

# **PARENT / STUDENT HANDBOOK**



**GLEN LAKE SCHOOL**  
**Goffstown, New Hampshire**

**2023 - 2024**

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**SCHOOL ADMINISTRATIVE UNIT #19**  
**Serving Goffstown and New Boston**

11 School St.  
Goffstown, NH 03045  
603-497-4818  
Fax #603-497-8425

Office hours 8:00 a.m. - 4:30 p.m. Monday - Friday

Brian Balke.....Superintendent  
Wendy Kohler..... Assistant Superintendent  
Jennifer Dolloff.....Director of Special Education  
Scott Gross.....Business Manager  
Kate Magrath.....Director of Human Resources  
Jill Girolimon.....Home/School/Court Liaison  
Dania Jackson.....Out of District Coordinator

## **STAFF DIRECTORY – 2022 – 2023**

Glen Lake School  
251 Elm Street  
Goffstown, NH 03045  
(603)497-3550  
Web: [www.goffstown.k12.nh.us](http://www.goffstown.k12.nh.us)

Principal:	Kathryn Stoye
Assistant Principal:	Kristine Colburn*
Principal's Secretary:	TBD
Special Education Secretary:	Tanya Smith
School Nurse:	Olivia Winkfield
Preschool Teachers:	Emily App, Stacey Cole, Carol Donovan, Sheila Parnell
Kindergarten Teachers:	Jessica Rankins, Rachelle Ek, Alcide Tisbert, Brenda White
Paraprofessionals:	Melanie Afonso, Anne Boisvert, Rebecca Branscombe, Genine Campbell, Jennifer Dolbec, Kathy Flegal, Kristen Freitas, TBD, Jessenia Henriquez, Allison Kopacz, Regina Pauer, Sara Perez, Christine Post, Rachael Robinson, Jennifer Roy, Stephanie Rush, Isabella Saunders, Casey Troy
Guidance Counselor:	Evan Kurant*
English for Speakers of Other Languages Teacher:	Susan McQuade*/**
Interventionist:	Leanne Barcus
Special Educators:	Jillian Purcell, Kimberly Hubbard
Speech/Language Pathologists:	Jolene Driscoll, Madeline Leone
Occupational Therapist:	Kristy Quinones
Custodians:	Paul Bartick, Bob Dionne

\*Shared with Bartlett School

\*\*Shared with Maple Avenue School

## Goffstown School District Vision, Mission & Guiding Principles

### Vision

The **Goffstown School District** is an educational community where students, teachers, professional and support staff, parents, school board members, and the entire community value and support academic achievement and are proud of their schools.

### Mission

The Mission of the **Goffstown School District** is to provide the opportunity for each student to obtain a substantive, challenging, and appropriate education consistent with the student's abilities, offered within a safe environment, and serves as a foundation for life-long learning.

### Guiding Principles

1. High quality and equitable public education is a foundation of our democracy.
2. Public education accepts and educates students possessing the full range of ability and interest.
3. Public education continues to do a respectable job under increasing societal expectations and demands. We strive to balance the demands with our educational goals.
4. Each student in the Goffstown School District has the right to an academic environment, which allows him or her to grow both intellectually and personally.
5. The responsibility of public education is to educate students to be good global citizens, to prepare them to live rich and rewarding lives, to be life-long learners, and to be valuable and flexible employees in a challenging and ever-changing world.
6. All students have the right to the opportunity to achieve a high-quality education and to be challenged at their own level. For this to occur all students should have access to a fair portion of the appropriated educational resources.
7. Schools must be a safe place in which the full range of learning and intellectual exploration can take place. Safe schools respect and encourage the open exchange and examination of different ideas, beliefs and opinions.
8. Our schools are a reflection of our community, and we can only achieve high standards if the community as a whole expects, supports and upholds those standards.

9. All members of the Goffstown academic community must be held to the highest standards. The academic community, both individually and collectively – must create and maintain a caring, supportive, and rigorous learning environment if the promise of a high-quality education is to be realized.
  
10. Goffstown schools can be most effective when there is active cooperation and collaboration between the schools and the larger community. Our schools should provide opportunities for involving parents and other members of the community in their schools.
  
11. The Goffstown community has the responsibility of providing its young people with a genuine opportunity to achieve a high-quality education. Opportunity, however, cannot guarantee results. It is the responsibility of the students and their parents to take full advantage of the opportunities provided to them.
  
12. Our schools and administration should regularly review and update educational policies to ensure they are in alignment with the mission and vision.

*Approved unanimously by the Goffstown School Board on April 18, 2022*

## **School Board Mission**

The Mission of the Goffstown School Board is to establish and uphold the broad educational goals, resources and policies that ensure a quality education in the Goffstown School District.

### **Guiding Principles**

1. Amid all its responsibilities, the Board must not lose sight of one of its top priorities, the education of the students within a safe and welcoming environment.
2. Students are given equitable access to the full range of educational resources, technologies, opportunities, and services to achieve educational goals.
3. The Board values, celebrates and expects substantive and measurable academic achievement. And to this end, it is the Board's responsibility to set and articulate educational standards and establish measurable goals to provide effective, high-quality education.
4. The Board provides clear direction through policies and expects those policies to be implemented, with appropriate support, to reach the educational goals and standards set by the Board.
5. The Board is committed to providing a safe and productive learning environment.
  - a. Policies regarding discipline are established to manage student behavior and encourage self-discipline. These policies will be administered appropriately, equitably, and consistently in each of the schools.
  - b. Policies, protocols, partnerships and training are established to ensure the physical safety of the school community.
6. The Board provides the public with methods and opportunities for interacting with the Board in a non-threatening and respectful environment.
7. The Board values, encourages and promotes life-long learning for students, teachers and staff.
8. The Board is the steward of the funds that make our public schools possible, and it takes its fiscal responsibilities seriously.
9. The Board values high-quality effective leadership that is transparent and reflective of the mission and vision of the school district.

*Approved unanimously by the Goffstown School Board on 11/7/2022*



## **Glen Lake Preschool Program**

In addition to Goffstown's Public Kindergarten Program, Glen Lake School is also home to the Glen Lake Preschool Program. The Preschool Program is a developmental program for three- and four-year-olds where children with and without special needs have the opportunity to play and learn together.

The Glen Lake Preschool Program admits children of any race, color, creed, ethnic or national origin. Children who meet the New Hampshire standards for special education are eligible to attend the program without charge. Children who attend as peer "role models" (children who are typically developing without an Individualized Education Program / IEP) are accepted in the spring for the following September. The process for "role models" includes an application, and may include an on-site visit with the child. If there are more applicants than allotted spots, a lottery system is utilized. Children currently attending the program who want to return for a second year will be given first right of refusal.

