

EDWARD FENN ELEMENTARY

STUDENT HANDBOOK

2024-25



GORHAM RANDOLPH SHELBURNE COOPERATIVE SCHOOL DISTRICT

BOARD MEMBERS:

Jo Carpenter--Shelburne
Ben Mayerson--Gorham
Richard Umiker--Randolph
Keith Moon--Randolph-At Large

Mike Waddell--Gorham-At Large
Gina Saladino-Chair-Gorham
Tiffani Arsenault-Gorham
Tim Buxton--Shelburne-At Large

Dennis Wade—Gorham
Steve Michaud--Gorham
Barney Valliere--Gorham

SCHOOL ADMINISTRATIVE UNIT #20

David Backler, Superintendent
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Jennifer Katz-Borrin, Director of Special Services
Phone: (603) 466-3632
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GORHAM RANDOLPH SHELBURNE COOPERATIVE MISSION STATEMENT

The mission of the GRS Cooperative School Board is to promote academic achievement and success, to prudently manage educational costs and to assist in the development of lifelong learners who are intellectually curious, resourceful and respectful of self, others and the environment.

Edward Fenn Elementary School Mission Statement

We at Edward Fenn Elementary School strive to create a unique, nurturing and educational environment where learners are empowered to: Be Empathetic, Be Resilient, Show Perseverance and Achieve Success!

NOTICE

The Edward Fenn School does not discriminate on the basis of race, color, national origin, age, sex or handicap in admission to, access to, treatment in or employment in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Building Administrator
169 Main Street, Gorham, NH 03581
Phone: 603-466-3334
Fax: 603-466-3109

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack P.O.C.H., Room 222, Boston, MA 02109-4557.

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EDWARD FENN SCHOOL STAFF
SCHOOL YEAR 2024-25

BUILDING ADMINISTRATOR

SCHOOL COUNSELOR
SCHOOL NURSE

Lynda True
Sara Herriott

KINDERGARTEN
KINDERGARTEN

Darlene Dube
Elizabeth Noyes

GRADE 1
GRADE 1

Melanie Morin
Morgan Lowe

GRADE 2
GRADE 2

Jamie Knight

GRADE 3
GRADE 3

Jennifer Blair
Madison Overhoff

GRADE 4

April Marsh

GRADE 5
GRADE 5

Brenda Lamarque
Christina Beardsley

SPECIAL EDUCATION
SPECIAL EDUCATION
SPECIAL EDUCATION

Rebecca Lavoie
Kelly Blunden
Lisa Pike

TITLE I Reading Specialist

Rebecca Hebert-Sweeny

ART & Enrichment
MEDIA SPECIALIST
PHYSICAL EDUCATION/ MUSIC

Nicole Eastman
Karen Wood
Ben Mafera

OCCUPATIONAL THERAPIST

SPEECH PATHOLOGIST

Alison Bernier
Brooke Grondin

PARAPROFESSIONALS:

Debra Bousquet, Tricia Steinnman, Valerie Fauteux,
Diane Guitard, Bonnie Labonville, Deb Lapointe,
Celeste Robinson, Pattie Rousseau, Sharon Levesque,
Crystal Lutz, Charlene Briggs, Rayna Bourbeau

OFFICE-Cheryl Saunders

MAINTENANCE-Gary
Riendeau, Director

SCHEDULE

2024-25

Office Open	7:30
Teacher Arrival	8:00
School Begins	8:15
Lunch K-1 2-3 4-5	11-11:25 11:30-11:55 12-12:25
Recess 4 & 5 K – 1 2-3	11:35-12 12:05-12:30 12:35-1
Walker-Rider Dismissal K-2 3-5	2:35 2:42 *ANY Student with older sibling will be released with older sibling
Bus Dismissal	2:37
Office Closes	3:30

ON EARLY RELEASE DAYS WE WILL OBSERVE THE FOLLOWING LUNCH SCHEDULE:

½ Day Lunch Schedule:

BAG LUNCH IN THE CLASSROOM

Grades K-2: 10:50-11:10 Grades 3-5: 11-11:20

Walker/Rider Dismissal:

K-2	11:25
Bus Dismissal	11:30
3-5	11:32

NO AFTER LUNCH RECESS DURING EARLY RELEASE DAYS

ENROLLMENT

If a student registers to enter the Edward Fenn Elementary School after the school year begins, the following procedure will be followed prior to classroom placement: Register Online with ALMA: [Admissions-ALMA](#)

1. Register Online with ALMA: [Admissions-ALMA](#)
2. Call EFS-to set up a tour of the building and meet with the building administrator. The parent/guardian will meet with the building administrator to discuss the child's previous school experience, educational issues or other pertinent information (possible disabilities, IEP's, related services)
3. The sending school will be contacted to try to gather information to facilitate placement.
4. An informal reading assessment may be conducted on the child's first week of school or prior if possible.
5. The student will be placed in a classroom based on the above information, gender and current class size.
6. The administrator will set the start date providing the classroom teacher at least 24 hours notification.

