

Matthew Thornton School

“Where Children Come First”



Established 1949

Student Handbook
School Year 2011-20112

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Dear Parents/Guardians:

The Matthew Thornton Handbook has been prepared to familiarize you with the programs offered at the Matthew Thornton School and to inform you of policies and procedures that are implemented at the school. This handbook is a guide for your use. Please contact the school if detailed information is needed regarding any of the programs or if clarification is needed regarding any of the school policies or procedures.

One of our goals is to promote a positive communication network between the school and home. We greatly appreciate the support that you, as parents, give to the school's academic, co-curricular and enrichment programs. Our mutual efforts insure that the children will have a productive and fulfilling elementary school experience.

Please contact us if we may be of help to you and your children.

Sincerely,

Carol J. Mack
Principal

Alfred C. Thompson
Assistant Principal

LONDONDERRY SCHOOL DISTRICT
Londonderry, New Hampshire

SUPERINTENDENT OF SCHOOLS ... Nathan Greenberg

ASSISTANT SUPERINTENDENT ...Andrew Corey

BUSINESS ADMINISTRATOR ...Peter Curro

MATTHEW THORNTON SCHOOL (Grades 1-5)
275 Mammoth Road 432-6937
Student Absence Voicemail – Ext. 6944

Principal ... Carol J. Mack

Assistant Principal ... Alfred C. Thompson

Administrative Assistant ... Paula Archambault

Secretary ... Carol Zappala

Special Education Secretary ... Marie Van Ryen

Nurse ... Sarah Brown

Guidance ..
Katie L. Miller
Kathy Wuorio

Reading Specialists...
Victoria Stickney
Kelly Sarbaugh

DIRECTOR OF PUPIL SERVICES ... Kim Carpinone

ASSOCIATE ELEMENTARY SCHOOL PSYCHOLOGIST ...Carol Van Loon

VISION STATEMENT

The Londonderry School District will provide appropriate individualized academic, social, emotional, and physical learning opportunities in order to establish a dynamic foundation for quality education and continued student growth.

MISSION STATEMENT

To provide all students with the vision, skills, and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

MATTHEW THORNTON SCHOOL EDUCATIONAL PHILOSOPHY

We believe all children can learn. We recognize and accept all students as unique individuals in terms of needs, interests, and abilities. We consider it essential to effect, in cooperation with parents or guardians, positive changes in students' intellectual, physical, emotional, and social development. We realize that we must provide resources and programs in the humanities, sciences, arts, and co-curricular activities in a caring and well-maintained educational environment.

We value an atmosphere which fosters the creative spirit, encourages positive self-esteem, increases self-confidence, and generates opportunities for decision-making by students while providing for development of basic skills and awareness of personal potential so that they emerge as positive contributors to our society in an ever-changing world. We strive to provide challenges to all our students that promote growth in knowledge and critical thinking.

We acknowledge that learning is a lifelong process, not limited to school experiences, and therefore, a primary purpose of the school is to help students develop the skills and attitudes necessary to actively participate in their own education and to promote constant learning throughout their lives.

The public schools are an integral part of the community. It is vital that there exist an active, voluntary, and cooperative effort among staff, students, parents, and community. The lines of communication must remain open to assure the coordination of mutual efforts to help students achieve success.

ANTI-DISCRIMINATION STATEMENTS

The Londonderry School District does not discriminate on the basis of sex, race, creed, color or national origin in its educational programs or activities, including admissions and employment. Additionally, it is the policy of the Londonderry School Board to maintain a learning and work environment that is free of sexual harassment. Policies are available for review by parents and students at the individual school buildings and

the Superintendent's office. The Human Resources Manager has been designated to handle inquiries regarding the School Board policies in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Age Discrimination Act of 1975. All inquiries should be directed to the Human Resources Manager, Londonderry School District, 268 Mammoth Road, Londonderry, NH 03053, (603) 432-6920, ext. 104.

The Londonderry School District does not discriminate in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school district. A grievance because of alleged violation of the act shall be filed with the Building Administrator (Section 504, Rehabilitation Act 1973).

TITLE IX GRIEVANCE PROCEDURE

If you feel you have been discriminated against because of your sex, the following procedure is to be used:

1. Contact the building principal for the appropriate form.
2. Complete the form for filing Title IX Grievance and submit it to the building principal who will attempt to settle the grievance; if not,
3. The principal will submit the form to the Grievance Committee. This committee shall consist of:
 - a. A building representative
 - b. School Board Member
 - c. Parent
 - d. Title IX Coordinator (Human Resources Manager)
4. The Grievance Committee will set a date for a hearing and notify all interested parties.
5. The Committee will hear testimony from all interested parties and the complainant.
6. In executive session, the Committee will decide the disposition of the case. It will complete a Title IX Grievance Report and it will schedule a meeting with the complainant to notify him/her of its decision.
7. A meeting with the complainant is held.
8. Notification of appeal procedure is given.

HISTORY OF THE CENTRAL/MATTHEW THORNTON SCHOOL

Specific information of early dates and numbers of classrooms are sketchy.

1948-49 – The Central School was constructed on a parcel of land consisting of 26.5 acres. The building opened with eight rooms with no specific information other than an enrollment of 226 pupils in grades 1-8.

1952 – A three-room addition was added to the original structure which housed a kitchen, the town library and classroom spaces for 240 youngsters in grades 1-8.

Early accounts indicate: (a) that hot lunches were distributed to the classes, were served by the teachers and students ate hot or cold lunches in their individual classrooms; (b) an itinerant music teacher conducted classes on a periodic basis; (c) school and community programs were conducted at the Grange Hall.

1952 – The town report stated: The addition of classroom and service areas was built to alleviate the problem of overcrowded classrooms. In planning the addition, the report indicated allowances were made so that future expansion, if needed, could be easily made since provisions for expanded toilet facilities were included and an allowance was made for the continuation of the corridor to add additional room.

The play area was expanded and equipped so that recreational facilities were available for all age groups at the building.

1959-1960 – A six-room addition was added to the Central School. Included in the project was a new boiler sufficient to take care of future expansion. The old fuel tank was replaced with a 6,200 gallon tank. The water system was improved and the parking area was expanded and hard topped.

The expanded facilities included plans to institute a departmentalized method of instruction in the seventh and eighth grades. The expansion opened with an enrollment of 420 pupils and a staff of 14.

1964-1965 – The third addition at the Central School was completed. The school now consisted of 22 classrooms and a multi-purpose (cafeteria/gym) room, housing grades 1-8 with an enrollment of 600.

1967 – North School opened. Elementary students were distributed between the two schools.

1968 – 1986 During this time a variety of class groupings were conducted at the Central/Matthew Thornton School that were contingent upon the building of the North School, Jr./Sr. High, South School and the present Middle School.

1975-1976 – The name of the Central School was changed to the Matthew Thornton School.

1970-1985 – A number of renovation projects were conducted to improve the educational facilities at the Central/Matthew Thornton School.

1972 – The public library moved out of the school to occupy the present Leach Library. The Matthew Thornton School library occupied the area of the school that had housed the public library and began to develop its own collection.

1978 – The opening of South School provided for instruction for students at each of the elementary schools in grades R-6. This grading pattern was utilized with the exception of a two-year span (1980-81, 1981-82) when seventh grade classes were housed at each elementary school.

1985-1986 – A major building/renovation project expanded the school in order to accommodate an enlarged student population and to provide additional library, specialist and office space. The school opened with 812 students in grades R-6, and the district's preschool intervention program.

The septic system and heating system were upgraded in order to make the building more energy efficient. The classroom and gym windows were replaced with energy efficient thermo pane units.

1993-1994 – Matthew Thornton School is chosen as the regional winner of the first New Hampshire Excellence in Education Award.

1994-1995 – Matthew Thornton School's First Year Program is the Pilot Program for the district's Developmental Education Model. Readiness was discontinued at Matthew Thornton School.

1997 – Matthew Thornton School Principal, James N. Elefante was selected New Hampshire Principal of the Year.

1997-1998 – The district's sixth grades are relocated to the expanded junior high and are now known as the Londonderry Middle School. The configuration of grades at Matthew Thornton was changed to 1-5.

1998-1999 – Matthew Thornton School celebrated its 50th Anniversary with a school and town-wide celebration with approximately 2,000 people attending.

1997-1998 – Matthew Thornton School Head Custodian, Charlie Wilton was selected New Hampshire Custodian of the Year.

2000 – The Londonderry School District Library Media Program was named the recipient of the American Association of School Librarians National School Library Media Program of the Year Award.

A major heating system upgrade was installed in all classrooms except for the newest addition. This system was installed to improve air quality and consistent temperature throughout the building.

2001 – The town's first public kindergarten program opened at the Moose Hill School, located west of the Matthew Thornton School. More than 325 kindergarten students from the town enrolled in the new program. Moose Hill School feeds directly into the first grade programs at Matthew Thornton, North and South. Jim Elefante serves as Principal for Moose Hill and for Matthew Thornton.

2001 - 2002 -- Matthew Thornton Assistant Principal, Carol Mack was selected New Hampshire Assistant Principal of the Year.

2009 – Matthew Thornton School is chosen as a finalist for elementary school of the year.

2010 – Pauline Pichette is chosen as a finalist for Teacher of the Year

ACADEMIC REPORTING

Report cards are issued three times a year. For students in grades 4-5, progress reports are sent home to parents midway through the marking period. The first report card of the school year is given to parents at a designated conference day. There will be a second parent conference day about two-thirds through the year. The last report card and 4th and 5th grade progress reports will be sent home with the students. Throughout the year, teachers or parents may request additional conferences as needed.

ASSESSMENTS AND BENCHMARKS

The Londonderry School District has created benchmarks at each grade level that reflect the concepts to be presented to all students. The benchmarks are in alignment with the State Frameworks for all subject areas. Committees of teachers and specialists have selected or created Assessments for each subject area to assure consistency in instruction and to determine the extent of student mastery of the district benchmarks. The Iowa Test of Basic Skills is given annually in April to Grades 1-5 to assess progress in Language Arts and Mathematics. Results will be sent home to parents. The New England Common Assessment Program (NECAP) will be administered during October each year for grades three through five. This assessment is state and federally mandated and provides information regarding what a student understands, knows, or can accomplish in relation to state and federal standards.

ATTENDANCE POLICY

Attendance in school is an essential part of the learning process. Students need to be present in order to participate as well as to complete assignments. We urge all students and parents to strive for excellent attendance as that will ensure maximum scholastic performance. Accordingly, the following policy has been enacted.