More information on the Glen Lake Preschool Program can be found at [www.goffstown.k12.nh.us](http://www.goffstown.k12.nh.us).

## **Goffstown Adult Education Program**

SAU #19 is committed to lifelong learning. The primary goal for the Goffstown Adult Education Program (GAP) is to facilitate adult students' completion of their High School education by providing a flexible and supportive environment where the foundation is laid for success in either post-secondary education or the job market. HiSET exam preparation as well as courses for credit toward a GHS or an Adult Diploma are offered each semester. The GAP also offers non-credit courses in areas of interest to community members. For more information, contact the adult education office at GHS (603-497-4841).

## **Glen Lake School Philosophical Perspective and Goals**

### **Philosophical Perspective**

The Glen Lake School provides a learning environment that enables children to acquire cognitive, social, emotional, and motor skills that are the foundation for all future learning. Such an environment is based upon the following beliefs:

1. Children grow and develop at different rates. Each child's rate is separate and distinct from that of any other child.
2. Each child is unique and is appreciated and valued for his or her individuality.
3. Children are naturally curious and eager to learn.
4. Early childhood educators attempt to achieve a balance between guiding a child's learning and following a child's lead.
5. Children work and learn through play.
6. Children learn from each other, and social interaction is an important component in learning.
7. A rich learning environment designed for exploration and discovery is essential in helping young children learn basic skills. Sensory experiences and concrete materials are vital in early childhood programming.
8. A variety of creative approaches to teaching and learning are appropriate in basic skill development.
9. The development of relationships between adults and children, among children, among teachers, and between families and teachers promotes a caring community of learners.

### **Goals**

The Goals of the Glen Lake School are:

1. All children will acquire the early literacy skills that lay the groundwork for reading and writing and that prepare them for a successful transition to 1<sup>st</sup> grade.
2. All children will acquire the mathematical skills that lay the groundwork for higher level mathematical thinking and computation and that prepare them for a successful transition to 1<sup>st</sup> grade.
3. All children will develop their eye/finger/hand coordination to a level that prepares them for handwriting and other higher-level fine motor activities.
4. All children will develop their gross motor skills to a level that enables them to move effectively and efficiently within their environment.
5. All children will develop the social skills to function both cooperatively and independently in work and play settings.
6. All children will develop age appropriate self-help skills, which will enable them to function with the greatest degree of independence.
7. All children will develop their expressive and receptive language, articulation, vocabulary and listening skills to a level that enables them to communicate effectively.

# **SCHOOL RULES AND POLICIES**

## **ATTENDANCE & ADMISSIONS**

### **SCHOOL HOURS**

School hours are from 8:30 to 3:00 daily. The morning session runs from 8:30 a.m. to 11:00 am and the afternoon session runs from 12:30 pm to 3:00 p.m. each day. Staff members are assigned to supervise student arrival beginning at 8:15 a.m. in the morning and 12:15 pm for the afternoon session. The school district's expectation is that students will be picked up promptly at the end of their sessions.

### **ABSENTEE PROCEDURE**

For the safety of your child, we ask that you call the school office before 8:30 a.m. on the days your child will not be attending school. When calling, the parent/guardian should specify the child's full name and the teacher. If no call is received from the parent/guardian, the school will call to verify absence. Upon the return of the child to school, the parent/guardian should send a note in with the child specifying the date and reason for the absence.

For the benefit of your child we encourage families to plan vacations which coincide with scheduled school vacations. If your child will be on a family vacation when school is in session please contact the school office prior to the trip.

### **TARDINESS**

A student is considered tardy after 8:30 a.m. for the morning session and 12:30 for the afternoon session. Children who are tardy are to proceed to the office before going to their classrooms.

### **EARLY DISMISSAL PROCEDURE**

If your child is to be dismissed from school before the end of the session, please send a dated note to your child's teacher stating the reason for dismissal, who will be picking up your child, and what time. Please include your child's full name in the note. In case of an emergency, a verbal request may be honored. Students will not be dismissed from school until the person picking up the student signs him or her out in the office and presents a photo ID. Adults are not to go to the classrooms to pick up their children.

If your child is dismissed and returns back to school before the end of the session, please be sure the office is aware of this.



## **EMERGENCY CLOSURE / SNOW DAY / DISTANCE LEARNING DAY**

The Superintendent will determine if a “distance learning day” will take place when in-person school is not feasible due to inclement weather or an emergency closing. Prior to the distance learning day, materials for students to complete independently will be sent home as hard copy packets. Teachers will also review procedures and expectations with students ahead of time. In addition, electronic copies of materials will be provided on the distance learning day as a backup for families upon request.

## **EARLY RELEASE and TEACHER WORKSHOP DAYS**

On the Early Release days there will be no afternoon session. There is no school for students on Teacher Workshop Days. *Please refer to the school calendar for dates.*

## **RESIDENCY REQUIREMENT**

Parents registering students must provide proof of residency supported with at least two documents (i.e. current driver’s license; utility bill; purchase and sales agreement) as defined in RSA 193:12. Students who do not reside in Goffstown cannot attend Goffstown Schools unless the School Board has made an exception. The school district may ask for updated proof of residency at any point in the school year.

## **HOMELESSNESS**

SAU #19 continues to provide outreach to identify homeless children and youth and works with community agencies and shelters to remove barriers to enrollment. The Homeless Liaison can be contacted at 603-497-4818.

## **KINDERGARTEN ENTRANCE REQUIREMENTS**

Any child entering Kindergarten must be five years old on or before September 30<sup>th</sup> of the year they plan to attend. Children who turn six years old on or before September 30<sup>th</sup> are eligible for a full-day 1<sup>st</sup> grade program and may not be enrolled in Kindergarten.

Registration for incoming kindergartners begins in January prior to entrance in September. Your child's birth certificate, current physical and up to date immunization records are required at registration time.

## **TRANSFERS**

If you anticipate moving, please notify the school in advance, either through a phone call or a note.

## **TRAFFIC SAFETY, PICK UP and PARKING**

For those parents who choose to transport their child by car, drop off is between 8:15 and 8:30 am and 12:15 and 12:30 pm. *If you park your car in the lot and walk your child across the crosswalk to the school walkway, please hold your child’s hand and walk him or her safely across the street, as the driveway is quite active with bus traffic.*

For those parents with babies or mobility issues, we offer car door service from 8:15 until 8:30 am and 12:15 to 12:30 pm. If you wish to take advantage of car door service, please

stay in line in the driveway until you reach the drop off spot in front of the school. A staff member will assist your child in exiting the vehicle. Your child needs to be sitting in the back seat on the passenger side of the car so that he or she may exit onto the sidewalk rather than into the road. Please do not let your child get out of the car until the staff person is there to assist. Cars are not permitted to pull up in front of the school for morning car door service until at least 8:15.

