciated. Regular volunteers, who will work individually with students, by state law, must have a criminal background check by being fingerprinted at the volunteer's expense.

## Attendance

Please inform the school office and/or the classroom teacher as soon as you know, of any changes in the child's normal routine for arriving or departing from school. A written note is needed when a child's typical dismissal plans are changed. If the adult is unknown to the teacher they will ask for identification before allowing the child to go with them. **To assure student safety, we ask that you call the school if your child will be absent for any reason.** The best time to call is between 8:30 A.M. and 9:00 A.M. should we not hear from you, it is our intent to contact you to insure that your child is safe.

## Illnesses

Cold and flu season can wreak havoc in the classroom setting. If your child presents with a fever of 100, it is absolutely essential that s/he stay home until s/he has been fever free for 24 hours **without** medication. When it comes to colds, keeping children home is up to your discretion. Keep in mind, however, that even in the absence of fever, a productive cough, sore throat and/or runny nose can make a child quite uncomfortable. It is always best to recuperate

in the comfort of home. We will send children home who present with flu like symptoms and/or have a fever of 100 or greater. Please remember **we ask that you call the school if your child will be absent for any reason.**

### **School Attire**

Children should come to school appropriately dressed to allow participation in all school activities. Students will not be allowed to wear clothing that presents a health or safety problem or clothing that is suggestive or revealing. Tank tops with straps narrower than 2 inches and shirts that expose the midriff are not allowed. Pants must be worn at the waist. Clothing that is intended for the outdoors should be removed for the school day and stored in the appropriate location in school. Hats are not to be worn in the school building.

It is also our expectation that children will be going outside in all degrees of weather throughout the year for recess. We therefore want children to be wearing appropriate footwear for running around outside. Open backed shoes or open toed shoes are not safe for running and should not be worn to school. Flip flops are not safe footwear for school activities.

Clothing that promotes violence or obscene behavior or the use of drugs, tobacco and alcohol will not be allowed. Parents will be contacted to bring other clothing for their child. In the event a parent is unable to be reached or do so, children will be asked to turn shirts inside out or will be given other clothing to wear.

### **Parking**

Do not drive up to the building if you are picking up or dropping off your child. Please park your car in the spaces provided along the center island of the turnaround or at the far end of the school where more parking spaces are available. To reduce toxic fumes from entering the building when picking up your child, we ask that you not keep your car idling.

### **Communicating with School Personnel**

It is important for you to contact the school whenever you have questions or concerns about something that took place. The best person to start with is the classroom teacher. So as not to interrupt classroom teaching the best times to call if you want to speak with a teacher are from 8:30 A.M. - 9:00 A.M. or after 3:30.

*Should speaking with the teacher not answer your questions or your concerns remain, the next person to contact would be the school principal. The principal would likely want to set up a meeting with you to discuss the topic in person. Should this meeting not resolve whatever the issue may be the next appropriate step is for the parent or community member to contact the Superintendent of Schools.*

#### WHO TO TALK TO WHEN YOU HAVE A CONCERN

At some time during the school year a question or concern may arise. Most of these can be addressed with little difficulty. Other problems are more complex and require investigation before an action is taken. Problems should be solved at the lowest possible level. For this reason, we ask that you use the following chain of address:

1. Teacher or specialist (if involved)
2. Principal
3. Superintendent of Schools
4. School Board

## **Cell Phones**

We are aware that more and more children are carrying cell phones for safety reasons. It is our policy that at school, cell phones are to be off at all times and not taken out for any reason during the school day. Use of these phones for taking pictures of classmates, texting etc is clearly prohibited. A violation of this policy may result in the child's cell phone being held in the office each day upon arrival at school.

## **Notices From School**

Groups not directly associated with the school may send out notices from the school provided they have prior approval of the Principal and are printed in sufficient quantity to be distributed. School personnel are not responsible for duplicating any such notices. These notices are made available based upon the appropriateness of the events being promoted.

## **Fire Drills/ Lockdown Drills**

These are drills scheduled throughout the year for the safety of all school people. We practice fire drills at least once a month and a lock down twice a year. It is important that everyone follows the drill procedures, which are explained in the classroom and to the staff at the beginning of each school year.