AGE OF ENTRANCE

A student enters grade one if his/her chronological age will be six before September 30th of the year of entering school.

A student enters kindergarten if his/her chronological age will be five before September 30th of the year of entering school.

A birth certificate must be presented upon registration as proof of the date of birth.

In-coming transfer students in Grades 2-8, inclusive, will be initially placed in accordance with the data forwarded by the sending district. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee.

Incoming transfer students in Grade 1 will only be initially admitted to Grade 1 if their chronological age will be six before Dec. 31 of the year of entering school or if previously enrolled in Grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Superintendent. *statutory reference: rsa 193:1*

STUDENT TRANSFER

If for any reason you must move out of the community, please notify the school of your intention at least one week in advance. This notification will give us time to prepare the necessary records for transfer, which will be mailed to the school of your choice, at the school's request. It is now necessary for parents to sign a release form so records may be forwarded to another school. Register Online with ALMA: [Admissions-ALMA](#)

ATTENDANCE

ABSENCES

Students are expected to be in school each day unless they have an illness that requires them to stay home. By the same token, children who are sick should not be sent to school and will be sent home. If your child is absent, please call the school that morning to report the absence and the reason. If the office does not receive a call by 8:30 a.m. a phone call will be made to your home or work.

The law allows the school to excuse absences for the following reasons only:

1. Personal illness.
2. Appointments with doctors or dentists (students are expected to return and finish the day if possible).
3. Emergency family situations.
4. Observance of recognized religious holidays.
5. Planned absences which the building administrator approves.

Daily attendance at school is a very important part of a child's education. Frequent absences could lead to student retention. If you are having a problem with your child and he/she refuses to come to school or you have to plead, beg or threaten him/her to get them to come to school, please call the school and ask for help in solving the problem. It is your responsibility as parents to have your children in school daily if they are physically able to attend but the school feels a responsibility to help if called upon.

Students dismissed or returning to school must report to the office along with the adult who will be checking them in or out.

Illness of five consecutive days or more requires the nurse's approval for readmittance to school. The nurse will require:

1. A doctor's note explaining the illness and stating that the student is capable of returning to school and that his presence will not adversely affect the health of the school community.

OR

2. The parent is to come to the school with the student. The nurse may:
 - a. Give the student a note to give to the building administrator approving the student for re-admittance to school.
 - b. If the nurse deems the student unfit for school in her professional judgment, she may refuse the student's readmittance and make arrangements for the student to be examined by a doctor as soon as possible.

Attendance, Absenteeism and Truancy Policy JH from the GRS Cooperative School District

Absences

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness;
2. Recovery from an accident;
3. Required court attendance;
4. Medical and dental appointments;
5. Death in the immediate family;
6. Observation or celebration of a bona fide religious holiday; and
7. Such other good causes may be acceptable to the Principal or permitted by law.

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider the initial determination. However, at the juncture, the Principal's decision shall be final.

VACATIONS/ABSENCES

Taking a vacation during regularly-scheduled school days is not encouraged, but we do understand that circumstances sometimes warrant this situation. In the event you are planning an extended vacation, please contact the building administrator and classroom teacher via email or written note. State law requires schools to track student attendance.

Tardy Procedure

Students arriving at homeroom after 8:20 a.m. are tardy. These students will be reported and recorded as absent. The absence will then be changed to tardy. In the event your child arrives at school late, a parent or designated adult must accompany him/her into the building.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence. Ten half-days of unexcused absence during a school year constitutes habitual truancy. A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time. Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence. The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigate the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline.

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

Parental Notification of Truancy Policy

Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board.

Additionally, the Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

AUTHORIZATION FOR RELEASE

The school will only release students to their parents unless the parent has communicated with the school and given authorization for the school to release their child(ren) to a designated person. **Please send a note to school with your child if they are to be dismissed from school early or will be going home with someone else at the end of the day.** The note must include who will be picking up your child. If being released during the day, a parent or the person designated by the parent, must enter the school's main office to sign the student out of the building. If the child is returned to the school during the day, we ask that the person enter the building to sign the student back in.

STUDENT APPOINTMENTS

Some dentist/doctor appointments are unavoidably scheduled during the school hours. We urge parents to try to schedule these appointments outside of school hours; however, we realize that it is impossible in some cases, and we wish to be cooperative.

CHANGE OF ADDRESS

Parents are asked to keep school officials notified and show proof of change of address including telephone numbers (home as well as emergency). Update the information on ALMA.