## **BUS TRANSPORTATION**

- Kindergarten students are eligible to ride their neighborhood school buses along with the 1<sup>st</sup> through 8<sup>th</sup> graders being transported to Maple Avenue, Bartlett and Mountain View Middle School.
- AM students may ride the neighborhood bus to school in the morning. They may ride the kindergarten bus home at the end of school.
- PM students may ride the kindergarten bus to school. They may ride the neighborhood bus home at the end of the day.

Goffstown Truck Center, Bus Contractor (large buses) 603-497-3111  
Durham School Services, Bus Contractor (small buses) 603-384-1980, 603-384-0600

Goffstown Truck Center (GTC), the district's student transporter hires certified drivers (commercial licensure) to transport our students. GTC provides annual staff training on topics such as hazardous driving conditions, simple first aid procedures, methods to deal with intruders, and methods to deal with a variety of student behaviors.

The bus routes are published on the School District website at the end of August. If you have any questions regarding school bus routes, please feel free to contact the Goffstown Truck Center.

Please fill out the "Transportation Information" in your child's registration packet. This will inform us of how your child will be transported to and from school each day. **It is important that the teacher be made aware daily, via a note, if there are changes to your child's transportation routine.**

It is the policy of the Goffstown School District that all bused students ride on their assigned bus based on their residency. This means students are not allowed to ride on any other bus but their assigned bus for activities such as birthday parties, sleepovers, play dates, and/or visits, etc.

While waiting for their bus, children should be on the sidewalk, driveway, or any other place a safe distance from the road but also within view of the bus driver. Please discourage rough play while waiting. Before approaching the bus, your child should look to the bus driver to signal their approach and always walk in front of the bus.

### **Audio and Visual Surveillance on School Buses (See Policy ECAF)**

Video cameras may be used in buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses in accordance with the provisions of RSA 570-A:2.

Student conduct on school buses (Appendix A) is located at the end of this handbook.

## **CURRICULUM**

### **ASSESSMENT PROCESS**

Assessment of student learning is important for monitoring student progress and designing differentiated instruction. Formal and informal assessment methods are used to address a range of skills. These assessments may include curriculum-based measures, performance tasks, and various written and oral activities. Screening takes place throughout the school year for Kindergarten students in the areas of literacy and language, math, social emotional, and fine and gross motor skills. The purpose of the screenings is to uncover potential indicators or risk factors your child may demonstrate that might benefit from additional targeted support. Screenings and assessments are administered in accordance with local and state requirements.

The School Board has approved the following assessment process:

1<sup>st</sup> Trimester – A Parent/Guardian – Teacher conference will be held to review your child’s progress to date. Prior to the conference, you will have the opportunity to book an appointment date and time. If you are unable to attend, please contact your child’s teacher to make alternate arrangements. Although we prefer the conference be held at school, we will accommodate your needs by telephone or videoconference, if necessary.

1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Trimester – A Progress Report will be issued to every student.

### **CURRICULUM / STAFFING**

Early literacy, mathematics, social studies, science, fine motor skills and handwriting, social skills, self-help skills, and gross motor skills comprise the curriculum at Glen Lake School. The school also has assistance for children with special needs. Special educators, speech/language pathologist, guidance counselor, and occupational therapist are part of Glen Lake’s staff. Copies of the New Hampshire College and Career Ready Standards and the New Hampshire Early Learning Standards can be found on the New Hampshire Department of Education website at [www.education.nh.gov](http://www.education.nh.gov).

### **FAMILY SCHOOL PARTNERSHIP**

To help assure the successful learning of all students, an outline of expectations for students, parents and the school has been developed. This Family School Partnership is an agreement that each participant will do what is necessary to provide an environment conducive to learning. The Family School Partnership (Appendix B) and the Family Involvement Policy (Appendix C) are located at the end of this handbook.

## **NETWORK & INTERNET PROCEDURE**

The Goffstown School District Networks and Internet Acceptable use Policy is sent home with your child on the first day of school. It is important that you review this information with your child. From time to time, we use the computers in the classroom for lessons and learning games. If you agree to allow your child to use the Goffstown School District's Network and to use an internet account for classroom activities, please sign the Access Release and Authorization Form and return it to school.

## **PARENT/GUARDIAN-TEACHER COMMUNICATION**

It is very important that you know what is going on with your child at school and we welcome close communication between home and school. Teachers are available for parent/guardian-teacher conversations and conferences by a phone call to the school office or through a note to the teacher. Teachers will make every effort to return phone calls, e-mails and notes within one school day. We encourage parents/guardians to contact the teacher first, not the principal, with any concerns about the classroom.

## **PARENTS RIGHT TO KNOW – (Section 111(h)(6)(A-C))**

Parents may request and the district must provide in a timely manner, information regarding the professional qualification of the student's classroom teachers including at minimum the following:

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

The school must also provide to each parent:

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

## **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)**

The MTSS process is a multi-step approach to providing services and interventions at increasing levels of intensity to students who struggle with learning. The progress that students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education and special education.



## **SECOND STEP PROGRAM/SOCIAL EMOTIONAL LEARNING**

SAU 19 uses a nationally recognized school-wide behavior curriculum. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.

The program utilizes modeling, practice and reinforcement in order for children to witness and repeat positive social behavior. There is specific instruction on skills for learning, empathy, emotion management, problem solving, and friendship skills.

If you would like to learn more about Second Step SEL, please visit their website at [www.cfchildren.org/programs/social-emotional-learning/](http://www.cfchildren.org/programs/social-emotional-learning/).

## **SPECIAL EDUCATION/504 INFORMATION**

Special Education and Section 504 accommodations are defined as specially designed instruction or accommodations, respectively, and necessary related services which are provided at no cost to the parents/guardians or the adult student that are required to meet the unique learning needs of a student with a disability. The specially designed instruction or accommodations are provided to ensure that a student with a disability can access the regular curriculum and ultimately meet the educational standards that apply to all children in SAU #19.

If you have questions about your student's eligibility and need for the services described above, please contact the principal at Glen Lake School. The principal will provide you with more detailed information about how to work with the school to address your concerns.