Absences: Parents are expected to phone the attendance line as soon as it is evident that the child will not be able to attend school. THE SCHOOL NUMBER TO CALL WHEN REPORTING AN ABSENCE IS 432-6937-Ext 6944. When making these calls, please leave your child's name and the name of the child's homeroom teacher. The purpose of this procedure is to assure the safety of our students and eliminate the necessity of calling parents at work or utilizing the emergency card numbers. All calls should be received on the attendance line by 9 a.m. of the school day. Parents/guardians should provide a note of explanation for all absences due to illness. Any Student who is out of school for more than three and one-half hours of instructional time shall be considered absent for a full day. A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time.

Understanding that immunities to common childhood ailments are established during elementary years, we encourage parents/guardians to keep students home when they show signs of illness that will prevent their participation in Classroom activities.

A note of explanation should also be submitted to explain absences due to religious holidays, bereavement, family emergencies, etc.

Children with a chronic health condition that has been documented by a physician should have appropriate documentation for their medical folder in the nurse's office. Parents/guardians should still provide notes to explain absences so the school staff can be kept current on the student's condition.

School Administrators in conjunction with the School Resource Officer will address issues of chronic absences on an individual basis.

Planned Extended Absences: Parents are urged to plan family trips during school vacations so as not to interfere with the learning process. Missing school for a family vacation is strongly discouraged. However, if an extended student absence is unavoidable, the school must be notified in writing at least one week before the first day a student is out. Make-up work will be given to students either before or after the absence based on what the teacher deems as most beneficial for the student.

Make-up Work: Make-up work, including tests, must be completed after a student's return to school, unless an alternative plan is approved by the teacher (appropriate to the child's grade level). We ask for cooperation from parents/guardians with regard to standardized testing. Student attendance during these testing windows is vital to the instructional process.

Truancy: Is defined as any unexcused absence from class or school. Any absence that has not been excused for any reason not listed above.

Tardies: In elementary school, morning instruction is a critical time for the teaching of our core curriculum. Students who are late miss out on valuable academic time. It is crucial for parents/guardians to ensure that students are at school prior to the 8:50 a.m. start time. Students who arrive after 8:50 should report to the Main Office to sign in. School administrators in conjunction with the School Resource Officer will address issues of chronic tardiness on an individual basis with parents/guardians. If at any time the start time of school changes, this policy will revert to the new starting time.

Dismissals: STUDENTS BEING DISMISSED BY PARENTS AT THE END OF THE DAY MUST BRING A NOTE TO THEIR TEACHER AND MUST BE SIGNED OUT IN THE MAIN LOBBY. In order to assure calling children from their classrooms before the buses are announced, this procedure must be followed. Parents who have not notified the office of a student dismissal may find their child has boarded the bus.

When the bus announcement process has begun, we are unable to page individual students without running the risk of children missing their bus calls. Your cooperation in this procedure is very important, both for your child and for the smooth and efficient processing by the office.

Students will be dismissed at 3:05 PM. It is not educationally sound to dismiss students before the end of the school day; therefore we ask your cooperation in not scheduling activities for your children before the end of the school day unless it is an emergency.

If you do have to dismiss your child, dismissal notes must be turned in to the classroom teacher. Parents/Guardians must sign out students at the main office prior to leaving school.

Park in designated parking spots only. The South end parking area is not for parent parking and no cars are to be parked on Mammoth Road or in the fire lanes in front of the building. Parents must come in to the building and sign out their child. Students are not allowed out the door unless accompanied by an adult. Please enter and exit the building from the front lobby only.

BICYCLE RIDING

If parents wish to have their children ride bicycles to and from school, a note must be submitted to the school office stating the date(s) that the child will do so. Immediately upon arrival at school, the bicycle should be placed in the bike rack at the South entrance of the school. It is strongly recommended that a lock be utilized to secure the bicycle to the rack. We also strongly recommend the use of bike helmets.

It is expected that the students will ride their bikes directly home at the end of the school day and not linger in the schoolyard. Bike riders will be dismissed after all buses

are loaded. Bike riders must not ride through the parking lot area in the morning due to bus unloading.

BULLYING AND CYBERBULLYING (RSA 193:F Pupil Safety and Violence Prevention)

The Londonderry School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations.

The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as he/she deems appropriate.

A. Prohibited Conduct

Students are prohibited from bullying and cyberbullying actions or communications directed towards other students which:

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

Students are further prohibited from retaliating against or making false accusations against a victim, witness or anyone else who in good faith provides information about an alleged act of bullying or cyberbullying.

B. Definitions

For the purpose of this policy, the following definitions shall apply:

1. "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 student which:
 - a. Physically harms a student or damages the student's property
 - b. Causes emotional distress to a student. For the purposes of this policy, the term "emotional distress" means the distress that materially impairs the student's participation in academic or other school sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;
 - c. Interferes with a student's educational environment;
 - d. Creates a hostile educational environment; or
 - e. Substantially disrupts the orderly operation of the school.

"Bullying" shall also include the actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors

or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors or beliefs if those actions cause one or more of the results in paragraphs (a) through (d) above.

Bullying or cyberbullying of a student on the basis of sex, sexual orientation, race, color, ancestry, national origin, religion, age, marital status, familial status, pregnancy, physical or mental disability may constitute illegal discrimination under federal and/or state law. Complaints regarding such conduct may be processed through the Board's Student Discrimination and Harassment Complaint Procedure (ACA-S).

2. "Cyberbullying" means conduct defined in paragraph 1 that takes place through the use of electronic devices.
3. "Electronic devices" include but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging and websites.
4. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
5. "Perpetrator" means a student who engages in bullying or cyberbullying.
6. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

C. Disciplinary Consequences and Intervention Programs

Administrators have the discretion to determine appropriate disciplinary consequences and/or interventions for violations of this policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the type and frequency of the behavior; a student's willingness to cooperate in the investigation and correct behavior; and the student's prior disciplinary record.

Disciplinary consequences may include detention, suspension or expulsion from school. In addition, students may be required to participate in education programs, mediation, counseling and/or other programs and/or activities to address and prevent reoccurrence of bullying and cyberbullying behavior (RSA 193:F Pupil Safety and Violence Prevention).

D. Reporting Bullying and Cyberbullying

Students who are subjected to bullying and cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to their teacher, guidance counselor, housemaster, assistant principal or principal.

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to a housemaster, assistant principal or principal as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the student's housemaster, assistant principal or principal.

E. Report Handling and Investigation

1. The housemaster, assistant principal or principal shall notify the parents/guardians of the alleged victim (s) and perpetrator (s) that a bullying/cyberbullying report has been made within 48 hours of the report and in accordance with applicable privacy laws. However, the housemaster, assistant principal or principal may request a waiver of this parent notification requirement from the Superintendent or his/her designee. The Superintendent or his/her designee may waive parent/guardian notification at this stage of the procedure if he/she determines this to be in the best interest of the victim (s) and/or the perpetrator (s). Any such waiver of the parent notification requirement shall be made in writing.
2. An investigation of the bullying/cyberbullying report will be initiated by the housemaster, assistant principal or principal within five school days.
 - a. The alleged perpetrator (s) will be provided the opportunity to be heard as part of the investigation.
 - b. Privacy rights of all parties shall be maintained in accordance with applicable laws.
 - c. The housemaster, assistant principal or principal shall keep a written record of the investigation process.
 - d. The housemaster, assistant principal or principal may take interim remedial measures to reduce the risk of further bullying/cyberbullying, retaliation and/or to provide assistance to the alleged victim while the investigation is pending.
 - e. The housemaster, assistant principal or principal shall consult with the Superintendent or his designee as appropriate concerning the investigation and any remedial measures or assistance provided.
 - f. The investigation shall be completed within 21 school days of receipt of the report, if practicable. The Superintendent may grant in writing an extension of time to complete the investigation of up to 7 additional days' school days if necessary. The Superintendent or his designee shall notify all parties involved of any such extension.
 - g. If the housemaster, assistant principal or principal substantiates the bullying/cyberbullying report, he/she shall, in consultation with the Superintendent or his designee will determine what remedial and/or disciplinary actions should be taken against the perpetrator (s) and determine what further assistance should be provided the victim (s), if any.
 - h. The housemaster, assistant principal or principal shall inform the victim (s), the perpetrator (s) and their parent/guardians in writing of the results of the investigation and any remedies and/or assistance provided by the school, including strategies for protecting students from retaliation. Such communication shall be provided within 10 school days after the investigation has been completed. Such Communication shall be in compliance with applicable privacy laws.

F. Training

1. The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employee of companies contracted to provide services directly to students. The purpose of this training is to prevent bullying/cyberbullying if possible, and to educate staff on how to properly identify, respond to and report incidents of bullying and cyberbullying.
2. The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.

All training and education programs shall be initially approved by the Superintendent or his designee. Building Principal's is responsible for scheduling the required training and education programs each year.

G. Annual Report to New Hampshire Department of Education

The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

H. Immunity

Any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, finding, and the development or implementation of any recommended response under this policy.

I. Policy Dissemination

This policy shall be posted on the District website and included in the student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.

BUS/TRANSPORTATION

Students are responsible for their behavior at the bus stop, as well as while they are riding the school bus. While waiting at the bus stop, students are to be orderly, to stay well away from the edge of the road and to take charge of their own possessions.

Direct supervision of students begins when the youngsters board the school bus. The bus driver is the person in charge on the bus and the students are to obey the directions of the driver and to exhibit reasonably quiet and orderly conduct.

Examples of Unacceptable Bus Conduct

Striking, shoving, tripping, or restraining any person on the bus.
Hurling objects of any kind on or from the bus.

Igniting any flame or causing smoke or noxious fumes.

Standing or changing seats while the bus is in motion.

Using any drug, including alcohol and tobacco.

Causing loud noises or disturbances that could distract the driver's attention from the road.

Stealing or damaging property.

Disobeying the directions of the driver (or monitor).

Dismissal from the Bus

Students whose conduct on a school bus is unacceptable may be denied the use of bus transportation by the principal or superintendent as per New Hampshire RSA 189:9A. In this event, it is the parent's responsibility to see that the child is transported to and from school since DISMISSAL FROM THE BUS SHOULD NOT BE CONSTRUED AS DISMISSAL FROM SCHOOL. Generally, the first offense will result in a verbal warning (but in circumstances, which constitute a safety hazard, dismissal, will be immediate with parent notification).

It is the responsibility of the bus driver to report promptly any unacceptable conduct for appropriate action by the principal or superintendent. A school bus driver does not have the authority to remove elementary students from the bus except at the child's stop or by returning the student to the school and leaving him in the custody of the principal. If a bus driver removes a student under any other circumstances, he and his employer assume the full responsibility and liability for such action.

Parents must arrange for transportation if a student is going to a friend's home or to an after-school program. If you are planning to pick up your child at school or have arranged for another adult to pick up your child, a note must be received in the office bearing your signature and giving the name of the person authorized to transport your child. Please send this note to school on the morning of the designated day that your child is being dismissed.