## **PHYSICAL EXAMINATIONS**

All incoming students must have a complete physical by a licensed physician before entry to school or no later than thirty (30) days after their arrival to school. A copy of a physical done within the year is acceptable. Required immunizations must be up-to-date.

## **Parent Involvement**

We, the staff at James Faulkner Elementary School, welcome and encourage parent involvement in their child's education. We understand that working parents may find it difficult to visit school or be active with the schooling during the day. To us, however, parent involvement means much more. Parent involvement means showing your child that you are interested in what happens at school and how s/he is doing. You talk about the importance of an education and trying your best. You discuss how we all learn from mistakes and how it is important to try. You are a partner with us in your child's education. Our commitment to you is to also provide opportunities for you to learn more about what happens in school and how education has changed since we were in school.

## **Media Publication**

At times, different media groups (newspapers, television etc) may cover activities at JFES with articles, video or still photography that may be published. In addition, our school program produces many wonderful pieces of children's work that we may wish to display on our school website. Parents have the right to limit their child's exposure in such media.

If parents do not want their child to be photographed or videotaped by news media or for our purpose of displaying what we do on our website, we ask that you complete the opt-out media form that is available through the yearly registration process on Info Snap or that can be obtained from the school office. Simply complete the form and return it to the school so that we can make every reasonable effort to ensure that children on the opt-out list are not photographed nor have any identifying information about them posted on our website.

## **Asbestos Notification**

The federal government requires that we yearly notify parents regarding the presence or absence of asbestos within public buildings. We are pleased to report that the James Faulkner Elementary School is free of asbestos therefore no operations and maintenance programs or future inspections are required.

## **BUS GUIDELINES**

All bus stops are planned for safety and practicality by the bus driver and safety director of the bus company. Any changes must be approved by the driver, the bus company, and the School Board. Some students may be required to walk as far as 1.0 mile to the nearest stop. School district responsibility begins when the student enters an approved school bus or other vehicle. Parental responsibility for the child's safety continues while the child is at a bus stop or until they are safely on the bus. Bus pick up and drop off times may vary as much as 10-15 minutes, please plan accordingly.

Once on the bus, children should find a seat quickly and restrict their activity and conversation to those students nearby, so as not to distract or distress the driver or other students. The driver has immediate responsibility for all students riding and they are expected to behave appropriately as they would in any other vehicle. Students will be dropped off at their regular stop. Only with a note from a parent will the bus driver allow a student to get off at a different approved bus stop. If necessary, please discuss with your child how important good behavior is for the safety of all.

## **POLICIES**

In addition to the policies specifically included in this handbook, all district policies are available on our school website.

## **Internet Acceptable Use Policy**

The use of technology is an important aspect of education today. As such, students need to be aware of acceptable use of the internet and other forms of technology. Each year a policy is sent home requiring parent approval in order for students to access the internet.

## **HOMEWORK POLICY**

The Stoddard School District recognizes the need for homework as an integral part of the learning process. Homework supports and complements classroom instruction. Homework provides students with an opportunity to review, practice, and prepare individually for school.

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class. It may also refer to an assignment requiring individual work at school or at home.

Homework should be a follow-up to what is being done at school. This should consist of necessary practice (such as the review of spelling words or math facts) or an extension of lessons taught (such as the completion of a report or project).

Teachers should make meaningful assignments. The purposes should be clear and specific so that the student can complete the assignment. There will be timely and meaningful follow-up and feedback.

Students should listen carefully and follow directions provided by the teacher. All assignments should be completed on a timely basis. Students should talk to the teacher if they have difficulty in completing the assignment.

Parents should be positive, provide encouragement, and make sure that assignments are completed on time. Younger students may need help in understanding directions. Contact the teacher about any concerns or problems regarding homework.

Establishing a pattern of individual study is a positive lesson to learn. The following guidelines are recommended for increasing the amount of time from grade to grade.

**Kindergarten/Grade One:** Homework is optional. If assigned, it should be no more than 15 minutes per day, one or two days per week.