## **DISCIPLINE**

Children are expected to take responsibility for their own actions in school. We expect proper respect and behavior in a safe environment. Parents/guardians are asked to impress the importance of appropriate social behavior in school in order to foster an atmosphere conducive to effective learning for all students. Additional information regarding discipline of students with disabilities can be found in the Procedural Safeguards Handbook. Below is a non-inclusive list of behavioral rules for students at the Glen Lake School. Consequences for noncompliance of these rules will be progressive, based on the severity and frequency of the inappropriate behavior.

### **Glen Lake School Rules**

1. Students will be safe
2. Students will be kind
3. Students will take care of their belongings and those of the school

## **ASSEMBLY BEHAVIOR**

Assemblies are held periodically during the school year. Students are expected to be courteous and polite to all guests of the Glen Lake School. Students should remember that their behavior reflects not only on themselves, but also upon the school. Talking, unnecessary movements, whistling, booing, exaggerated applause, are all considered inappropriate assembly manners.

## **APPEALS PROCESS**

Any decision by a school administrator can be appealed if, in the eyes of the student's parents/guardians, the decision is unfair or excessive. All appeals should be made to the next level should the student or parent/guardian so desire.

For example:

If a teacher makes a decision and the student or parent/guardian deems the decision incorrect, the next step for appeal must be to the principal of the school, then to the Superintendent of Schools, and then to the School Board should this be necessary.

The person should first contact the teacher to see if an agreeable solution can be reached; if not, the principal will need to act on the appeal. All appeals are to be made in writing so that facts from both parties can be checked for accuracy before rendering a decision. Appeals will not be accepted via the telephone or in person; they must be in written letterform. Anyone requested to attend an appeal hearing may have legal representation (at their expense) at said hearing. Should questions arise relative to suspensions or expulsions relative to State Law, please contact the Superintendent's Office for copies of the RSA.

## **SCHOOL SAFETY ACT**

The NH Legislature has passed a law that is referred to as Chapter 355 (HB 1528). The purpose of this legislation is to address issues relating to areas of theft, violence, and destruction within the boundaries and facilities of our school property that does include school buses. This legislation requires that any public or private school employee must report in writing any act of theft, destruction, or violence witnessed by such employee in a safe school zone to the school principal who must file it with the local law enforcement agency within forty-eight hours. The Goffstown Police Department, upon receipt of such a written report, shall determine the need for further investigation and/or take further action.

In addition, this new legislation requires that all matters pertaining to student discipline relative to acts of violence, theft or destruction and incidents involving suspensions or expulsions or delinquent or criminal acts must become part of a student's permanent record. This information must remain part of the student record should the student transfer to another school either in or out of state.

If students, parents, or guardians wish to obtain a more detailed summation of the new legislation and related RSA's, they may contact their local school principal. Copies of this information will be available.

## **Pupil Safety And Violence Prevention – Bullying (See Policy JICK)**

### **I. Definitions** (RSA 193-E) RSA 631:7

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

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

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

2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. **Electronic devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. **School property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
5. **Perpetrator.** Perpetrator means a pupil who engages in bullying or cyberbullying.
5. **Victim.** Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

## **WEAPONS IN SCHOOLS**

It is unlawful for any student to use or possess a firearm or explosive device of any kind while on school property or at a school-related function. Any student who violates this policy may, by law, be subject to mandatory expulsion for not less than one year. The possession of a dangerous object in the school building or on school property, school buses, or at school functions is prohibited and may result in suspension, police intervention and possible expulsion. Dangerous weapons include, but not limited to: knives, slingshots, pepper spray, firecrackers, and brass knuckles. Students in possession will have weapons confiscated, parents/guardians notified, and appropriate disciplinary action will be taken.

## **WEAPONS – TOYS & REPLICAS**

Replica (toy) weapons of any type are not allowed in school.

## **EMERGENCY POLICIES**

### **BUILDING SECURITY**

For the safety and security of our students and staff, exterior doors to the school are locked at all times. Parents and visitors to the building may access the school through the front lobby entrance by pressing the buzzer and being admitted by the office personnel. Students and staff have been directed not to grant access to anyone (including parents) through any other door. All parents and visitors must sign in at the office and receive a "VISITOR" Pass. Any non-staff member seen in the building without a Visitor Pass will be asked to return to the office for proper check in. The safety of our students and staff is of paramount importance to us.

### **SAFETY DRILLS AT SCHOOL**

School emergency drills are held periodically during the school year. The purpose of these drills is to familiarize students with safety procedures inside and outside the school. For more information on safety drills contact the building principal.

### **CUSTODY/RESTRAINING ORDERS**

It has become necessary to address the legal issue of custodial rights, restraining orders, etc. Please note that unless the office is in possession of legal documents prohibiting access to the student, he or she will be released to either parent or to anyone else for whom you have given written permission.

**If there is a restraining order or limited access right against either parent, it is the responsibility of the custodial parent to supply the office with a copy of legal documentation stating this. If this situation should change, please notify the office.**

### **EMERGENCY INFORMATION**

An Emergency Information Form is sent home prior to the start of school. It is very important that you list three (3) people that the school can release your child to if your child is ill or an emergency arises in the event we cannot reach either parent. **THE THREE (3) PEOPLE YOU LIST PLUS THE PARENTS WILL BE THE ONLY ONES THE SCHOOL WILL RELEASE YOUR CHILD TO UNLESS YOU SPECIFY OTHERWISE VIA A NOTE, TELEPHONE CALL OR LEGAL ORDER. *It is imperative that the school office be notified immediately of a change in address, home or work telephone number, or emergency information during the school year.*** For the safety of your child, we request that the Emergency Information Form be returned to the office or to your child's teacher immediately upon receipt.

### **EMERGENCY SCHOOL CLOSING PROCEDURES**

The Goffstown School District uses a district wide alert notification system. This system allows more effective communication with parents should an emergency issue or need to communicate arise. Notifications may include school cancelations, school delays or early

dismissals due to inclement weather or building emergencies such as loss of heat, water pressure or electricity. Every means of communication will be used to notify parents and guardians. In addition to the alert notification system, any school closing or delay because of weather conditions will continue to be announced on WMUR-TV. Please refrain from calling the school. When a delayed opening is in effect, there will be no morning preschool and kindergarten sessions. The afternoon session will begin at its usual time.

When the entire school is dismissed early by authority of the Superintendent (due to inclement weather or building emergencies such as loss of heat, water pressure, or electricity), every attempt will be made to contact parents/guardians. If a parent/guardian cannot be reached, the individual you have named on your Emergency Information Form will be contacted. It is of utmost importance that you complete this form and have a plan in place for an emergency early school closing.