Parents Transporting Students To and From School

Parents are asked not to drop off youngsters before 8:30 AM, as teachers are not available prior to that time for supervision. A drop off area has been established for parents' use between 8:30 and 8:50 AM at the back of the building. A monitor will be

available during that time to direct students who are dropped off. If an emergency arises and you must transport your children at any times other than 8:30-8:50, they should be dropped off at the main entrance, not on the playground. Parents entering the school should park in the North parking lot or in the front of the school in the designated parking spaces.

The office must be informed in writing of situations of legal custody restricting individuals from dismissing or seeing your child.

CANCELLATION OF SCHOOL

Inclement weather sometimes makes it necessary for the Superintendent to cancel school. This decision is always made as early as possible and is announced on radio stations (which are listed below). Parents may also look for this information on LEO 21 (the school district's educational television channel) and on the school district website (<http://schools.londonderry.org>), and on Twitter.

Delayed Openings

On days where there is a possibility of the weather clearing, and if practical, the District will institute a delayed opening procedure. This decision will be made as early as possible and will also be announced on LEO 21, WLLO 102.9 AM and the other radio and TV stations listed below. HOWEVER, it is sometimes necessary to change a delayed opening to a closing, so stay tuned.

Delayed openings cause a 90-minute delay at all schools. Bus schedules change accordingly.

Radio Stations

WLLO (Londonderry) 102.9 AM
WBZ (Boston) – 1030 AM
WGIR (Manchester) – 610 AM
WDER (Derry) – 1320 AM

TV Stations

LEO-21 (Londonderry) – Channel 21
WMUR-TV (Manchester) – Channel 9

Web site

<http://schools.londonderry.org>

It is strongly recommended in the event of “early closing” due to inclement weather, boiler failure, or other emergency evacuation situations that parents make prior arrangements for the care of their children. A form for this purpose will be provided at the start of each school year. In addition, each child should be instructed whom they should contact or to whom they should report in case of an emergency. Please notify the school office if special instructions need to be carried out. In some emergency evacuation situations students may be relocated to the high school gymnasium for

safety reasons whereupon we will attempt to contact parents. An attempt will be made to contact all parents to notify them of the early dismissal and approximate arrival time home.

CLASS ASSIGNMENTS

Homeroom assignments for the start of school are finalized by the principal and the assistant principal after submittal by the present classroom teachers. Parents are asked not to request particular teachers for their children. Honoring parent requests for specific teachers does not allow us the flexibility to provide the best educational environment for your child, as well as for the other children within the grade level.

COMMUNICATION

Our School is committed to maintaining open communication with our families. It is critical that you let us know if your child is experiencing any concerns, difficulties or worries about school. Conversely, family situations can impact a child's ability to concentrate or perform to his/her potential. It is always better to make us aware of your child's reactions so that we can address them before they become more significant. In addition to dropping a note to the teacher, we have provided the following means of communication:

Telephones

All classroom teachers have telephones in their rooms to enable staff to contact parents easily. Each professional member of the staff has a voice mail box for parents to access. A list of extension numbers is sent home at the beginning of each school year. Please do not use teacher voice mail to report student absences, but continue to use the school absence line (432-6937 ext 6944) for this purpose.

Web site

Matthew Thornton School has a regularly updated web site at <http://schools.londonderry.org> The website contains information about activities, bus schedules, lunch menu, telephone lists, etc. In addition, individual teacher web sites are used by all professional staff. The web sites contain information on the best way to reach each teacher and general information about the class. You can also follow us on Twitter.

COMPUTER EDUCATION AND TECHNOLOGY

Students at Matthew Thornton School have access to computers and related information technologies in the school library media center and in their classroom environments. The school library media specialist and assistants work with teachers to integrate the use of technology throughout the curriculum and to focus on the development of information literacy skills.

Each classroom is equipped with at least one computer (two or more computers in grades 3-5). Classrooms also have a high-speed (fractional T-1) connection to the Internet and for telecommunications purposes. In addition, library media services provide for classroom access to large screen TV's and projection devices; video, CD, DVD, and laser disc technology; and more traditional technologies.

Several interactive white boards are shared throughout the building. The district is committed to looking at web technology that can assist the learning process.

DANGEROUS WEAPONS ON SCHOOL PROPERTY

Dangerous weapons such as, but not limited to, firearms, explosives, incendiaries, martial arts weapons (as defined in RSA 159:20), clubs, billies, metallic knuckles or containers containing chemicals such as pepper gas or mace, or the use of any object as a weapon are not permitted on school property, on school vehicles or at school sponsored activities. Student violations of this policy will result in both school disciplinary action and notification of the police. Suspension or expulsion from school will result.

Simulated weapons, such as, but not limited to, cap guns, water pistols, and home-made martial arts-type weapons are prohibited on school property, on school vehicles or at school sponsored activities as well, unless authorized by administration for specific use. Possession of such simulated weapons will result in a suspension of a short or long-term duration and this policy will be enforced across all grades without regard to a student's grade or age.

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

Weapons under control of law enforcement personnel are permitted.

COMPONENTS OF THE MATTHEW THORNTON DISCIPLINE PROCESS

The central focus for discipline at M.T.S. is the P.A.W.S. program which is based on the positive behavior interventions and supports, (PBIS) model. This program will be the catalyst for creating a safe, positive and supportive learning environment for all students.

The P.A.W.S. program has been hugely successful in helping the staff to maintain a positive atmosphere in the school. At the same time we've noted a marked change in student responsibility, respect and safety. Please look for updates and information regarding the P.A.W.S. program as parental input is an essential component of its success.

Mission Statement

Develop a safe and positive school-wide culture where we have respect for ourselves, others, our school, and accept responsibility for our actions.

Behavior Matrix

The following behavior matrix will be used as a guideline for expected behaviors in various locations

Behavior / Location	Hallways / Stairways	Cafeteria	Playground	Bathrooms
<u>Positive Attitude</u>	At All Times			
<u>Act Responsibly</u>	<ol style="list-style-type: none"> 1. Keep clean 2. Go directly to area 3. Enjoy displays and art work with eyes only 	<ol style="list-style-type: none"> 1. Come prepared 2. Clean up area around you 3. Line up quietly 	<ol style="list-style-type: none"> 1. Enter and exit quietly 2. Follow game rules 3. Ask permission to leave area 	<ol style="list-style-type: none"> 1. Use time wisely 2. Flush toilet 3. Wash hands 4. Keep bathroom clean
<u>Work & Play Safely</u>	<ol style="list-style-type: none"> 1. Walk quietly in a single line 2. Stay to right 3. Take one step at a time on stairs 4. Use caution at intersections 5. Face forward 	<ol style="list-style-type: none"> 1. Walk 2. Keep hands and feet to self 3. Ask adult to leave Café 	<ol style="list-style-type: none"> 1. Share & take turns 2. Use equipment appropriately 3. Stop & listen when directed 4. Keep hands and feet to self 	<ol style="list-style-type: none"> 1. Keep water in sink 2. Use equipment appropriately 3. Keep hands and feet to self
<u>Show Respect</u>	<ol style="list-style-type: none"> 1. Maintain personal space 2. Keep hands and feet to self 	<ol style="list-style-type: none"> 1. Use quiet voices 2. Use proper manners 3. Listen to adults 4. Maintain personal space 	<ol style="list-style-type: none"> 1. Play fairly 2. Use appropriate words and actions 3. Stop and listen to adults 	<ol style="list-style-type: none"> 1. Give others privacy 2. Use indoor voice 3. Use kind words

Behavior / Location	Assembly	Bus	Instructional Areas
<u>P</u> ositive Attitude	At All Times		
<u>A</u> ct Responsibly	<ol style="list-style-type: none"> 1. Sit appropriately 2. Follow assembly directions 	<ol style="list-style-type: none"> 1. Use quiet voice 2. Follow bus rules 3. Be helpful 4. Respect property 	<ol style="list-style-type: none"> 1. Keep learning area clean
<u>W</u> ork & Play Safely	<ol style="list-style-type: none"> 1. Enter and exit with your class 2. Keep hands and feet to self 	<ol style="list-style-type: none"> 1. Sit and stay in seat 2. Keep hands, feet and belongings to self 3. Keep aisle clear 	<ol style="list-style-type: none"> 1. Enter and exit quietly 2. Use school equipment safely and appropriately
<u>S</u> how Respect	<ol style="list-style-type: none"> 1. Use quiet voice 2. Listen attentively 3. Use good manners 	<ol style="list-style-type: none"> 1. Listen to bus driver 2. Share seat with others 3. Use kind words 	<ol style="list-style-type: none"> 1. Listen and follow adult directions 2. Allow others to learn 3. Use kind words

Office Referral Form

The following form will be used as a tool for tracking behaviors that may occur in the school and as a means of communicating with parents when necessary.

Entered into SWIS **Matthew Thornton School**

PAWS Student Behavior Tracking Form

Student: _____ **Date:** _____ **Time:** _____ **Grade:** 1 2 3 4 5

Homeroom Teacher: _____ **Referring Staff:** _____

This Student did not: Act Responsibly Work and Play Safely Show Respect

Location: classroom cafeteria gym bus loading zone
 playground bathroom library on bus
 hallway office special event/assembly/field trip
 other _____

Problem Behavior: (check one)

Referring Staff Decision (Minor)

inappropriate verbal language defiance/disrespect/noncompliance
 physical contact disruption
 property misuse other _____

Administrative Decision (Major)

abusive/inappropriate language disruption
 fighting/physical aggression lying /cheating
 defiance/disrespect/insubordination/noncompliance theft
 harassment/teasing/taunting/bullying property damage
 other _____ out of bounds

Motivation:

obtain peer attention obtain adult attention obtain items/activities
 avoid tasks/activities avoid work avoid peers
 avoid adults unclear/don't know other _____

Others Involved:

none peers staff other _____
 substitute bus driver volunteer

Consequences:

time in office detention/SSR restitution
 loss of privilege in-school suspension out of school suspension
 conference with student parent contact other _____

Given By:

bus driver referring staff member administrator other _____

Comments: _____

Parent Signature: _____

Date: _____

A Minor behavior is typically handled by the classroom teacher. Three Minors equal a Major and should be brought to the attention of an administrator. **All** behavior tracking forms should be placed in the PAWS mailbox to be recorded into the SWIS system. They will be returned to the homeroom teacher once recorded. All Majors require administrator consequence, parent contact and signature. (Revised 11-16-06)

**Matthew Thornton School
Definition of Terms**

Behavior	Minor	Major
Inappropriate Language	Unintentional profanity exclaimed and not directed toward an individual	Offensive gestures, swearing, racial slurs, or comments directed at a person (i.e. name calling)
Disrespect/Defiance/Non-Compliance	Low-intensity instance of socially rude interaction (i.e. rude facial gesture) and/or failure to follow directions or requests within a reasonable amount of time	Socially rude interaction (i.e. obscene gesture) or continued refusal to follow directions, arguing with an adult
Disruption	Any low level activity that interrupts the learning process	Any higher intensity activity that interrupts the learning process and is persistent and intended to draw attention
Harassment/Teasing	Verbal or written messages or gestures that result in hurt feelings and/or embarrassment to another person	Disrespectful messages (verbal, written, or gestured) to another person that includes a threat, intimidation and/or obscenity
Physical contact	Non-serious but inappropriate physical contact (i.e. unintentional rough play)	Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, biting, scratching, etc.)
Property Misuse/Damage/Theft	Misuse of school or other's property (i.e. writing on someone's paper or throwing paper towels on the floor)	Actions involving property damage or destruction, theft, bomb threats, possession of a weapon
Lying/cheating	Non-serious incidents of minor exaggeration or fabrication or cheating that does not result in serious consequences	Persistent lying or cheating that is willful and intended to change the grade of a test or project. Forgery of anyone's signature
Out of Assigned Area	Not in designated area (i.e. goes to restroom without permission)	Leaves building without permission

Part of the PAWS program is designed to address students who make poor choices. This is a multi-step system involving reasonable consequences for misbehavior and an opportunity to have subsequent appropriate student behavior rewarded. Office referral forms are used to track minor and major infractions. Definitions of minor and major behaviors are above.

