

PARENT / LEGAL GUARDIAN / STUDENT HANDBOOK



GLEN LAKE SCHOOL Goffstown, New Hampshire

2025 - 2026

**Glen Lake School
251 Elm Street
Goffstown, NH 03045
603-497-3550
Fax 603-497-3660**

GLEN LAKE SCHOOL HANDBOOK

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SCHOOL ADMINISTRATIVE UNIT #19
Serving Goffstown and New Boston

11 School St.
Goffstown, NH 03045
603-497-4818
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Office hours 8:00 am - 4:30 pm Monday - Friday

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Jill Girolimon.....Home/School/Court Liaison
Dania Jackson.....Out of District Coordinator

GOFFSTOWN SCHOOL BOARD

www.goffstown.k12.nh.us

The Goffstown School Board normally meets in regular session at Goffstown High School 7:00 pm on the first and third Mondays of each month with special meetings, as necessary. If you have a concern you wish to bring to the Board's attention, you must submit the item for consideration two weeks prior to their meeting, through the S.A.U. Office. You are given the opportunity to be heard by the Board during "Public Comment," which is held at the beginning of the agenda. The comments section of the agenda may not exceed three (3) minutes unless extended by vote of the Board.

Occasionally, the Board may 'suspend its rules' to allow visitor participation at the time an issue of specific interest is being addressed. The Board appreciates your attendance and invites your continued interest in its work on behalf of the children and residents of the District.

Goffstown School District Policies may be viewed online at www.goffstown.k12.nh.us under Goffstown School Board

Goffstown School District Vision & Mission

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.

Approved unanimously by the Goffstown School Board on April 18, 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.

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 1st 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 1st 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 am to 11:00 am and the afternoon session runs from 12:30 pm to 3:00 pm each day. Staff members are assigned to supervise student arrival beginning at 8:15 am 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 am on the days your child will not be attending school. When calling, the parent/legal guardian should specify the child's full name and the teacher. If no call is received from the parent/legal 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 am for the morning session and 12:30 pm 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 valid 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.

CHANGE IN DISMISSAL
Glen Lake School
DISMISSAL Note Example

The following 5 items must be on your notes to ensure the safety of all children.

Date:

Student FIRST and LAST Name:

Teacher's Name:

After School Dismissal Change:

- Early Dismissal: must indicate time and reason for pick up (name of person picking up/relation to student – bring valid picture ID)
- Pick-up: must indicate name of person picking up and relationship – bring valid picture ID

Signature: must be legible signature of parent/legal guardian

Notes to be on at least a 5x7 sheet of paper.
Please no sticky notes.

NOTE TEMPLATE

Glen Lake School
(Please print legibly.)

Date: _____

Student Name: _____
First Name Last Name

Teacher Name: _____

Pickup: _____
Name of person picking up/ relation to student (bring valid picture ID)

Early Dismissal: _____
Time of pick-up / name of person picking up/ relation to student (bring valid picture ID)

Parent/Legal Guardian Signature: _____

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/legal guardians 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 30th of the year they plan to attend. Children who turn six years old on or before September 30th are eligible for a full-day 1st 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/legal guardians 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/legal guardians 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 they 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 / 12:15.

BUS TRANSPORTATION

- Kindergarten students are eligible to ride their neighborhood school buses along with the 1st through 8th 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.

STA, Bus Contractor (large buses) 603-497-3111

Durham School Services, Bus Contractor (small buses) 603-384-1980, 603-895-9664

STA, the district's student transporter hires certified drivers (commercial licensure) to transport our students. STA 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 STA.

Please fill out the "Transportation Information" in your child's registration forms. 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:

1st Trimester – A Parent/Legal 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 to be held at school, we will accommodate your needs by telephone or videoconference, if necessary.

1st, 2nd & 3rd 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.

FAMILY SCHOOL PARTNERSHIP

To help ensure the successful learning of all students, an outline of expectations for students, parents/legal guardians 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/LEGAL 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/legal guardians to contact the teacher first, not the principal, with any concerns about the classroom.

PARENTS/LEGAL GUARDIANS RIGHT TO KNOW – (Section 111(h)(6)(A- C))

Parents/legal guardians 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/legal guardian:

- Information on the level of achievement the child has made on all state assessments; and
- Timely notice that the parent's/legal guardian'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.

SOCIAL SKILLS AND WORK HABITS / SECOND STEP PROGRAM

SAU 19 uses a nationally recognized school-wide behavior curriculum. Second Step is a program that helps enhance learning achievement and promotes a positive learning environment. The program utilizes modeling, practice and reinforcement in order for children to witness and repeat positive social behavior and work habits.

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/legal 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/legal 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/legal 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, or parents/legal 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/legal 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/legal guardians 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. Only school staff may open the door for visitors. Students and staff have been directed not to grant access to anyone (including parents/legal guardians) through any other door. All parents/legal guardians and visitors must sign in at the office with a photo I.D. 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, they 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/LEGAL GUARDIANS 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/legal guardians 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/legal 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/legal guardians. If a parent/legal 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 them 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

Glen Lake School has a school nurse on duty. Together the principal and school nurse are in charge of the health and wellbeing of the students. The school nurse keeps the personal health records of all students. Services included are periodic vision screening, periodic hearing tests, and maintenance of cumulative health records. In addition, the school nurse encourages good dental health, personal hygiene and nutritional habits in children.

The school nurse is responsible for the first aid care of school children who are injured or become ill. First aid is defined as assistance that will protect the life and comfort of a child until emergency assistance is secured.