### **PERMISSION FOR AFTER-SCHOOL ACTIVITY**

If at any time your child will be attending any after-school activity that is a variation of the child's ordinary schedule, a note must be sent to school giving permission for him/her to attend. For example, if your child is to go home with another parent, a note is required. If the activity is to be over a number of weeks, i.e., Parks & Rec. Activities, Goffstown Public Library After-School Story Hour, YMCA Programs, etc., please state the starting and ending dates of each activity so that we have this information on file in the office. It will not be necessary to write a note each week if you have written one for the entire program time. A note will be needed if for some reason your child will not be attending the program on a certain date.

### **FACULTY POLICIES**

There are numerous emergency and safety situations, which the school is obligated to report. In order to ensure student safety, staff members are required to report incidents of and/or violations of:

- Suspected abuse, sexual abuse, and neglect (RSA 169-C)
- Hazing (RSA 193-E) RSA 631:7
- Bullying (RSA 193-E) RSA 193-F
- Safe Schools Zone Act (RSA 193-D)
- Harassment (RSA 354-A)
- Smoking and Tobacco (RSA 126-K and 155:66)
- Drug-Free School Zone (RSA 193-B:2)
- Workplace Safety that all hazardous or unsafe circumstances must be reported immediately to the principal or designee

It is expected that all faculty and staff members assume the responsibility of being appropriate role models for students.

## HEALTH SERVICES

The Health Office is staffed by Registered Nurses who are available for students during regular school hours. The Health Office will assist all students in maintaining good health practices, manage chronic conditions, treat minor ailments and injuries, and work to prevent the spread of communicable diseases. Screenings for vision and hearing may be performed routinely depending on the age of students or by special request.

NH state law requires that all new students entering SAU 19 provide documentation of a physical examination and immunization record dated within one year of enrollment. Any information made available regarding allergies, physical disabilities or other health conditions or concerns will become part of the student's health record. Parents should complete the yearly Health Information Form at the start of each school year and parents whose students have specific health concerns should contact the school nurse directly. Documentation of medical exemption is required to exempt a student from participation in the academic physical education program.

(MVMS/ GHS ONLY) Physical exams are required to participate in school sports programs; parents/guardians are responsible for arranging physical exams with their student's health care provider. Parents are then responsible to provide the school with documented evidence of the required physical.

### IMMUNIZATIONS

Proof of immunizations are required by the New Hampshire Department of Education before your student is enrolled in our schools and at recommended intervals as determined by NH Department of Health and Human Services (NH DHHS). Please visit the NH DHHS website at <https://www.dhhs.nh.gov/sites/g/files/ehbemt476/files/documents2/imm-req-schools22-23.pdf> for a full list of required immunizations. Please contact your student's school nurse with any questions.

Requirements for immunizations may be waived for medical reasons if documentation is provided from your student's health care provider that immunizations will be detrimental to the student's health. A waiver may also be granted for religious reasons. Completion and submission of a Religious Exemption Form is required to waive immunizations for religious reasons. Please visit the NH DHHS website at <https://www.dhhs.nh.gov/programs-services/disease-prevention/immunizations/immunization-exemptions-children> for more information regarding exemptions. Please contact your student's school nurse with any questions.

### ILLNESS

In the interest of the general health and well-being of all students and staff, no student who is ill should attend school. A student having a fever, sore throat, cough, severe congestion, vomiting or diarrhea, rash of unknown origin, untreated impetigo, should not attend school. Students must be fever free for 24 hours off medication and have no episodes of vomiting/ diarrhea for 24 hours prior to returning to school. Students who are deemed too ill to attend classes/ activities may be dismissed from school. If you are unsure if/ when your child should return to school, please contact the school nurse for assistance prior to sending your student to school. Parents must ensure all emergency contact phone information is up to date in the event that the school must dismiss your student due to an emergency or illness.

### MEDICATION

Medications can be dispensed by the school nurse, principal, or the principal's designee. The Health Office stocks certain over the counter medication which may be dispensed, with parental permission. The Over-the-Counter Medication Form must be completed and signed by parents yearly, verbal permission is not allowable for medication administration per NH Department of Education. Any additional medication that needs to be given during the school day must be brought to the Health Office by an adult. Outside medication must be in its original container, over the counter medication requires written consent from parents to dispense, prescription medication requires the written consent of both the parent/guardian and

the physician. Students with asthma **and/or life-threatening allergies** may **self-carry** their inhalers **and/or Epi-Pens** with written permission from their parents/guardians and the physician. All students who have asthma **and/ or a life-threatening allergy** must have a completed asthma **action plan and/ or allergic reaction plan** on file with the school nurse, this form must be updated yearly.

### **HEALTH INSURANCE**

If you need help in securing health insurance for your child, please contact the school nurse. Applications for NH Medicaid for children (formally NH Healthy Kids) are available through our Health Office. NH Medicaid provides coverage for vision, dental, routine yearly physicals and much more. Please call 603-497-3550 with any questions and to request an application.

### **RECESS & SUITABLE CLOTHING**

Children should dress for the weather because they may go outside for recess unless the weather is inclement. Glen Lake's practice is to allow outdoor recess if the temperature "feels like" it is 15 degrees or higher. Children will not be permitted outside if the wind chill makes it feel like it is below 15. Children benefit greatly from 15 minutes of fresh air and sunshine. Clothes worn to school must be worn outside during recess, i.e., coats and boots, unless indicated by a note from parents/guardians. Snow boots and pants are required for outside snow play. Independence is stressed in early childhood education, and children should be encouraged to wear clothing they can easily manage.

### **SAFE FOOTWEAR**

Safe footwear is a shoe that is firmly attached to the foot (no boots, slippers, sandals, or heels over 1 inch). Shoes that lace, buckle, zip or Velcro close are best. Boots are necessary for snow and mud season, but shouldn't be worn in the classroom. Please send shoes for your child to change into. Fire regulations state that shoes must be worn in school.

## **APPROPRIATE DRESS**

It is recommended that you send your child to school in comfortable, washable clothing. Young children learn through hands on experience, which consists of multi-sensory activities that may include painting, play dough, clay, writing with shaving cream, experimenting with rice, sand and water. These activities can be messy.

Gross motor activities are part of child's school experience. Pants are preferable to dresses to prevent injury and to enhance their mobility with activities. Some examples are using scooter boards, running, jumping and rolling. Sneakers must be worn in order for your child to take part in Gross Motor Group.