With a minor behavior the matter may be discussed briefly with the student and the homeroom teacher notified. For more significant behaviors, a time-out procedure may be used. Time-out consists of assigning a student to the student support room for a period of time up to and including the whole recess. During the time served in the student support room, students may be required to fill out a behavior contract that is appropriate to the grade level. The emphasis throughout this process is students demonstrating a positive attitude, acting responsibly, working and playing safely and

showing respect. Along with filling out the behavior contract, students will process more appropriate future choices. Serious misbehavior may result in more than one day in the student support room. Parent contact is made (except for very minor offenses) to inform and to develop a communicative home/school network in relation to student behavior and school expectations.

Teachers may also use the Student Support Room for students who have not completed morning work or who have not brought in homework. Generally once the work is completed, the student is allowed to go outside and participate in recess.

The most severe offenses or repeated misbehaviors may require administrative action or intervention by the school's targeted team. The Targeted Team is a group of professionals who will meet to review the behavior of students who are not responding to the positive expectations of the PAWS program despite repeated interventions. Specific plans will be developed for these students on a case by case basis.

If a youngster is a detriment or danger to himself or others, then immediate removal from school may be necessary. Students involved with alcohol use/drug abuse shall be suspended from school for not less than five school days and will be subject to school board policy JFCH/JFCI which includes a 180-day withdrawal from co-curricular activities with a possible reinstatement after 90 days and meeting the criteria of this school board policy. The principal shall be the sole person responsible for eligibility of students for participation in school co-curricular activities.

STUDENT SUSPENSION

The Superintendent or written designee, on the recommendation of a Principal or Assistant Principal, may suspend a student.

In every case of suspension, the student and his or her parents will be notified of the grounds, hearing and findings, as well as the duration and place of the suspension.

GROUNDS for suspension are listed under "examples" in Policy JG-R, Student Discipline, Page 3. Misconduct described in Level II, III and IV can result in the suspension of a student.

HEARING: Before recommending suspension of a student, the Principal or designee shall conduct at least a rudimentary hearing, which shall include at least, notification of the student that the alleged violation is grounds for suspension, specifications of the violation in detail, and opportunity for the student to respond. In the event that the student denies wrongdoing or claims extenuating circumstances and the Principal or designee was not a witness, the Principal or designee shall make further inquiry. On making inquiry, or at parent request, the Principal may schedule a formal hearing. In any case, a formal hearing must be conducted before any suspension exceeds ten days, and the School Board must hold a hearing and approve before any suspension exceeds 20 days. A formal hearing shall include prior notification of student and parent(s) that

student has rights to: call witnesses, cross-examine opposing witnesses, presence of counsel, a transcript of the hearing, appeal to the Board, et cetera.

FINDINGS: When satisfied of the facts, the Principal shall report the hearing findings and recommendation to the Superintendent

DURATION: Suspensions shall be of definite duration, in most cases not to exceed 5 school days. Any longer suspension may be appealed to the School Board, and the Superintendent shall inform the Board of any exceeding 5 days. A formal hearing must be conducted before any suspension exceeds 10 days, and the Board must approve before any exceed 20 days.

PLACE: At the Principal's discretion, the student may spend the suspension in school in supervised studies, or away from school. This will depend on the severity of the offense – in Policy JG-R, Pages 3 and 4, "Student Misconduct and Disciplinary Responses," note the distinction between Level II and Level III.

In a situation where a student's continued presence constitutes a real danger to persons or property, or proves to be a serious and continuing disruption of the educational process, the Principal or designee may, once a rudimentary hearing has been conducted, suspend the student for up to two school days while events proceed through inquiry, findings, recommendation, and the Principal's decision. The Principal shall so inform parent(s) and Superintendent.

STATE STATUTES: 193:13

Level II Offence: Any pupil may be expelled from school by the local school board for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined in RSA 193-D:1, or for possession of a pellet or BB gun or rifle, and the pupil shall not attend school until restored by the local board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local board to the state board of education. Any expulsion shall be valid throughout the school districts of the state.

Level III Offence: Any Pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

Chapter 193-D "Safe School Zones":

- I. "Act of theft, destruction, or violence" means an act set forth in the following statutes regardless of the age of the perpetrator:
 - (a) Homicide under RSA 630.

- (b)(1) Any first or second degree assault under RSA 631.
 - (b)(2) Any simple assault under RSA 631:2-a.
 - (c) Any felonious or aggravated felonious sexual assault under RSA 632-A.
 - (d) Criminal mischief under RSA 634:2
 - (e) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
 - (f) Arson under RSA 634:1
 - (g) Burglary under RSA 635.
 - (h) Robbery under RSA 636.
 - (i) Theft under RSA 637.
 - (j) Illegal sale or possession of a controlled drug under RSA 318-B.
- II. "Safe school zone" means an area inclusive of any school property or school buses.
 - III. "School" means any public or private elementary, secondary, or secondary vocational-technical school in New Hampshire. It shall not include home schools under RSA 193A.
 - IV. "School employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.
 - V. "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
 - VI. "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

DRESS CODE

Appropriate dress and grooming contribute to a productive learning environment. The school has a role to play in providing students with guidelines to cultivate appropriate appearance and dress standards. The appearance and dress of all students enrolled in the Londonderry School District will be neat and clean, and will observe acceptable rules of modesty. A student's attire will not be destructive to school property, will comply with the health code of the State of New Hampshire, will not create a safety issue and will not disrupt or interfere with the educational process. Students are to wear clothes that are suitable for the school activities in which they participate. Student's clothing must not present a distraction that would be disruptive to the educational process. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised.

A student who violates the dress code shall be subject to appropriate disciplinary action. The Principal or designee may, upon finding that dress or attire is not in compliance with this policy, require the student to be removed from class and request that the student change their dress or attire to be in compliance with this policy prior to admission to class. In appropriate instances, parents may be contacted and requested to bring appropriate dress to school. With few exceptions, Londonderry School District students have been neatly dressed and well groomed—a credit to their parents and community. The faculty and administration expect students to maintain these standards.

Regulations:

The following regulations shall apply to all regular school activities. Coaches and teachers with appropriate notice to the students and parents may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. The Superintendent, Principal or their designee may establish other reasonable dress regulations for times when students are engaged in extracurricular or other special school activities.

1. T-shirts and other clothing and jewelry imprinted with words, pictures or their insignia of alcoholic beverages or other drugs, obscenities, overt/covert sexual reference, gang identification or which advocate prejudice or harassment of religion, race, ethnicity, sexual orientation or disability, are inappropriate in our school and prohibited.
2. Lingerie or pajama wear may not be worn as outer garments except for days/activities specifically approved for that purpose.
3. Hats, bandannas or sweatbands are not to be worn in school, except for headgear worn for religious or medical reasons which shall be permitted or headgear approved for use in athletic competition.
4. Clothing shall be sufficient to conceal undergarments at all times. see-through or fish-net fabrics, spaghetti straps, off-the-shoulder or low cut tops, bare midriiffs and skirts or shorts shorter than mid-thigh are inappropriate and prohibited.
5. Shoes or other appropriate footwear must be worn at all times.
6. Chains, which in the judgment of school administration pose a potential danger to persons and/or property, are prohibited.

EARLY RELEASE DAYS

The Londonderry School District schedules several Early Release Days during the school year for teacher training and professional development. The elementary dismissal time on these days is at 1:05 PM. The dates for early dismissal are designated on our school calendar.

ELECTRONIC EQUIPMENT

We encourage our students to leave electronic equipment (such as i-pods, hand held games, etc.) at home. In certain cases, at the discretion of the bus driver and administration, these items can be helpful to occupy a student's time on a bus trip to or from school. However, we cannot assume responsibility for these items in the event that they are lost or missing and we cannot spend valuable academic time trying to locate them. Since we are in radio communication with all buses and have a complete communication system within the building and on the playground, there is no need for children to carry cell phones to school. If parents prefer for their children to have cell phones, they should be turned off during regular school hours so as not to disturb the academic process.

FIELD TRIPS

Each grade level will participate in at least one field trip during the school year. The site of the field trip will be determined by the grade level teachers subject to approval from administration. The site will be selected based on its academic interest, social opportunity and its appropriateness for the age level of the students. All parents/guardians are asked to complete a health form at the beginning of the year that will be used to determine any special needs or medications that should be provided during the excursion. Several weeks prior to the field trip parents/guardians will be asked to provide any updated health information that may have occurred. We appreciate your help in providing this important information.

HALLWAY BEHAVIOR

All students are expected to behave in a quiet and orderly manner when passing in the hallways. This is especially important because other grade level classes will be meeting while others are passing to lunch and recess or the library. Students are also expected to report directly to their area of destination.

HEALTH

Emergency Cards

At the start of each school year, each child will bring home a copy of the emergency information that is on file with the school

1. Please check the information on the card.

2. If any changes need to be made, please access the *Parent Portal* to make the changes or mark them clearly on the card.
3. Contact information is especially important. Be sure to include cell phone numbers, pager numbers, etc. in the phone section for contacts.
4. Please also change the "relationship" of the contact as needed. In most cases it will just say "other."
5. In addition to making changes, you may also add additional information to the parent portal or card that you think will be helpful to us in reaching you or an emergency contact.
6. Please fill in all medical and health information or concerns on the top of the cards. We will update our database based on the information you provide as this information is not available on the Parent Portal.
7. Sign the card(s) where indicated, check the box if you have made changes to the Parent Portal and return the card to your child's school.