The school nurse has access to emergency information for every child. This information is used in case of illness or injury. **Parents/legal guardians should notify the school office of any change in telephone number of their child's emergency contacts.**

The school nurse must be informed by the parents/legal guardians of any child who has special medical needs, such as allergies, asthma, seizures, etc.

IMMUNIZATIONS - The following immunizations are required by the State Department of Education **before** your child may enter kindergarten:

1. DTaP, DT/DTP, Td/Tdap (Diphtheria, Tetanus, Acellular Pertussis): 4 or 5 doses, with the last dose given on or after the 4th birthday
2. Polio: 3-4 doses with one dose on or after age four and the last two doses separated by 6 months.
3. MMR (measles, mumps, and rubella): 2 doses required, at least one on or after the first birthday.
4. Hepatitis B (Hep B): 3 doses.
5. Varicella (chicken pox): 2 doses.

MEDICATIONS AT SCHOOL

Medicines shall be dispensed by the school nurse, principal or principal's designee in the school nurse's absence. All medications, over-the-counter or prescribed, must be brought to school in their original container by the parent/guardian. Please do not send medicine to school with your child. Parents/legal guardians will be asked to sign a form giving permission to administer, naming the drug, dosage, and time to administer.

Select over the counter medications may be administered by school personnel if there is a signed parental permission form on file at the school. Student inhalers will be kept in the Nurse' Office along with a prescription from the physician and an accompanying signed parental permission form.

A child should be kept home if they have a fever of 100.0 F or greater (unmedicated), vomiting, diarrhea, severe earache, severe cough or cold, severe upset stomach, severe sore throat, drainage from eyes or unexplained rash (until a health care provider has determined the rash is not communicable). A child should be kept home if they

cannot participate in all school activities. Children with these conditions will be sent home from school. It is the responsibility of the parents/legal guardians to provide transportation. The principal, in conformance with school district dismissal policy, may excuse an ill or injured child.

Nuisance diseases such as impetigo, ringworm, scabies, etc., are conditions that necessitate temporary exclusion from school. If your child has a contagious disease, **it is very important** that you notify the school nurse. For pediculosis (head lice), please notify the school nurse for recommendations/about treatment. Also, notify the school nurse when a child has a broken bone so she may prepare for any special care that may be needed.

The school nurse will check re-admissions to school following any of the above-mentioned conditions or request a report from the family physician that states the child is OK to return to school. If your child was sent home from school with a fever, the child should not return to school until they have been fever free (less than 100.0 F) for 24 hours **unmedicated**. If a student is placed on antibiotics for any contagious illness (i.e. strep throat, conjunctivitis, impetigo, etc.) they may not return to school until a full 24 hours after the start of medication. The school nurse or principal may, however, prohibit the child's return if she is not satisfied with the condition of the child in the absence of a physician's release.

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/legal 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 a 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 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/legal 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; 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/legal guardians 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/legal guardians 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 they are 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.

NEWSLETTER/SCHOOL WEBSITE/SCHOOL FACEBOOK PAGE

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

SCHOOL VOLUNTEERS

We encourage parents/legal 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 watch for information from Glen Lake School Partnership, our parent – teacher organization, or 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. 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/legal guardians are notified prior to the use of surveys with students. Parents/legal guardians have the right to withhold their permission for their child's participation in any and all school surveys. Parents/legal guardians 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 them. This should be done only in emergency situations. If possible, all instructions should be given to your child before they leave home in the morning. Please remember to inform the school of any changes regarding pick-up transportation. 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 pm. 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/legal guardians 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/legal guardians in sending 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 themself or others. Does a safety issue exist?
2. To determine if the current placement (*i.e.* school) is appropriate, should students remain in the educational environment or do they 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/legal guardians.
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 themselves or others, they 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 they return 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 along with building administration 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 regulation # JICC-R. Parents/legal guardians 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 share bus incident reports with school administrators and together they will address the consequences with the student, the parent/legal guardian, and the bus driver.

DISCIPLINARY ACTIONS SHALL BE AS FOLLOWS

1st offense:

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

2nd offense:

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

3rd or serious offense:

- c. Bus suspension ranging from 1 – 3 days, written notification to parents/legal 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/legal guardians 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 or the school administration.

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 1st 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 1st 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/legal guardians have agreed upon to help children learn.

As an educator, it is my responsibility to:

- ☐ Hold high expectations for all students.
- ☐ Communicate to parents/legal guardians early in the school year what their children are expected to know and do over the year.
- ☐ Welcome parents/legal guardians 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/legal guardians.
- Provide materials and resources for parents/legal guardians 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/legal guardians 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.

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| 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/legal guardians in the development of school plans, curriculum standards, and in the process of school review and improvement.
2. Providing parents/legal guardians 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/legal guardians, and participate as appropriate in decisions relating to the education of their children if such parents/legal guardians so desire, timely responses to parents/legal guardians' suggestions.
3. Educating school staff on how to reach out, communicate, and work with parents/legal guardians.
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/legal guardians to understand state and local standards and assessment.
6. Providing parenting materials and training to help parents/legal guardians.
7. Coordinating and integrating parent involvement activities with Head Start, and other local programs to support parents/legal guardians and their children.
8. Meeting regularly with parents/legal guardians 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/legal guardians who are disabled.
11. Ensuring information shared with parents/legal guardians is in a language parents/legal guardians 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/legal guardians 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/legal guardians and families. The school district is committed to providing formal training on collaborating with parents/legal guardians 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.

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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