**Grades Two and Three:** Homework is required two or three days per week for 15 to 30 minutes each time.

**Grades Four and Five:** Homework is required two or three days per week for 30 to 45 minutes each night in grade four and 30 to 60 minutes each night in grade five.

There are many other learning activities besides homework in the life of a student. Such things as participating in school activities, pursuing hobbies and interests, and participating in family living should be considered when planning assignments. Homework is not to be used as

a form of punishment under any circumstances but to develop initiative, self-discipline, responsibility, and independence.

## **STODDARD SCHOOL DISTRICT**

### **AGE OF ENTRANCE AND ASSIGNMENT OF PUPILS**

In admitting and assigning students to James M. Faulkner Elementary School in Stoddard, the following criteria will be followed:

1. A student may enter kindergarten having provided evidence that her/his chronological age will be five years on or before (September 1) following the opening of school. Incoming transfer students to kindergarten will be admitted to kindergarten only if their chronological age will be five years before (September 1) of the year of entering school or if previously enrolled and attending kindergarten in another community. Such placement is tentative and subject to review and reassignment by the school principal.
2. A student may enter grade 1 having provided evidence that her/his chronological age will be six years on or before (September 1) following the opening of school. Incoming transfer students to grade 1 will be admitted to grade 1 only if their chronological age will be six years before (September 1) of the year of entering school or if previously enrolled/promoted to grade 1 in another community. Such placement is tentative and subject to review and reassignment by the school principal.
3. Incoming transfer students for grade 2-5, inclusive, initially will be placed in accordance with the data forwarded from the sending District. Such placement is tentative and subject to reassignment by the school principal.
4. Requests for variance to the above criteria must be in writing and submitted to the Superintendent of Schools no later than (May 15) preceding the opening of school. In no circumstance, for initial entrance into kindergarten, will a variance be considered for a student whose birthday is more than (30) days beyond the recommended cut-off date of (September 1).
5. With variance requests, the administration will arrange to have the child tested, using appropriate school readiness tests, at the family's expense.
6. Parents of children becoming residents of the school district between (May 15) and the opening of the next school year may apply to the superintendent's office in accordance with the above procedures.
7. The results of the test, as well as information from parents, school personnel, and examiners, will be the basis for determining the child's readiness for school. The final decision on the matter will be made by the Superintendent of Schools. Appeals to that decision may be made to the Stoddard School Board.
8. Special needs students will be placed appropriately in accordance with local evaluation placement team guidelines and state and federal laws.

9. The decision of the school principal regarding student placement may be appealed to the superintendent, and then to the School Board. The School Board will give significant consideration to the principal's and superintendent's recommended placement.

3<sup>rd</sup> Reading: 11/2/2009 & Adopted

2<sup>nd</sup> Reading: 10/5/2009

1<sup>st</sup> Reading: 9/14/2009

STODDARD SCHOOL BOARD

## **Immunization Requirements**

The following is the school policy regarding immunization requirements: Each student will be required to have at least the minimum level of immunizations required by the New Hampshire State Law. This law requires a minimum of:

- DTP/DT/DTaP/Td/Tdap (Diphtheria, Tetanus, Pertussis) – 4 doses before entry (the 4<sup>th</sup> dose administered after the 4th birthday) or 5 doses regardless of age or administration as long as minimum intervals are met.
- Polio – 3 doses of an all IPV or an all OPV schedule with last after the 4th birthday. When a combination of polio vaccines have been administered, 4 doses are necessary even if the 3<sup>rd</sup> dose was administered after the 4th birthday.
- Measles /Mumps / Rubella- 2 doses
- Hepatitis B - 3 doses
- Varicella (Chickenpox) – 2 doses or documentation of immunity by confirmed lab results for incoming Kindergarten students who have not received varicella vaccine or history of disease as reported by healthcare provider or parent for grades 1-5.

It is expected that each new student and transfer student will meet these requirements within 30 days after school entrance. This law is to protect all children from communicable diseases.

Failure to comply with the immunization requirements will result in suspension and denial of access to the school system. New Hampshire RSA 200:08 does provide for medical and religious exemptions.