Parent Portal instructions can be found at <http://www.londonderry.org>, click on "Quick Links" and then the "Parent Portal Information."

Please be sure to let the Main Office know of any changes in the contact information that occur during the school year.

Illness

Children should not be sent to school if they are ill and/or running any fever the evening before school or in the morning before coming to school. **Transportation for students sent home due to illness is the responsibility of the child's parent.** Please make arrangements for the eventuality of illness or accident.

Medication

State Law (RSA 541:A) prohibits school personnel from giving medicine except by a physician's instruction. Students who will require medication during school hours must complete the following requirements:

1. A written order from the child's doctor must be on file in the School Health Office.
2. Written permission from the parent must be on file in the School Health Office.
3. Medication must be in a prescription bottle or labeled as such.
4. Medication must be delivered to school by an adult. (Students may not bring medication on the bus.)

No Medication - (including aspirin, cold tablets, vitamins, cough syrup and tablets) may be brought to school unless the above requirements are met.

Physical Examinations - are required for all incoming students and must have been administered within the past 12 months.

Immunizations – Proof of immunizations as required by state law must be provided to the school nurse at the time of entrance.

Physical Education – All students are expected to participate in physical education unless a note from the child's doctor is received exempting the child from participation.
Health Screening – All children will be weighed and measured and receive vision and hearing screening each year. Scoliosis screening is done yearly on all children in grade five.

Head Lice & Nits – Head checks are done on children at various times throughout the school year. Children who are found to have nits must be excluded from school until they have been treated at home and are completely free of any sign of lice or nits. If it

is discovered at home that your child has nits, please inform the school nurse so she may investigate possible contacts.

Concerns or Questions – Please phone or visit your school nurse at any time.

General Well-being – Please pay close attention to your child's nutrition, bedtime, cleanliness, and mental and physical well-being. It is important for prevention of illness/accidents and helps your child perform his/her best at school and in life's situations.

Appropriate Dress – Parents are encouraged to have students bring in extra gloves, hat, and sweater/sweatshirt to leave in school for abrupt weather changes. We do try to have outdoor recess at all times unless there is rain or extreme cold or wind. Students should come to school prepared to go outside.

HOMEWORK

Requests

Parents may wish to request homework for children that will be absent from school for two or more days. The request may be made to the classroom teacher or to the school secretary providing 24-hour advance notice for preparation of the requested homework.

Purpose

Homework reinforces the learning that goes on every day in class. It also gives students the chance to practice without the pressure of time. It teaches students to organize their time, to work independently, to use good study skills, and to develop self-discipline. Educators know that homework can be the link between school and home that encourages parents to become involved with their child's learning. If a

student exhibits problems with homework, a mutually agreed upon plan of improvement will be designed by school personnel and parent(s). A guide for assigning homework is generally 10 minutes per grade level, i.e. Grade 4 – 40 minutes. In addition to skills practice, all students are encouraged to read on a daily basis.

Long term projects are occasionally assigned requiring some additional homework time. It is suggested that such projects be broken up into manageable segments so the student will not be overwhelmed by all the homework as the completion date draws near.

Parent's Role:

1. Provide a study area
Your children need a quiet, well-lit, comfortable study area, with good work surfaces, good ventilation and good storage space.
2. Set aside a specific time
Homework is a disciplined effort. Make sure your children know that homework is the number one weeknight priority. Set and keep rules about using the phone and watching TV on school nights.
3. Show an interest
Find out how homework relates to your children's class work and take time to discuss homework with them. Provide encouragement and assistance where possible, but don't do the homework for your child. Do make sure that it's completed.
4. Monitor homework
Look for homework every day. When your child doesn't bring work home, find out if they are completing it at school or forgetting to bring it home. If you find that they actually have little or no homework on a given night, don't be concerned. Assignments vary throughout the year, from course to course, and from teacher to teacher. Just make sure that whatever is assigned is understood and completed. We provide assignment notebooks for grades three, four and five and ask that you check them daily. Please use the assignment notebook to let the teacher know if there were any problems relating to the homework. **Please write separate notes for dismissal since they are forwarded to the office**

If a student does not complete the homework, does not understand the homework, or needs to make up or correct homework, or class work, time may be provided during recess under the supervision of a grade level teacher. We do not see this as a punishment, but rather a support to reinforce learning and responsibility. If your child forgets the homework, please do not drop it off at school for him/her as it is your child's responsibility.

In the event your child does not complete the assignment, forgets the homework, etc., he/she will need to complete that assignment in the student support room. This is done simply to reinforce our expectations that the assignment needs to be completed and is important to success in school. Upon completion students will be sent outside for the remainder of recess.

HOT LUNCH PROGRAM

The school lunch program offers students a choice of lunch entrees daily. A vegetable, bread, dessert and milk accompany each lunch. Milk may be purchased by students who bring their lunches. Students in grades 2-5 may also purchase ice cream if time allows. Students who forget to bring a lunch or lunch money will be provided with a jelly sandwich and milk.

The school newsletter, "Tiger Tales", website (<http://schools.londonderry.org>), LEO 21, and the local newspapers publicize the school lunch menu. Lunch and milk prices are established at the beginning of each school year. The Londonderry School District School Meals Program booklet is mailed home to each family prior to the start of the school year. Applications for the free and reduced lunch program are contained in the booklet, or may be picked up at the school.

Although cash can be accepted, to expedite the purchase of school lunch items, each child is set up with a lunch account with access provided with a debit card. Students carry a declining balance on account with the school. Information regarding these accounts and lunch/milk prices are included in the Meals Program booklet.

IIAE - STUDENTS

LONDONDERRY SCHOOL DISTRICT Acceptable Use Policy: Students

The responsibility of the students and the parents or guardians of students is to familiarize himself/herself with and abide by the rules of this Acceptable Use Policy, the Student Handbook and all other applicable school policies.

I. Introduction

Pursuant to New Hampshire Revised Statutes Annotated 194:3-d, this Acceptable Use Policy shall serve as a statement on the appropriate use of the various "technology resources" available to all authorized students of the Londonderry School District including, but not limited to, the Londonderry School District computers, network, electronic mail system (e-mail), website (homepage) and Internet access. It is the Londonderry School District's goal to enhance educational excellence with the assistance of these technology resources.

A. The Internet

The Internet, and the World Wide Web, is a vast information network that links individuals, computers, networks and databases throughout the world. The Internet has the potential to serve as an invaluable resource because it allows immediate access to and download of educational materials found at universities and colleges, government agencies and departments, non-profit organizations, private businesses and companies, and even private residences. Parents and guardians should be aware that the Internet's power to access limitless resources also includes information or material that lacks educational value and can be inaccurate, controversial, objectionable, offensive, defamatory and even illegal. The Londonderry School District does not condone the use of such materials at any time and prohibits the use of the Londonderry School District technology resources for these purposes. Yet, it is technologically impossible for the Londonderry School District or any district staff member to adequately filter or control the quality or content of the information available on the Internet while still retaining a meaningful connection to it. Therefore, students will be held responsible for ensuring that their activities adhere to the District's Acceptable Use Policy and to generally accepted educational standards as outlined in other applicable district policies.

The Internet also provides new and exciting interactive communication technologies, such as e-mail, news groups, listservers, instant chatrooms,

podcasts, wikis, blogs and discussion groups. While these interactive technologies are exciting and hold great potential for the learning process, they are also very disruptive if improperly utilized. Students using Londonderry School District Internet access to participate in these interactive technologies without an educational purpose will immediately lose all Internet access privileges and may be subject to disciplinary action.

Clearly, the Londonderry School District Internet access can serve as a means for improving, extending and enriching teaching and learning in the Londonderry School District. Thus, the Londonderry School District firmly believes that the educational benefits to staff and students from access to the Internet, in the form of information resources and opportunities for collaboration or interaction, far exceed the disadvantages.

B. Londonderry School District Web Presence

The Londonderry School district's presence on the Internet has been established to communicate the happenings of the Londonderry School District with staff, students, parents, community members and the world. The District's Website (www.londonderry.org) is intended to convey general information about the District's schools, events, curriculum or programs of study, and policies and

procedures. Since sections must be responsibly developed, all information or material must be professional, ethical and meet the standards required of other district publications. As such, it is not a forum for regularly hosting publications for non-Londonderry School District events or organizations. The District uniformly prohibits unauthorized hyperlinks from its sections to other websites. Any unauthorized hyperlink to the school district or schools section is a violation of this policy, subject to disciplinary action.

Students or organizations who wish to post information on or attach web pages to the District's website sections must complete and submit to the District a signed copy of the Website/Home Page Acceptable Use Policy Agreement Form. If the proposed Web Acceptable Use Policy Agreement Form is approved by the Londonderry School District, then the information of the student or organization will be subject to review to ensure compliance with the District's Acceptable Use Policy and any other applicable District policies, as well as copyright laws. The student or organization understands that the Web Acceptable Use Policy Agreement Form is a contract. As part of this contract, the Londonderry School District reserves the right to at any time, without advance notice to students, monitor, access, modify, remove, review, and/or retrieve the subject, content, and appropriateness of any and all information stored or transmitted on the District's sections of the Londonderry Website, hyperlinks or web pages attached to these sections. Original student work that is posted will be protected by copyright laws and the District will act as an intermediary for any request for permission to use and/or publish student work.

In order to maintain the safety of the Londonderry School District students, student work or materials, pictures of students, and any such other information that would allow for the identification of students, will only be allowed after the receipt of written permission from students and their parents or guardians. All information about students posted will comply with the District's policy on student records, the Federal Family Education Rights and Privacy Act, and any other applicable state or federal law.

II. Responsibilities

Students are responsible for appropriate behavior when using the Londonderry School District technology resources, just as they are in a classroom or a school hallway. As outlined in the Student Handbook, general school rules for behavior and communications apply. The Londonderry School District technology resources are provided for students to conduct research, gather information and communicate with others for educational purposes. The Londonderry School District technology resources shall not be utilized for personal, commercial or other non-educational purposes. In the first instance students shall be required to utilize the Londonderry School District technology resources under the supervision of the Londonderry School District staff. The Londonderry School District staff may, in its discretion, allow students to access the Londonderry School District

technology resources without direct supervision if the students have demonstrated that they will act in a responsible manner.

Acknowledging that the potential for abuse of network resources exists, all students and parents or guardians of students who are minors must sign the Londonderry School District Acceptable Use Agreement Form prior to accessing the Londonderry School District technology resources. All students and parents or guardians of students shall assume full liability, whether legal, financial or otherwise, for students' actions when using the Londonderry School District technology resources. Similarly, outside of school, parents and guardians bear responsibility for the appropriate guidance of their children on the Internet, as they do with other information sources such as television, telephones, movies, radio or other potentially offensive media.