## **SCHOOL INSURANCE**

The school does not assume financial responsibility for expense of medical or dental treatment required by students as a result of accidents while at school or going to or from school. School insurance is made available to each student in September for those parents/guardians who desire such protection. Your School Board as a public service adopted this insurance plan. The insurance application is available online at [www.goffstown.k12.nh.us](http://www.goffstown.k12.nh.us) select Parents and choose Student Accident Insurance. Insurance is through Lefebvre Insurance, 850 Franklin Street, Wrentham, MA 02093.

## **MISCELLANEOUS INFORMATION**

### **LOST AND FOUND**

It is strongly suggested that **ALL** children's clothing and other personal belongings be clearly marked with the child's name to assure reconnecting misplaced clothing and belongings with the owner.

### **TOYS**

All toys and materials at the Glen Lake School have been chosen for their creative and/or educational potential and their durability. Parents are asked to see that children do not bring toys from home. The only exception to this rule is on a show-and-share day. We do not allow toy guns or toy weapons to be brought to school at any time. We discourage violent and aggressive play. We foster and support cooperative play and a nurturing environment.

### **ELECTRONIC EQUIPMENT AND TRADING CARDS**

Electronic equipment such as tablets and cell phones, as well as trading cards are not permitted at school. They are a distraction to students, and there is always the risk that these expensive items will be broken or lost. If students bring these items to school, the principal will hold them until the parent/guardian comes to school to retrieve them.

### **SNACK TIME**

Proper nutrition is seen as an essential factor in maintaining a child's health at peak levels of physical performance, and also as a fundamental prerequisite for learning. Please send a healthy snack and drink to school with your child daily. Some suggestions are raisins,



apples, oranges, bananas, grapes, fruit cups, yogurt, celery and carrot sticks, cheese and crackers, pretzels, water, milk and 100% juice boxes. Due to the number of students with food allergies, sharing of food is not permitted. In order to provide a safe learning environment for our young students with life threatening peanut allergies we ask that you refrain from sending snacks that contain peanut products.

Snack time is a great opportunity for the children to practice appropriate social skills and hygiene. They practice the skills by asking politely for help, waiting patiently to be served, socializing with their classmates, and cleaning up their area when they are finished.

### **CELEBRATING BIRTHDAYS**

Birthdays are an important event for most young children, and the staff at Glen Lake School feels it is important to recognize this milestone. Student birthdays will be recognized in class with a birthday crown and some other small birthday memento for the child. If you wish to send something to school for your child to pass out to classmates in honor of his or her birthday, this is permissible. However, due to the high number of food allergies among our students and the differing beliefs among parents regarding snack foods and sweet treats, **no food items will be accepted or shared among students for any occasion.** Please do not send cupcakes or any other food item. Your child will be extremely disappointed when he or she is not permitted to distribute the snack. Although it is certainly not necessary to do so, if you wish to send something special for distribution to classmates, please consider special pencils, bookmarks, erasers (non-latex), bubbles, stickers, etc. Thank you for your understanding and cooperation.

### **BI-WEEKLY NEWSLETTER/SCHOOL WEBSITE/SCHOOL FACEBOOK PAGE**

As a way to foster positive communication and connections between school and home, we provide a bi-weekly newsletter, also posted on the school website, with essential information for families, and teacher-maintained webpages with specific classroom information. We also have a school Facebook page that showcases achievements and events.

### **SCHOOL VOLUNTEERS**

We encourage parents/guardians, grandparents and members of the community to volunteer their time at the Glen Lake School. Volunteers are needed in the office on a regular basis; assistance is also needed on special theme days, and with various fundraising activities. Please contact the office should you wish further information.

As part of the bullying prevention focus in schools, there is a NH law (RSA 193 F) that requires all school volunteers to be trained annually on bullying. Our district is requiring that school volunteers read the school board policy JICK (Pupil Safety and Violence Prevention – Bullying) and view an online anti-bullying training video. The policy and video can be found on the SAU #19 website: [www.goffstown.k12.nh.us/index.php/special-projects](http://www.goffstown.k12.nh.us/index.php/special-projects). There is also a “Volunteer Verification of Bullying Training” form that must be signed by school volunteers.

## **STUDENT SURVEYS**

The US Department of Education under the No Child Left Behind Act of 2001, Section 1061, requires prior written parental consent before students may participate in a survey paid for by funds received from the US Department of Education. Surveys paid for by other sources are not subject to the prior written parental consent requirement. It is the policy of the Goffstown School District that all surveys are presented to the School Board for approval and the parents are notified prior to the use of surveys with students. Parents have the right to withhold their permission for their child's participation in any and all school surveys. Parents also have the right to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student.

## **TELEPHONE**

If you find it necessary to telephone your child at school, the message will be relayed to him/her. This should be done only in emergency situations. If possible, all instructions should be given to your child before he or she leaves home in the morning. Children are only allowed to use the telephone in an emergency situation.

Teachers may be reached by email or by phone before school opens or after school is dismissed at 3:00 p.m. A message or voicemail may be left at any time for a teacher. Unless there is an emergency, the teacher will not be called to the phone during the school day.

## **DISCLOSURE OF CONFIDENTIAL INFORMATION**

Due to confidentiality policies Glen Lake School may not disclose a student's contact information such as address and phone number. Please do not request this type of information from the teacher or office. Parents wishing to send out party invitations to classmates should utilize the Student Directory published by the Glen Lake School Partnership. If a child's contact information does not appear in the Directory, it is because the parent has not given permission for the information to be published. Glen Lake School is responsible for maintaining the confidentiality of student information.

## **DISTRIBUTION OF PARTY INVITATIONS**

The Superintendent of Schools must approve all fliers, invitations or information on non-school events or activities before they are sent home with students. This includes the distribution of party invitations. Party invitations and other personal correspondence is the parent's responsibility and therefore will not be distributed at school.

The student directory published by the Glen Lake School Partnership (parent group) provides student contact information. The student directory is made available to assist parents in mailing party invitations, contacting playmates, etc. If a student is not listed in the directory, it is because the parent has not given permission. School staff will not provide student contact information.

## **GUIDELINES FOR SAFETY INTERVENTION PROCEDURES**

The safety of all students is of primary importance to the School District. The following guidelines address the assessment and crisis intervention procedures for students with safety concerns.

### **SAFETY ASSESSMENT**

All threats to harm or kill oneself or others shall be taken seriously and reported immediately to the Principal and/or designee.