1. Such immunizations shall not be required if the parent or guardian presents proof to the Board which shows such immunization contrary to his religious tenets and teachings. The School Board will make its decision after reviewing the proof submitted by the parent or guardian.
2. No immunization shall be required of a child prior to school entrance if he/she presents evidence from his physician that immunization will be detrimental to his/her health.

**STODDARD SCHOOL DISTRICT**



## TRANSPORTATION POLICY

1. Primarily, only Stoddard school children will be allowed onto the Stoddard school bus.
2. Students will be dropped off at their regular bus stop. Only with a note from a parent will the bus driver allow a pupil to disembark at a different bus stop.
3. Stoddard students will not be able to ride on another out-of-town school bus unless it has been cleared through both towns' school board and the bus company.

The following is the procedure for dealing with disruptive behavior on a school bus:

<b>First Offense:</b>	Written warning to parents.
<b>Second Offense:</b>	Three day suspension, call made and notice sent to parents.
<b>Third Offense:</b>	5 days suspension.
<b>Forth Offense:</b>	Student will be suspended from riding the bus.

Approved: 9/7/00  
STODDARD SCHOOL BOARD

# Title I-Parent's Right –To- Know

Under Title I. Part A of ESEA (The No Child Left Behind Act of 2001) we must notify you of your rights.

((Section 1111 (h) (6) (A-C)

**Qualifications:** the parents may request and the school will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at a minimum the following:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other professional status that the State has waived:
- The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree
- Whether the child is provided services by paraprofessionals and if so their qualifications.

## Additional Information:

- Information on the level of achievement the child has made on all state assessments and
- Timely notice that the parent's child has been assigned to or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

## **PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING**

JICK Page 1 of 5 Adopted: 10/25/2010 SAU 24 Board 1<sup>st</sup> Reading: 10/25/2010

### **STODDARD SCHOOL DISTRICT**

*See also JBAA, JIC, JICD, IHBA*

#### **I. Definitions (RSA 193-F:3)**

1. Bullying. Bullying means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

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

2. Cyberbullying. Cyberbullying means any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic Devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. Electronic Communication. Electronic Communication includes, but is not limited to, electronic mail messages; instant messages; text messages; electronically transmitted image or audio files; internet postings made to websites, including social media sites and blogs; and postings made to intranet sites or blogs.

5. School Property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

6. Perpetrator. Perpetrator means a pupil who engages in bullying or cyberbullying.

7. Victim. Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

8. Parent. Parent means parent or legal guardian.

9. Designated Volunteer. Designated Volunteer means any volunteer who comes in direct contact with pupils on a regularly scheduled basis, or meets with pupils one-on-one, or any other volunteer so designated by the Board or Principal ( or his/her designee).

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

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

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if JICK Page 2 of 5 Adopted: 10/25/2010 SAU 24 Board 1<sup>st</sup> Reading: 10/25/2010

necessary, impose discipline for bullying that:

(1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

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

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

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

#### **False Reporting**

A pupil found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

#### **Reprisal or Retaliation**

The District will discipline and take appropriate action against any pupil who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

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

2. Any pupil found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

#### **Process To Protect Pupils From Retaliation**

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that pupil from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging pupil class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

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

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether such pupil or school-aged person is a pupil within the District.

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

The district shall impose disciplinary measures against any pupil who commits an act of bullying, falsely accuses another pupil of bullying, or who retaliates against any pupil or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the Board directs the administration and school district staff to develop and implement alternatives to traditional discipline, including, but not limited to, early intervention measures, alternative dispute resolution, conflict resolution and other similar measures. JICK Page 3 of 5 Adopted: 10/25/2010 SAU 24 Board 1<sup>st</sup> Reading: 10/25/2010

## **VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))**

### **Staff and Volunteers**

All staff will be provided with a copy of this policy. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website posting, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

### **Pupils**

All pupils will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (pupil handbook, mailing, hard copy, website posting, etc.)