Responsible use of the Londonderry School District technology resources by students includes, but is not limited to, the following:

- i. Not interfering with the normal and proper operation of the Londonderry School District computers, network, e-mail system, website or Internet access;
- ii. Not adversely affecting the ability of others to use equipment or services;
- iii. Not conducting themselves in ways that are harmful or deliberately offensive to others;
- iv. Not using the technology resources for illegal purposes;
- v. Not using school technology or network resources in "hacking" attempts or attempts to otherwise compromise system security;
- vi. Not using electronic mail, chat rooms and other forms of direct electronic communication unless in a supervised environment;
- vii. Not disclosing personal information such as name, school, address, personal email address, and telephone number outside of the school network other than to access school approved educational resources;
- viii. Not changing files that do not belong to the user;
- ix. Not storing or transferring unnecessarily large files;
- x. Not creating, transferring or otherwise using any text, image, movie or sound recording that contains pornography, profanity, obscenity or language that offends or tends to degrade others;
- xi. Not attempting to install any software on the computers;
- xii. Not downloading software from the Internet;
- xiii. Not sharing personal passwords or personal information with others;
- xiv. Not leaving personal files open or leaving computer sessions unattended;
- xv. Only using the technology resources when authorized to do so as outlined in this policy;
- xvi. Logging onto the network and using only your account

- xvi. Changing passwords regularly or whenever their current passwords may be known to others;

- xvii. Immediately notifying a parent, classroom teacher, principal or appropriate District employee if others are trying to contact them for unlawful or suspicious activities.

III. Privilege

The use of the Londonderry School District technology resources is a privilege and not a right. The Londonderry School District technology resources are only provided for educational purposes to students and staff of the District, and shall not constitute a public forum.

Behaviors and activities that shall result in appropriate disciplinary action include, but are not limited to:

- i. Using the technology resources for commercial, financial and/or personal gain, including solicitation and business of any nature;
- ii. Using the technology resources for political lobbying, except as expressly allowed, during a school activity;
- iii. Using the technology resources for promoting, supporting or celebrating religion or religious institutions;
- iv. Using profanity, vulgarity, obscenity or other language which tends to be offensive or tends to degrade others;
- v. Accessing, viewing, storing or transferring profanity, vulgarity, obscene, sexually explicit or pornographic materials;
- vi. Sending hate mail, anonymous messages or threatening messages;
- vii. Sending "chain" type letters and unsolicited bulk mails (spamming);
- viii. Using harassing, racial, sexist or discriminatory remarks and other antisocial behaviors;
- ix. Using e-mail, news groups, list servers, instant chat rooms and discussion groups for non-educational purposes;
- x. Wasting limited resources, including paper;
- xi. Using invasive software such as "viruses", "worms" and other detrimental activities;
- xii. Using encryption or security measures to avoid monitoring or review in the ordinary course of business or routine maintenance by the system administrator or District staff;
- xiii. Attempt to log-on to the network as the system administrator;
- xiv. Using someone else's password;
- xv. Misrepresenting oneself as another user;
- xvi. Trespassing in another's folders, work, files or e-mails;
- xvii. Revealing personal information about others;
- xviii. Infiltrating, disrupting or interfering with others' use of the Londonderry School District technology resources or infiltrating, disrupting or interfering with others' use of outside computing systems or networks;
- xix. Intentionally infringing upon the intellectual property rights of others in computer programs or electronic information, including plagiarism and/or unauthorized use or reproduction;

- xx. Transferring, utilizing or storing material in violation of copyright laws or license agreements;
- xxi. Involvement in any activity prohibited by law or school district policy;
- xxii. Creating hyperlinks between the Londonderry School District sections of the Londonderry Website and other Internet sites;
- xxiii. Off school premises computer use, web page creation and Internet access for the purpose of disrupting the learning process by any of the means listed above.

Use of the District's technology resources for any altruistic or charitable purpose must be approved in advance by the District. The Londonderry School District reserves the right to add and include additional behaviors and activities that can result in appropriate disciplinary action.

IV. Intentional Violations

The District is aware that violations of this policy may occur under circumstances where the student is involuntarily routed to sites containing inappropriate information or material. Accordingly, disciplinary action under this policy shall only result from willful and intentional violations of this policy. Notwithstanding, the District reserves the right to discipline any student for violations of this policy where it is apparent that the student knew, or should have known, that violations of this policy were likely to occur as a result of the actions, or inactions, of the student in question.

V. Disciplinary Actions

Student violation of this Acceptable Use Policy and/or other Londonderry School District policies shall result in, but is not limited to, one or more of the following:

- i. Restriction, suspension or revocation of access privileges;
- ii. Removal from a class activity;
- iii. Removal from a course;
- iv. Removal from an extracurricular activity;
- v. Detention, suspension or expulsion;
- vi. Referral to the appropriate legal authorities for possible criminal prosecution;
- vii. Civil liability.

VI. Privacy

Students have no rights of privacy with regard to their use of the Londonderry School District technology resources, which includes but is not limited to the Londonderry School District computers, network, electronic mail system (e-mail), District sections of the Londonderry Website and Internet access. Londonderry School District retains ownership and possessory control of its technology

resources. The District does not guarantee, and students should not have any expectation of, confidentiality, privacy, security or ownership of the content of any information accessed, sent, received, created or stored thereon. Students should realize that electronic communications and other information sent through the Internet are accessible by third parties, specifically the Internet Service Provider.

The Londonderry School District technology resources are maintained and managed by a system administrator in such a way as to insure its availability and reliability in performing the Londonderry School District educational mission. Students are advised that the District's technology resources are treated as a shared filing system, which means that in the ordinary course of business, pursuit of educational purposes, routine maintenance, or in the course of an investigation to protect the health, welfare and safety of the District, its staff and students, a system administrator or other authorized District staff member may, at any time, without advance notice to students, monitor, access, modify, remove, review, retrieve, and/or disclose the subject, content and appropriateness of any and all information stored or transmitted on District technology resources, including information that may have been deleted but still exists on the system. Students are put on notice that deleted files or messages are never completely removed and may be retrieved or restored. Students should not save their personal work on computer hard drives or the network, but rather should use a personal disk for saving their work. Students shall frequently delete old files. During routine maintenance the system administrator may delete files stored on any of the Londonderry School District technology resources.

The District makes no warranties of any kind, whether express or implied, for the technology services it is providing. While the Londonderry School District will make every effort to preserve data, the responsibility for it lies with the students. The District will not be held responsible for any damages a student may suffer, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruption caused by its own negligence or a student's errors or omissions. The District specifically denies any responsibility for the accuracy or quality of information obtained through its technology resources. Students must fully understand that the use of any information obtained through the Internet is at the student's own risk.

The Londonderry School District reserves the right to record all Internet addresses and electronic communications accessed by students. Likewise, the District has the right to determine what information is posted on its website and it will routinely monitor all technology resources in order to maintain their integrity and to ensure compliance with this policy. Any and all violations of this policy detected by the system administrator will be reported to the school principal or appropriate District Administrator for disciplinary action.

VII. Copyrighted and Other Proprietary Materials

It is the intent of the Londonderry School District to adhere to the provisions of the U.S. Copyright Act, the license agreements and/or policy statements contained in software packages used by the District. All students shall be responsible for respecting the copyright and proprietary interest of any materials accessed through the Londonderry School District technology resources. Students may not duplicate copyrighted materials, graphics or software, including school owned software, without permission from the copyright holder, unless the use falls within the legal parameters of the Fair Use Doctrine, whether for personal use or for the use of others. The improper duplication or use of copyrighted materials is a violation of this policy and is subject to disciplinary action, as well as possible civil liability and criminal prosecution.

VIII. Complaints

If violations of this policy occur, students and parents or guardians of students shall inform the classroom teacher, school principal or appropriate District Administrator. The classroom teacher, school principal or appropriate District employee shall document all complaints in writing. Every effort will be made to protect the anonymity of the reporting person, but it cannot always be guaranteed. The school principal or appropriate District Administrator shall conduct an investigation of the complaint and shall report any disciplinary action taken.

Students who are disciplined as a result of this policy have the same appeal procedure as any disciplinary action, which is through the school principal or appropriate District Administrator, the Superintendent and the School Board.

IX. Enforcement

The Londonderry School District uses a technology protection measure that blocks or filters Internet access to some Internet sites that are not in accordance with District policy.

The technology protection measure that blocks or filters access may be disabled by appropriate personnel upon request for bona fide research purposes by an adult. Appropriate personnel may override the technology protection measure to access a site with legitimate educational value that is wrongly blocked by the technology protection measure.

Appropriate personnel will monitor use of the Internet to ensure enforcement of the policy.

LIBRARY-MEDIA CENTER

The mission of the library media center is to ensure that students and staff are effective users of ideas and information. The library media program, its facilities, resources and instruction, serve an important role in the curriculum.

Print and non-print materials are available to meet the needs of the curriculum, the personal and recreational interests of students and the instructional and professional needs of the faculty. The library media center also provides for electronic access to information through on-line services, CD-ROM programs and instructional activities in telecommunications.

The Library Specialist works with classroom teachers to plan and to teach instructional units. By working in partnership with classroom teachers, information skills are taught in conjunction with the content areas.

Production services are also provided, as well as professional guidance in the use of all materials and facilities.

LOSS/DESTRUCTION OF SCHOOL PROPERTY

Students who have lost books or school materials, or who willfully destroy such items or school property are responsible for the cost of replacing said items.

LOST AND FOUND

Articles of clothing and other unclaimed items belonging to students are placed in a box outside of the school office. Students or parents of students, who are missing items, are requested to check for them in the lost and found. Items left over vacation periods may be donated to local charities.

MATH AND SCIENCE CENTER

MTS Paper Recycling Program

Initiated in April of 1996 as part of the annual Earth Day Celebration, the program promotes school-wide paper recycling. Recycling containers are provided for the school by the local recycling company.

The Robert Shea Nature Trail

In the Spring of 1995, a local Eagle Scout built a nature trail in the wooded area behind the school. The trail is approximately a half-mile long and was named for Principal Robert Shea who served MTS from 1969-1992. During the 07-08 school year the trail was refurbished by Eagle Scout Michael Roberts.

PARENT-TEACHERS ASSOCIATION

Matthew Thornton Elementary School prides itself on its active P.T.A., which is dedicated to fostering a spirit of collaboration among its students, parents, teachers, and the entire Londonderry community.

Parents and community volunteers are always invited to attend and participate in all P.T.A. sponsored programs and activities which include: Tiger Tales, Matthew Thornton Publishing House, Math and Science Enrichment Center, Room Mothers, Bake Sales and Popcorn Sales, School Store, Haunted Harvest Happening, Winter Wonderland Breakfast, and Book Fair.

In addition, the P.T.A. sponsors and promotes special programs, projects and speakers that are designed to broaden our students' knowledge and interests throughout the school year.