#### **Identification of Safety Concerns**

Safety concerns are addressed by these guidelines and may include:

- Any threats to harm or kill oneself or others
- Actions or behaviors that threaten self or others with harm
- Any expressed desire to die, whether verbally, written or in art
- Behaviors that indicate self-harm and/or harm to others

#### **A. Purposes of Safety Assessment:**

1. To determine if a student is a danger to him/herself or others. Does a safety issue exist?
2. To determine if the current placement (*i.e.* school) is appropriate student should remain in the educational environment or does he/she need to be transported home/other?
3. To determine the immediate safety needs of the student and the school.

#### **B. Safety Assessment will include:**

1. Consultation with administrators and school staff (*e.g.* teachers, nurse, guidance counselor) as needed.
2. Interview with the student.
3. Consultation with the parents.
4. Consultation with other professionals (*e.g.* therapists, health provider), with signed authorization form from the child's parent or legal guardian.

#### **C. Expectations of Safety Assessment:**

1. Provide information regarding safety issues. It should be noted that this information is ascertained from conversations and an interview with the student. A formal psychological assessment will not be conducted. As such, the safety assessment represents the safety of a student at the moment in time. A determination of future psychological and/or behavioral functioning cannot be made.
2. Provide parent/guardian with written information, which may include:
  - a. Facts about suicide, depression, violence, etc.
  - b. Warning signals
  - c. Website links for further research
  - d. Recommended actions to be taken by parent/guardian
  - e. Hotline telephone numbers and/or resources

## **CRISIS INTERVENTION PROCEDURE FOR STUDENTS WITH SAFETY CONCERNS**

- A confidential record keeping procedure shall be established and located in a secure central location within each school. The record keeping procedure shall include the nature of the incident, the student's name, and the action taken. Maintenance of this record will provide additional information as the procedures for assessment are followed by school staff.
- Annually, as part of the transition process between schools, guidance counselors will confer regarding student safety issues.
- At the beginning of each school year, school staff will be oriented to the safety issues and concerns students may demonstrate.
- Annually, crisis team members will be provided with a comprehensive overview of the initial assessment process. The school psychologist assigned to the school will provide the training.

The following guidelines provide a general sequence of steps to be taken with students who are demonstrating safety concerns.

1. When an individual receives information indicating that a student is demonstrating a safety risk to him/herself or others, he/she shall immediately inform the Principal, Principal's designee, or guidance counselor.
  - The Principal and/or designee shall coordinate the crisis procedures. The appropriate crisis management team shall be alerted and one person shall be identified to coordinate the activities. (An "appropriate crisis team" shall be defined as consisting of a building administrator, guidance counselor and person(s) with knowledge of the student and the current situation.)
2. The counselor and/or building administrator shall talk to the student and other team members to discuss the following:
  - a. If the crisis management team feels the student needs an immediate assessment, the assessment process will be pursued with school district personnel.
  - b. The parent and/or guardian will be notified immediately.
  - c. If the crisis management team determines the student to be in need of an immediate assessment and the parent has been notified and agrees to an in-district person, a referral will be made to the school district's school psychologist. If a school district psychologist is not available, referral for an emergency medical assessment of mental health will be made to an individual or agency designated by the local school district (e.g. Mental Health Center of Greater Manchester (603)668-4111; Catholic Medical Center (603)668-3545; Elliot Hospital (603)669-5300).
  - d. The parent or guardian may choose to use his/her own counselor or health provider. If the parent designates his/her own provider, for which the parent accepts financial responsibility, the school district will ask the parent to sign a release form so that necessary information can be shared

with the appropriate school personnel. The purpose for this is to provide support for the child as he/she returns to the school environment.

- e. If a parent/guardian refuses to comply with the school's request to seek a safety assessment, the Principal and/or designee will take further action based on authority conferred by the local school board.

Those actions may include:

- Contacting the local police department; and
  - Contacting the NH Division for Children, Youth and Families
- f. The student will not be allowed to return to school until the safety assessment has been conducted and wherein documentation is presented stating that the child is determined "safe" to return to school.
  - g. The student will not be allowed to return to school until the safety assessment has been conducted and wherein written documentation is presented stating that the child is determined "safe" to return to school.
  - h. After an assessment has been conducted and the child is determined "safe" to return to school, the parent/guardian will provide the school with relevant information so that the school can support the child. The child then returns to school.

If documentation has not been submitted to the school within three days of an event giving rise to a referral for a safety assessment, the appropriate school psychologist will be designated to contact the family and conduct such assessment.

**STUDENT CONDUCT ON SCHOOL BUSES**

The safety and well being of all students is paramount. Understanding that, and that riding the bus is a privilege, students are expected to understand and adhere to the established bus regulations. The bus driver will have the responsibility to maintain orderly behavior of students on school buses and will report misconduct to the terminal director and school administration in writing. The terminal manager of the transportation company will have the authority delegated by the Superintendent to suspend riding privileges of students who are disciplinary problems on the bus by failing to conform to the rules and regulations set forth by the School Board in policy # JICC-R. Parents of children whose pattern of behavior and conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. Suspensions in excess of twenty consecutive days must be ratified by the Board (RSA 189.9a)

**BUS REGULATIONS & STUDENT EXPECTATIONS**

The SAU 19 guidelines regarding the eligibility of students to ride the school bus are as follows:

Students in grades K through 12 who use school bus transportation should follow these regulations:

1. Profane language, obscene gestures, excessive noise, fighting, wrestling, or other acts of physical or verbal aggression are unacceptable behaviors.
2. Throwing things on, out of, or at a school bus are unacceptable behaviors. Students are expected to keep their head, hands, feet, etc., inside the bus at all times.
3. Anything that would create a safety hazard for the passengers or vehicle is unacceptable behavior.
4. Students are expected to seat themselves promptly when getting on the bus. Students are to remain in their seats until they reach their designated stop and the bus has stopped. Emergency doors are for emergency use only.
5. Once a student has boarded the bus, she/he may not get off except at his/her destination.
6. Students may ride only the bus to which they have been assigned. The bus driver has the discretion to allow other students to board a bus if prior approval through the school office is made, and there is ample capacity. The law allows and students are expected to sit three passengers per seat if necessary.

7. Students are expected to be at their bus stop 5 minutes before the bus is due: bus drivers do not have to wait.
8. Students are expected to properly identify themselves to the driver upon request.
9. Students are required to cross the street in front of the bus.
10. Vandalism, including marking or defacing the bus is not acceptable, and will be reported to the appropriate authorities including the police.
11. Eating or drinking on school buses is not allowed.
12. Smoking or use of smokeless tobacco products is not allowed on any bus, including charter and athletic trips.
13. Drivers will keep seating charts on each bus. Drivers are allowed to assign seating.
14. Bus drivers are responsible for safe bus operation and their decisions and requests are expected to be followed.
15. Only authorized riders will be permitted on the bus.
16. Video surveillance may be utilized on any bus to monitor student activity and behavior.