Pupils will participate in an annual education program which sets out expectations for pupil behavior and emphasizes an understanding of harassment, intimidation, and bullying of pupils, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Pupils shall also be informed of the consequences of bullying conduct toward their peers. The Superintendent, in consultation with staff, may incorporate pupil anti-bullying training and education into the district's curriculum.

### **Parents**

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, website posting, etc.). Parents will be informed of the program and the means for pupils to report bullying acts toward them or other pupils. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other pupils;
4. Cooperate fully with school personnel in identifying and resolving incidents.

### **Additional Notice and School District Programs**

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

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

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

### **Pupil Reporting**

1. Any pupil who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal or the designee. If the pupil is more comfortable reporting the alleged act to a person other than the Principal or the designee, the pupil may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or designated volunteer who witnesses, receives a report of, or has JICK Page 4 of 5 Adopted: 10/25/2010 SAU 24 Board 1<sup>st</sup> Reading: 10/25/2010

knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.

3. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

#### Staff Reporting

1. An important duty of the staff is to report acts or behaviors they witness that appear to constitute bullying.

2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.

3. Upon receipt of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

### **VIII. Procedure for Reporting Requirements (RSA 193-F:4, II(g))**

#### A) External Reports

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

#### B) Internal Reporting

The Principal or designee shall report any substantiated bullying incident to the Superintendent in writing. The Principal or designee shall retain a copy of the report.. The Superintendent shall maintain such reports in a safe and secure location.

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

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

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

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

### **XI. Investigative Procedures (RSA 193-F:4, II(j))**

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act.

2. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension. JICK Page 5 of 5 Adopted: 10/25/2010 SAU 24 Board 1<sup>st</sup> Reading: 10/25/2010

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

The principal or designee shall develop a response to remediate any substantiated incident of bullying, including imposing discipline, if appropriate, to reduce the risk of future incidents and, where deemed appropriate, to offer assistance to the victim or perpetrator. When indicated the principal or designee shall recommend a strategy for protecting all pupils from retaliation of any kind.

Consequences and appropriate remedial actions for a pupil who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion

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

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

**XV. Communication With Parents Upon Completion of Investigation** (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the pupils involved in person of his/her findings and the result of the investigation.

2. Within two school days of completing an investigation, the Principal will notify the parents of the alleged victim and alleged perpetrator via telephone or email of the results of the investigation. The Principal will also send a follow-up letter to the parents within 24 hours of notifying them of the results of the investigation.

3. In accordance with the Family Educational Rights and Privacy Act and other law concerning pupil privacy, the District will not disclose educational records of pupils including the discipline and remedial action assigned to those pupils and the parents of other pupils involved in a bullying incident.

**XVII. School Officials** (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented.

**Legal References:**

*RSA 193-F:3, Pupil Safety and Violence Prevention Act*

*RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed*

*NH Code of Administrative Rules, Section Ed 306.04(a)(8), Pupil Harassment*

## **The McKinney-Vento Homeless Assistance Act**

The McKinney-Vento Homeless Assistance Act of 1986 is a federal law that provides money for homeless shelter programs. "Homeless" children are also entitled to the protections of the McKinney-Vento Act.

The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition.

Children sharing housing due to economic hardship or loss of housing;

- a. Children living in "motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations"
- b. Children living in "emergency or transitional shelters"
- c. Children "awaiting foster care placement"
- d. Children whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- e. Children living in "cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations..."

The McKinney-Vento Act ensures homeless children transportation to and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when they first become homeless) regardless of what district the family resides in. It requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence.



## **DISCIPLINE:**

The staff at James M. Faulkner Elementary School believes that learning is the primary function of the school. The staff also believes that students not only must master academic content, but also acquire behavioral skills to insure ultimate success in life. The James M. Faulkner School, as with all schools, has rules that establish the behavioral expectations of its participants. These rules reflect the need to promote an environment that is safe and conducive to learning. They also reflect the need for mutual respect and cooperation among all persons in the school community.

Successful school discipline is based upon clear expectations and good communication between the staff, students, and parents. Where students fail to follow established rules, discipline may be necessary. However, the discipline process should be instructive and corrective; its focus should be on helping the student to change or control inappropriate behavior, rather than on punishing the student. The ultimate goal should be the student's acquisition of self-discipline so that little external enforcement is required.