PARENTS' NIGHTS

One evening (in September) is scheduled as a Parents' Night for each grade level. In grades 1 through 3 the evening is dedicated to having students show parents the set up of the classroom and to familiarize the parents with the daily schedule and resources available for the class. In grades 4 and 5 the main purpose of this evening is to provide an overview of our curriculum for parents. Goals and objectives, learning activities, student evaluation procedures, behavioral expectations, etc., are all topics of discussion. These events are not for individual parent conferences. Parents who wish to speak to teachers about student performance or concerns should schedule individual conferences with the teacher, or address these concerns at the two report card conferences that are scheduled.

PLAYGROUND RULES

The Playground is supervised by teachers during bus arrival time from 8:30-8:50 AM and during designated recesses. Parents who transport youngsters to school are reminded not to drop them off at the playground entrance. For the safety of all students, we request that no adult other than Matthew Thornton staff enter the playground. Please go to the school office if there is a need to see your child and one of the office staff members will help you.

Sports equipment is available or students may bring in their own footballs, soccer balls or basketballs from home. We do not allow baseballs, softballs, bats, lacrosse sticks or other items that might cause safety issues during recess.

The following playground rules have been established by the staff and have been shared with all of the students. Please review them with your children.

Rules for the Central Playground Area

Slides – There will be no running or walking up or down the slides. Students should go down the slides feet first. Also, please stay on the slide for the entire time down. No jumping off is allowed, especially from the “corkscrew” slide.

Monkey Bars – Students are asked not to walk on top of the monkey bars.

Rings – Students should not swing on the rings. The purpose of the rings is to allow students to get from the ladder to the platform area. No more than two students at a time are allowed on the rings.

Space Shuttle – Students should take only one complete turn (back & forth) if others are waiting. Students must glide on their own without assistance from others.

Volcano – Students should take turns and not overcrowd this equipment.

Students should not walk on top of the equipment at any time. They are asked to walk on the stairs leading to the equipment.

Rules for the Outer Playground Area

Swings – Students are asked to use swings with caution, one student on a swing. Students should count to 50 to have a turn on an occupied swing.

Organized team sports – Touch football and soccer games are allowed on the playing field only, field conditions permitting. Students are reminded to adhere to rules of fair play and to play safely. Duty teachers and administration may prohibit such games if students play too aggressively.

Areas near the building should be avoided so that classrooms will not be disturbed. A yellow line has been painted near the windows to remind students to stay clear.

Any student who does not cooperate with the rules of the playground may have this privilege withdrawn for a period of time.

PROMOTION

Students are promoted based on a consensus between teacher, parent and administrator. Self-esteem, personal adjustment, academic confidence and motivation are assessed in an ongoing process as a child progresses from grade to grade. Social and emotional adjustments, along with academic development, are factors in determining student promotion.

Every effort is made to create an environment for success. The focus is on a program of instruction for students, which highlights learning style and strengths. It is geared to developing both academic and personal achievement. Retention is considered most judiciously. The Administration will make the final decision in cases where retention is disputed.

A Retention Committee has been put in place to help parents and classroom teachers make the best decision for each student's placement. The committee is made up of the Principal, Grade Level Teachers, Occupational Therapist, Guidance Counselor, Speech/Language Pathologist, Reading Specialist, and Special Educators. The Committee will meet upon recommendation of the classroom teacher, and review student performance and development on an individual basis. Each case will be considered carefully and the committee will make a recommendation for placement. The committee will also create a plan to address the child's needs for the following year. Questions regarding retention should be addressed to your child's teacher and/or Administration.

SECURITY

All school doors will be locked daily from 9:15 to 2:45. Visitors will be allowed to enter at the main entrance via a buzzer system. Surveillance cameras are placed near the entrances to allow school personnel to monitor them. All visitors must report directly to the main office upon entering the building. Visitor badges or passes will be provided. Volunteers are asked to stop at the volunteer desk, to sign in, and to wear their badges at all times. If a badge is lost or forgotten, you can obtain a visitor badge from one of the secretaries. These procedures will help us to be aware of who is in the building at all times. It is critical that all parents and visitors adhere to these procedures. Staff members have been asked to stop any adults in the building who do not have badges or passes and send them to the main office.

At the end of the day, we will have the lobby cordoned off to help make passage safer and less intimidating for students returning from music and P.E. classes and for students to get to their buses. We do not want to give an impression of blocking anyone from the building, but must always be concerned with safety and security for all our students. We ask for your cooperation in honoring these boundaries at dismissal time.

Throughout the year, Matthew Thornton students and staff will be practicing several emergency plans including Lockdown, Reverse Evacuation, Fire Drills, Controlled Evacuations, and Drop Cover and Hold. These drills are designed to allow students and staff to become knowledgeable regarding safety procedures. All plans were developed specifically for our building and location. It is our hope that students will be comfortable and feel safe in our school at all times.

SCHOOL VOLUNTEER PROGRAM

The staff of the Matthew Thornton School is very proud of the school's parent volunteer program. Parents assist students and staff, providing a minimum of one to two hours per week of volunteer time. Many volunteers work a day or more per week at the school. We also have several retired senior citizens who work in the school through the RSVP Program.

Volunteer assignments are arranged through the School Volunteer Coordinators. Once the assignment has been made and the schedule established the volunteer will work under the direction of a specific staff member. Volunteer assignments include working in classrooms, the Health Office, the Library-Media Center, assisting the P.E. program, preparing materials in the teachers' workroom, etc. Whenever possible, a volunteer's interest area or skills will be matched with an assignment. Parents are not encouraged to work as a regular volunteer in their child's classroom unless the classroom teacher requests it. Except in first grade, we encourage volunteers to work in another grade level from their child. In addition, volunteers assist with one-time or short-range projects, or specific classroom projects.

Registration forms are sent home through the students each September for the purpose of enlisting school volunteers.

SPECIAL PROGRAMS

Art

The role of art education is to provide each student with structured experiences in the visual arts, which will promote original, imaginative thinking skills while contributing to the creative, aesthetic and intellectual growth of the individual. The art educators consider the visual arts to be an integral part of basic learning. Students are encouraged to use self-expression while building self-confidence and self-esteem.

The program provides opportunities for self-discovery and creative expression for all students. It allows each student a personal measure of success and the opportunity to develop his/her fullest artistic potential.

All classes are scheduled to have art once a week for 50 minutes. (55 min for Gr. 4-5)

Counseling

The school counselor's purpose is to oversee the social and emotional needs of all students in a way that will facilitate their academic progress. In order to achieve this goal the following interactive approach, consisting of three major components, has been adopted:

Classroom Guidance Counselors work with classroom teachers toward development and implementation of varying classroom management and instructional strategies.

Small Group Counseling - Groups are formed when students express common needs and the counselor feels that they would benefit from the common experiences shared in a group situation. Groups, which involve topics such as divorce or death, as well as groups to improve peer relationships, enhance self-concepts or deal with stress reduction, have been found to be areas where counselors can be of assistance.

Individual Counseling - Children see counselors on a one-to-one basis when parents, teachers and the counselor feel that it is appropriate for the social, emotional and intellectual needs of the child.

In addition to counseling students on any of the above levels, the school counselor acts as a consultant to teachers, parents, administrators and mental health professionals and manages and coordinates section 504 plans. The school counselor may also be involved in individual intelligence and/or psychological testing.

E.L.L.

English Language Learning services provide English-language instruction and academic assistance and support to students who have a background in another language so that they can achieve academic parity with their English-speaking peers. The program aims to help these students understand cultural attitudes and social behaviors of the mainstream social and school communities, as well as to help students become more aware of their own heritage.

A certified ELL teacher provides services to individuals or small groups in classroom and pullout settings.

Math (Supplemental)

Supplemental Math is a program where students identified as working below grade level are tutored in small groups by a certified teacher in order to maximize learning, enhance self image and help children to develop a positive attitude toward math and learning.

Students are supported in the classroom as well as in small groups out of the classroom. The Supplemental Math teacher reinforces and reviews the concepts taught by the classroom teacher thus assisting students to reach and continue to work on grade level and eventually become independent math learners.

Music

The basic fundamentals of music theory are discussed in the classroom starting in the first grade and increasing in concentration to the fifth grade.

At the primary level singing and movement to music are stressed. In addition to theory, intermediate level emphasis is on appreciation of all musical styles and the comparison of music to other art forms. Some of the fundamentals studied are: rhythm, meter, tempo, direction, dynamics, form, register, style, intervals, texture and tone color.

All classes are scheduled to have music once a week for 50 minutes (55 minutes for grades 4 and 5).

Chorus is open to any student in the fourth or fifth grade that wishes to participate. Blending of voices, intonation, diction, breath control and balance are some of the areas studied. Many styles of music are rehearsed for performances at the winter and spring concerts. Chorus is held during the student's recess time. Some after school rehearsals are necessary just before concerts.

The Instrumental Music Program provides an opportunity for the fifth graders to extend their knowledge and awareness in music appreciation and performance. Lessons are available weekly for those students who wish to study an instrument. Advanced students are encouraged to perform in band along with beginners who have attained a certain level of competency on their instrument. The purpose of the instrumental program is to provide a positive musical experience for those with extended interests and talents in music. Our instrumental program is held before school and small group practices are held during recess time.

Orchestra is open to fourth and fifth graders who want to pursue learning stringed instruments. Instruction is held before school on a weekly basis. Winter and Spring Concerts are held for both Band and Orchestra.

Physical Education

The physical education program provides every child with the opportunity to develop and maintain a level of physical fitness, while at the same time meeting the individual needs of every child. In the primary grades (1-3), the emphasis is placed on movement experience, simple stunts, and low organizational games. The children are given the opportunity to explore, create and try out activities without fear. Intermediate grade children (4-5), begin to work towards specialized skills, developmental activities and cooperative group work. All classes are scheduled to have 50 minutes of Physical Education each week. (55 minutes for grades 4-5)

Reading/Language Arts

The Language Arts program in Londonderry seeks to foster and support the development of literate and eager communicators. The program encompasses reading, writing, listening and speaking. Opportunities for students to develop to their full potential in these areas are provided in all classrooms.

The program is facilitated by the Reading Specialists and Reading Teachers who work individually and in small groups with students. They also work with staff to model teaching strategies, disseminate new research findings and to monitor student progress. Parents are essential to literacy development and the reading staff is available to support and explain the process of reading and writing to them. The Reading Specialists and Reading Teachers also facilitate our school-wide reading incentives program, Books and Beyond, as well as the publishing center for student writing.

Section 504

The Federal Government created Section 504 to guarantee that people “with mental or physical impairments that substantially limit one or more life activities” receive appropriate accommodations for their disabilities. Mental or physical impairments include such disabilities as blindness, hearing loss, diabetes, heart conditions, asthma, ADHD, etc. Life activities can include learning, speaking, seeing, and breathing. The program does not ensure success, but does provide access to the curriculum.