### **CORRECTIVE ACTIONS**

Bus drivers will report rule infractions to the terminal manager, with a copy to the appropriate school administrator as soon as possible. The terminal manager will address the consequences with the student / parent / bus driver.

### **DISCIPLINARY ACTIONS SHALL BE AS FOLLOWS**

1<sup>st</sup> offense:

- a. A verbal warning will be issued for less serious infractions. \*

2<sup>nd</sup> offense:

- b. A written "Bus Incidents Report" warning will be issued to the student and parent/guardian on a second or more serious offense.

3<sup>rd</sup> or serious offense:

- c. Bus suspension ranging from 1 – 3 days, written notification to parents/guardians and school administrators will be provided.

3+ or extremely serious offenses:

- d. Possible removal from the bus for up to 20 days or more with a letter home to the parent/guardian and school board referral for further action if necessary. No student shall be put off the bus while traveling to and from school unless a dangerous situation occurs. The daily trip will be completed and then parents/guardian notified before the student can be removed from transportation service.
- For serious infractions, a greater consequence may be imposed immediately.

Questions should be directed to the terminal manager at 603-497-3111.



## Appendix B

### FAMILY SCHOOL PARTNERSHIP COMPACT Glen Lake School “ADVANCING STUDENT LEARNING”

Schools need the support of the families and community members to fulfill the mission of *Advancing Student Learning for All Children*.

*In partnership with family and community, our goals for STUDENT LEARNING are as follows:*

1. All children will acquire the early literacy skills that lay the groundwork for reading and writing and that prepare them for a successful transition to 1<sup>st</sup> grade.
2. All children will acquire the mathematical skills that lay the groundwork for higher-level mathematical thinking and computation and that prepare them for a successful transition to 1<sup>st</sup> grade.
3. All children will develop their eye/finger/hand coordination to a level that prepares them for handwriting and other higher-level fine motor activities.
4. All children will develop their gross motor skills to a level that enables them to move effectively and efficiently within their environment.
5. All children will develop the social skills to function both cooperatively and independently in work and play settings.
6. All children will develop age appropriate self-help skills, which will enable them to function with the greatest degree of independence.
7. All children will develop their expressive and receptive language, articulation, vocabulary and listening skills to a level that enables them to communicate effectively.

Each member of a partnership plays a significant role. A compact is an agreement that defines the responsibility and tasks that administrators, teachers, and parents have agreed upon to help children learn.

#### **As an educator, it is my responsibility to:**

- Hold high expectations for all students.
- Communicate to parents early in the school year what their children are expected to know and do over the year.
- Welcome parents as partners in the educational process.
- Respect and value the uniqueness of each child and his or her family.
- Create and maintain a safe, supportive, and effective learning environment.
- Plan instructional activities that will actively engage students in learning.
- Gain knowledge of the abilities and learning levels of each student in my classroom.
- Communicate frequently student progress to students and parents.
- Provide materials and resources for parents to use at home to support their child's learning.

#### **As a parent or guardian, it is my responsibility to:**

- Show respect and support for my child, the staff, and the school.
- Hold high academic and behavioral expectations for my child(ren).

- Read all communication from the school promptly and respond in a timely manner.
- Communicate with the school staff regarding my child's progress or share information that may affect my child at school.
- Attend parent-teacher conferences.
- Talk with my child about his or her day at school and read with my child daily.

**As a student, it is my responsibility to:**

- Ask the teacher any questions about schoolwork if I do not understand.
- Respect myself, my classmates, my teacher(s) and school staff.
- Attend school every day.
- Talk to my parents or teacher(s) if something is bothering me.
- Complete my assignments on time.
- Comply with school rules.
- Work hard to do the best I can in school, at home, and in the community

*Advancing student learning is a shared responsibility. It is our belief that student performance will improve as a result of our cooperative efforts.*

POLICY	KBA
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## FAMILY INVOLVEMENT POLICY

### Shared Responsibility for Student Learning and High Achievement

The Goffstown School Board recognized that the more families and teachers share information, the better equipped they will become to help students achieve. We further support parent/family involvement in children's education.

In compliance with the requirements under the Elementary and Secondary Education Act *No Child Left Behind 2001*, the Goffstown School District is committed to:

1. Involving parents in the development of school plans, curriculum standards, and in the process of school review and improvement.
2. Providing parents with: timely information about programs, school performance profiles and their child's individual student assessment results including an interpretation of such results, a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet, opportunities for regular meetings to formulate suggestions, sharing experiences with other parents, and participate as appropriate in decisions relating to the education of their children if such parents so desire, timely responses to parents' suggestions.
3. Educating school staff on how to reach out, communicate, and work with parents.
4. Providing coordination, technical assistance and other support necessary to assist schools in the planning and implementing of strong partnerships with families and the community.
5. Providing assistance to parents to understand state and local standards and assessment.
6. Providing parenting materials and training to help parents.
7. Coordinating and integrating parent involvement activities with Head Start, and other local programs to support parents and their children.
8. Meeting regularly with parents to communicate the results of student achievement on state and local assessments.
9. Maintaining parent / school compacts (see regulation)
10. Providing appropriate accommodations for families who are homeless, LEP, migrant, and/or who have children with disabilities, or for parents who are disabled.
11. Ensuring information shared with parents is in a language parents understand.

To ensure strong Family – School Partnerships, the Goffstown School District promotes the following:

**Administrative support:** For a parent involvement program to be successful, it must have the support of school administrators. Their willingness to recruit parents and community members for school tasks to listen to others' viewpoints, and to engage families and community members in a collaborative process is essential to a successful program.

**Training:** All staff need to develop the essential skills for working effectively with parents and families. The school district is committed to providing formal training on collaborating with parents and in understanding the complexities of modern family life.

**Two-way communication:** **All Staff** need to establish two-way and ongoing communication between home and school. Contact should be frequent and designed to share good news as well as bad. All methods of communication should be clear, easily understood and in the child's home language.

Such communication might include weekly notes, parent-teacher compacts, telephone communication, classroom newsletters, or a welcome packet.

Evaluation: Teachers and administrators must carefully evaluate the effectiveness of the strategies and activities they implemented to foster parent participation in the schools, as well as ask for parent feedback.

*Statutory Reference:*  
Elementary and Secondary Education Act  
*No Child Left Behind 2001*

PROPOSED:8/19/02  
ADOPTED: 10/21/02