## **SCHOOL RULES :**

1. Be Safe
2. Be Responsible
3. Be Respectful-To People and Things

\*Individual classrooms will develop their own rules to follow within their classroom that will outline what being safe, responsible, and respectful looks like.

When students are not following the basis rules of being safe, responsible, and respectful the classroom teacher or staff responsible for the student at that time may impose the following consequences:

## **EXPLANATION OF CONSEQUENCES**

### **Conference with Student:**

Student will be questioned about the incident and staff/administration will discuss expectations and choices the student could have made for alternative behavior. Student will have opportunity to give his or her version of the incident.

Purpose: To have the student take responsibility for his/her actions and to help the student learn a new way to handle the situation.

**Practice expected behavior:** Students will practice the expected behavior with teacher guidance and direction.

Purpose: To give the child time to show the adult he/.she can perform the expected behavior in a safe, responsible, and respectful way.

**Loss of recess and/or lunch with peers:**

Students will sit in an alternative setting during lunch or recess and complete a Problem Solving worksheet related to the misbehavior and conference with the classroom teacher or principal.

Purpose: To give the child time to think and write about the incident and decide what steps he or she needs to take to correct the misbehavior. To teach the child that expected behavior must be followed in order to participate and have privileges.

**Phone Call Home/Parent Conference:**

Student's parent/guardian will be contacted to inform them of the incident. Parental involvement (discussion with child) with appropriate home consequences is strongly recommended.

Purpose: To inform parents, to establish a strong connection between home and school in helping the child to learn positive behavior patterns.

**Special Assignments:**

Teachers, paraprofessionals, school counselors, and administrators may be asked to help the child understand his or her misbehavior, and why the misbehavior is not acceptable. Assignments may be given to help the child understand expected behavior and rules in the school. Assignments will be determined based on the individual nature of the incident.

Purpose: To help the child to understand the connection between behavior and consequences, and to help the child to understand the importance of following the rules at school.

**Community Service within the school:**

The child will be assigned community service that is appropriate to the child's age and offense. Examples of community service might include cleaning the cafeteria, sweeping floors, cleaning classrooms, or picking up trash on the playground.

Purpose: To help the child understand that he or she needs to contribute something to make up for the difficulty that was caused by his or her misbehavior.

**Behavior Contract:**

A contract or plan will be developed to identify specifically what behaviors are expected, and what rewards will ensue. The plan will be developed with staff, student, and parents.

Purpose: To help the student focus on positive behaviors and create a record keeping system, which will reinforce desired behaviors.

**Parent Attends School with Student:**

The parent will attend school with the student. The parents, teacher and principal will determine the length of time, usually not to exceed a full school day.

**At times, behaviors of students will warrant immediate removal from the classroom.**

These Zero Tolerance behaviors may include but not limited to:

- \* Physical contact which causes harm
- \* Physical aggression towards an adult
- \* Abusive language and or gestures
- \* Extreme or chronic disrespect toward adults
- \* Racial, ethnic, or sexual harassment
- \* Sexually explicit language or inappropriate actions
- \* Serious threats against staff or students

The Principal will be involved in all incidents of the above Zero Tolerance Behaviors and will collaborate with the staff member involved when determining the appropriate consequence. These zero tolerance behaviors may result in the following consequences:

**1/2 to 2 Full days of In-School Suspension:**

Student will be removed from his or her own class for a determined length of time. The student may go into a classroom at another grade level (with the understanding that any disruption will mean moving the student to a different location), or another supervised location in the school. School work that can be done independently will be provided. Student will eat lunch separately from other students and, if appropriate, will perform community service for 45 minutes.

Purpose: To remove the child from the environment where problems occurred so that the child can think about what he or she needs to do to correct the misbehavior, and to support a safe learning environment for all students and staff. A re-entry conference may be required with the parent, teacher, principal, and child to ensure mutual understanding.

**Out of School Suspension:**

Student will not be allowed to attend school for a predetermined length of time, normally 1 to 3 days.