The Guidance Counselors are case managers working under the supervision of the assistant principal who is the building coordinator for Section 504. Please see him/her if you believe your child requires Section 504 accommodations. The guidance counselor will:

1. Convene a meeting of the 504 team (including the teacher, parent, guidance counselor, and any specialists who work with the student).
2. Deliberate with the team to determine if the student qualifies for a 504 plan or requires a documented learning plan.
3. Provide documentation in reference to the student’s eligibility or non-eligibility.
4. Inform the district Human Resources Director or his/her designee of the actions of the committee.
5. Coordinate distribution and implementation of all Section 504 plans for students in the building.

Section 504 also provides accommodations for parents or guardians with disabilities. This might include a sign language interpreter, or access to classrooms for parents in wheelchairs. Please contact the school guidance counselor if you require any accommodations.

Special Curriculum

The focus of Special Curriculum is to meet the needs of Londonderry students which may not be addressed through the regular curriculum and school-sponsored activities. These needs are reflective of high academic ability/creativity/performance and task commitment.

Special Curriculum provides programs such as K.E.Y. (Keys to Enriching Youth), Math Enrichment, Core Literature and School-Wide Enrichment. These programs serve

students from a variety of interests, backgrounds and abilities. The K.E.Y. program provides skills and activities leading to in-depth investigations of real-world problems for identified fourth and fifth graders. Math Replacement promotes intellectual autonomy, confidence, collaboration and reflective mathematical thinking for identified students in grades 4 & 5. Also, Math Enrichment is scheduled on a regular basis for all classrooms. School-wide Enrichment provides manipulatives, reproducibles and in-service workshops to enrich the classroom environment and overall effectiveness of each teacher.

SPECIAL EDUCATION SERVICES

Matthew Thornton provides a variety of special education services to those children needing support and specialized instruction as determined in an Individualized Education Plan (I.E.P.). All people learn differently, and some people need to be taught in just the way that they learn best. That is why we have special education ... so every student can learn and progress in school to their maximum potential.

The following programs provide diagnostic testing, consultation and direct services to students in and out of the classroom. Certified special educators are assigned to each grade-level team to help in implementing the inclusion model school-wide. They also serve as SPED consultants to the grade-level teachers.

Speech and Language:

This area of instruction focuses on communication: how students understand language-based information and how they express their ideas with language.

Occupational Therapy:

Our occupational therapists focus on fine (paper/pencil) and gross (large muscle) motor development and movement, as well as how students take in visual and auditory information and coordinate that with a motoric response (e.g. getting the directions for an art project and completing it).

Grade-Level Support:

Special education teachers develop the student's academic success by working through their learning style strengths. Students are taught strategies and techniques for learning, as they become aware of their own learning strengths and weaknesses. The program provides replacement and tutorial Language Arts and Math support in grades 1-5.

Self-Contained Classes:

Replacement language arts and/or replacement mathematics instruction are provided, as well as support in the regular classroom for science and social studies if needed. Each of these programs, with the teachers and educational assistants that provide

them, offer specific skill instruction and learning style strategies designed to meet the individual needs of each student in the various curriculum and social areas.

Co-Teaching

The District is using co-teaching in upper level grades to provide needed support within the classroom. These classrooms have a full time teacher and a certified Special Educator or assistant.

Matthew Thornton is proud to offer the wide variety of special education services we have available to those students in need. Our goal is to have every student learn and feel successful in school.

STUDENT ACTIVITIES

In addition to the activities already described, Matthew Thornton offers the following activities:

After School Clubs

Staff and PTA Volunteers work together to provide parent facilitated enrichment activities for students after school. This year we will offer a Drama Club, Science Club and a Writing Club. We encourage parent volunteers to share their interests and talents with our children. Parents interested in leading an after school activity will need to meet with the principal who will assist in finding a faculty advisor. Parents facilitating activities will also be required to have a background check.

Cross Country

Open to students in grade five, the Cross Country Programs from L.H.S. and L.M.S. are introduced to students during a six week period in September and October. Students train two afternoons per week and participate in a district-wide three elementary school meet in mid October. Accomplishment, self-improvement and good health practices are the emphasis of this program.

Destination Imagination

D.I., formerly known as Odyssey of the Mind, is available to students in grades two through five. It provides problem solving competitions for teams of students which develop teamwork and higher levels of creative and evaluative thinking.

Intramurals

The Matthew Thornton School offers an after school sports program during the winter months. The program offers a variety of activities including intramural games, volleyball, floor hockey, rope jumping and basketball. The program is open on a

rotating basis for each grade level, giving the children the opportunity to select the activity they wish to participate in with other age appropriate students.

STUDENT RECORDS

1. NOTICE OF RIGHTS. Parents and eligible students shall be given annual notice of their rights by publishing a summary of them in a newspaper of general circulation during the month of August each year.
2. REQUESTS FOR INSPECTION. To exercise their right to inspect and review educational records, parents and eligible students shall address a request to do so in writing to the principal or his/her designee in the school where the student attends or has last attended. Such inspection and review shall take place during regular school hours; or if during vacation periods, at reasonable times not including weekends or holidays.
3. COPIES OF RECORDS. Single copies of educational records which the parents or eligible students are entitled to inspect will be provided, on request, free of charge. Additional copies will be provided at a cost of ten cents (\$.10) per page. The principal or his/her designee in the school where the student attends shall make a written list identifying the records of which copies have been provided, with dates, as well as the person to whom supplied, and shall place such list in the student's file.
4. RECORDS MAINTAINED. The school district will maintain records for each student in the following categories: directory information, academic records, results of standardized and individual tests taken by the student, individual educational programs and recommendations prepared by a district placement team, attendance and enrollment data, and health records provided by the parent or generated by the school in accordance with laws of the State of New Hampshire. The principal or his/her designee in the school where the student attends shall be responsible for the maintenance of these records.

The following schedule of retention of these records will be observed:

- a. Permanent records will be maintained in either paper or electronic form for a minimum of fifty (50) years. At least one of these copies shall be kept in a fireproof file. Permanent records shall include the following:
 1. Academic transcripts.
 2. Attendance records.
 3. Progress reports.
 4. Standardized test scores.
 5. Significant incident reports.
- b. Non-permanent records shall be maintained no less than one year after program completion/graduation. Non-permanent records include:

1. Examples of student work product.
 2. Early release forms.
 3. Parental permission slips.
 4. Health and physical/immunization records.
- c. The disposition of paper records shall be recorded to include the method and date of said disposition.
- d. Special Education records shall be maintained no less than six (6) years after program completion/graduation.
- e. All other student records may be destroyed after program completion/graduation.
5. DISCLOSURE OF RECORDS. In accordance with 20 USCS Section 12329(b)(1)(A), personally identifiable records of students, other than directory information, will not be disclosed by the school district without prior written consent of the parent or eligible student, except as permitted by law and in accordance with the Londonderry School District's Confidentiality Policy.
6. RECORD OF DISCLOSURE. The Londonderry School District shall maintain a written record of each disclosure of student records, except directory information. The record of disclosure shall indicate the parties who have requested or obtained disclosure of student records. This record of disclosures may be inspected by the parent, or eligible student, the principal who is responsible for the custody of the records, and for the purpose of auditing the record keeping procedures by legitimate State and Federal officers. A written record of such inspections shall also be maintained.
7. AMENDMENT OF RECORDS. Having inspected the education records of the students, the parent, or eligible student, may request that the records be amended in respect to information alleged to be inaccurate, misleading, or in violation of the privacy rights of the student. Such request shall be in writing. In the event that the district decides to refuse the request to amend, the School District shall so inform the parent, or the eligible student, and shall advise said person of his/her rights to a hearing.
8. COMPUTER USE/INTERNET LOGS. It is the policy of the Londonderry School District to maintain computer activity logs for ten (10) calendar days. Such activity logs shall be purged either manually or electronically.
9. CONTACT INFORMATION. The name and address of the administrator in charge of any particular student record may be obtained from the office of the Superintendent of Schools, 268 Mammoth Road, Londonderry, NH 03053, Telephone 603-432-6920.

TRANSFERS

Please notify the school office if you are planning to move. If you are moving to another home within the Matthew Thornton district, the school will need to be aware of your new address and whether there has been a change of telephone number. If you are moving from the Matthew Thornton district, the office will assist you with the transfer of student information to the new school that your child will be attending.

Parents and students may refuse release of any or all use of these materials related to specific students, provided that a written request is received by the Superintendent of Schools, at 268 Mammoth Road, Londonderry, NH 03053, by September 30th of the current school year.

NOTICE OF VIDEO/AUDIO/PHOTOGRAPHY/DISPLAY AND USE OF STUDENT WORK RELEASE

From time to time, video/audio recordings and/or photographs are made of various school activities and classes which may be cablecast over the local educational access channel, LEO21, or other cable or broadcast channels and/or displayed/streamed at the District or a school Web site, on the school district FM station, WLLO-LP, or in a district/school print or electronic publication. These may also be used within the Londonderry School District.

Students may appear visually and/or be heard. On occasion, individual students or small groups of students may be featured in interviews, on-camera discussion, etc. These students may be identified by name; however only first names will be used on the screen when individual students are shown unless the district secures written permission from a parent/guardian to use a last name. Additionally, photos, student artwork, projects or performances may be displayed or shared. Student produced work (print or non-print) may be used by the district in the course of instruction, accreditation, presentation, and action research.

The Londonderry School District may also reproduce, make alterations or additions to, and may copyright the material in whole or in part. The district will notify parents/guardians on an individual basis in those instances when special education programs are involved.

Parents and students may refuse release of any or all use of these materials related to specific students, provided that a written request is received by the Superintendent of Schools, at 268C Mammoth Rd., Londonderry, NH 03053, by September 30th of the current school year. Additionally, parents may opt to notify the district of any change during the school year.

VISITATIONS

On occasion, parents/guardians or their designee may be interested in observing their child(ren) at school. In an effort to minimize disruptions for students, teachers, and related service providers, and to protect instructional or planning time, parents/guardians wishing to observe their child(ren) in school are to adhere to the following guidelines:

1. Parents/guardians must make a request to the building principal or designee for approval.
2. The principal/designee will determine the most appropriate observation location, mutually agreeable time, and duration to conduct the observation.
3. All visitors must sign in at the designated area in each building and wear a visitor's pass.
4. In the interest of not disturbing the educational process, parents/guardians (or their designee) are asked not to interfere with the teaching/learning process and to comply with all policies, rules, or regulations of the Londonderry School District.
5. In order to protect the privacy or confidentiality rights of other students, observations shall not include the use of devices to record audio, still, or video images without the prior approval of the building principal or designee. In instances where observations are specific to a special education student, the principal or designee will contact the director of Pupil Services to ensure consistency in observation practices.