Purpose: 1) To remove the child from the environment where problems occurred so that the child can think about what he or she needs to do to correct the misbehavior, and to support a safe learning environment for all students and staff.

2) To teach the child that expected behavior must be followed in order to participate and have privileges. School work will be provided to be done at home. A re-entry conference will be required with the parent, teacher, principal, and child.

**Expulsion:**

Student will not be allowed to return to the school. Only the Superintendent, with the approval of the School Board, can carry out this measure.

Purpose: To remove the child from the school for his or her own safety, and for the welfare of the school population.

**\*Note:** Consequences will be balanced by severity of incident, frequency, age of student, and parent involvement. Except in cases of State law, where consequences are mandated, there will be flexibility and options for the school, the student, and the home so that reasonable procedures are administered with the ultimate goal of improving behavior and the learning environment.

As a way to communicate with the parents about the child's behavior and consequence given during the school day, the teachers/staff who processed with the child and gave the consequence will write out a School Discipline form that will be sent home with the child. The parent is expected to process the incident with their child by filling in the bottom half of the sheet together and returning the signed form to school the next day.

## School Discipline Referral Form

**Name:** \_\_\_\_\_ **Location:**  
**Teacher:** \_\_\_\_\_  Playground \_\_\_\_\_  Library \_\_\_\_\_  
**Grade:** K 1 2 3 4 5  Cafeteria \_\_\_\_\_  Bathroom \_\_\_\_\_  
**Date:** \_\_\_\_\_  Hallway \_\_\_\_\_  Bus line \_\_\_\_\_  
**Referring Staff:** \_\_\_\_\_  Classroom \_\_\_\_\_  Other \_\_\_\_\_

Problem Behavior:			
<input type="radio"/> Inappropriate Language <input type="radio"/> Physical Contact <input type="radio"/> Defiance <input type="radio"/> Play fighting	<input type="radio"/> Disruption <input type="radio"/> Misuse of property <input type="radio"/> Unsafe behavior <input type="radio"/> Not Following Directions	<input type="radio"/> Taking Other's Property <input type="radio"/> Abusive Language <input type="radio"/> Fighting/physical aggression <input type="radio"/> Teasing/Put-downs <input type="radio"/> Other (see below)	
<b>Brief Description of the Incident:</b>			
Consequences:			
<input type="radio"/> Practice Expected Behavior <input type="radio"/> Loss of Privilege- ex. Recess <input type="radio"/> Processed with the principal	<input type="radio"/> Gentle Reprimand <input type="radio"/> Write an apology	<input type="radio"/> Conference with student <input type="radio"/> Placed in Alternative setting	<input type="radio"/> Conference with parent telephone in person

To be complete by Parent and Child:

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. **What rule(s) did you break?** (Circle)  
       **Be Safe**                      **Be Respectful**

**Be Responsible**

2. **What did you want?**

- |  |  |
|--|--|
| <input type="checkbox"/> I wanted attention from others<br><input type="checkbox"/> I wanted to challenge adult(s)<br><input type="checkbox"/> I wanted to be sent home<br><input type="checkbox"/> I wanted to cause problems because I feel miserable inside<br><input type="checkbox"/> I wanted to cause others problems because they don't like me<br><input type="checkbox"/> I wanted _____ | <input type="checkbox"/> I wanted to be in control of the situation<br><input type="checkbox"/> I wanted to avoid doing my work<br><input type="checkbox"/> I wanted revenge |
|--|--|

3. **Did you get what you wanted?**  yes  no

4. **What will you do differently next time?**

I will \_\_\_\_\_

5. **Student signature:** \_\_\_\_\_

6. **Parent signature(s):** \_\_\_\_\_

## Acknowledgement

**Please tear off this page and return to school signed, indicating that you have read the Handbook and discussed appropriate items with your child.**

- I. I have read the Parent/ Student Handbook and understand the policies, rules and regulations of the school and my rights and responsibilities as a parent of a James Faulkner Elementary School student.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

- II. I have read the Parent/ Student Handbook and understand the policies, rules and regulations of the school and my rights and responsibilities as a James Faulkner Elementary School student.

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student Signature