SPECIAL REQUESTS/CHANGE OF AFTER SCHOOL DISMISSAL ROUTINE

If your child is going to ask for a special privilege such as going to visit a friend or be transported in a way other than the usual manner, a request must be made in the form of a written note, signed by a parent. Students will be denied special requests unless a note is received; however, if the health or safety of the child warrants calling the parents, we will do so when a note is forgotten.

COMMON EXPECTATIONS IN COMMON AREAS

At the Edward Fenn Elementary School, we work hard with our students to explain expected, societal behaviors/norms. We spend time with students to help them to understand their choices and teach them how to make better decisions in the future. We consider these situations “teachable moments”. Therefore, consequences vary depending on the infraction. Consequences will be meaningful and appropriate to the student’s developmental level and the degree of the infraction. Confidentiality of both the victim and the offender is always a priority. We ask parents to continue to work with us and respect the role of the school as well as NH state law in the delivery of consequences.

General

1. Follow Adult Directives
2. Treat all people with kindness and decency

PLAYGROUND RULES

1. Follow adult directives outside
2. Bodies in control
3. Sit on the slide, front facing, one at a time
4. When using the swing, stay in you lane

Cafeteria

1. Follow adult directives
2. Walking feet
3. Inside conversational voices
4. Take care of personal space

Hallway

1. Walking feet
2. Inside conversational voices
3. Stay to the right

Disciplinary Tiers

Tier 1-Mild	Mild behaviors happen and are always handled in the classroom or with duty staff when they occur.	Disruptive behaviors -Talking out, noises, out of seat, not following directions, are all listed as tier 1 examples.
Tier 2-Moderate	Moderate behaviors can be handled in the classroom or with duty staff and/or may need to be addressed by administration	Mild behaviors that have increased in frequency and intensity despite interventions (Disruptive, Refusal) It means the teacher cannot teach around it
Tier 3-Severe	Severe behaviors are always addressed by the building administrator. These require documentation.	Safety i.e. fight

Violations that may result in suspension:

- a. Possession of weapons or drugs will result in confiscation of item, notification of police, parent conference and consequences as dictated by district policy.
- b. Possession of dangerous items such as caps, lighters, pocket knives and other such items will result in items confiscated, parents notified and a disciplinary referral issued with subsequent detention or suspension.
- c. Any student who seriously disrupts the educational process, or refuses to obey rules and regulations shall be removed from school by the notified parent/guardian. Suspension may be extended at the discretion of the administration.
- d. Bullying and harassment will not be tolerated under any circumstances. Bullying/harassment policies are available in the Gorham School District Board Policy Handbook (available online at www.sau20.org) and available as a link in this handbook.

Links:

[GRS Board Policies](#)

[JICD-Student Discipline and Due Process](#)

[JICK-Pupil Safety and Violence Prevention](#)

[JBAA - Sexual Harassment and Violence- Students](#)

[JICDD - Student Discipline Out-of-School Actions](#)

BUS SAFETY and RULES

[JICC-R-Student Rules and Conduct on the School Bus](#)

Leaving the bus except at the assigned stop or with special permission:

Students in grades K-5 are required to have a written note from a parent or guardian in order to grant special permission. This note will be turned in at the main office in the morning for an office bus slip that the student will present to the bus driver when they board the bus. This bus slip will indicate to the driver that special permission has been granted to that student to leave the bus at a different bus stop.

BUS AUDIO/VIDEO CAMERA POLICY

The GRS Cooperative views the safety and welfare of its students to be a most important aspect of its transportation program. To this end, audio/video equipment has been installed on our buses to promote desired student behavior and aid in the safe operation of the bus.

A warning will be posted on each bus notifying all passengers that they are subject to being recorded and video taped while on the bus. In addition, on a yearly basis, notification will be sent home to the parent(s) or guardian(s) of all students notifying them of the presence of video equipment on the buses and of this policy.

The cameras will be used on a random basis as needed. The bus drivers may have the discretion of using the camera when they feel it is warranted. Spare tapes will be kept on the bus at all times. Tapes will be kept in the building administrator's office and reused unless needed to verify a disciplinary incident. The building administrator and/or bus driver can issue a warning or a suspension from the bus to any student who violates the bus rules. Tapes kept for this purpose will be saved until the issue is resolved. Only the bus drivers, building administrators, school board members, SAU

personnel (when appropriate) and the individual involved in an incident (and their parents/guardians) will be allowed to view the tape and only that part of the tape pertinent to the issue at hand.

The following procedure shall be used regarding these cameras:

1. All footage will be considered confidential and is to be viewed only on an “as needed” basis by the administration and parents to serve as an aid to determine inappropriate behavior.
2. Tapes not necessary for ensuring appropriate discipline will be recycled within three (3) days.
3. The driver is responsible to maintain control of the bus and will continue to intervene any time a student’s behavior threatens his or her safety and/or the safety of other students.

DRESS CODE

1. Sneakers are mandatory for physical education.
2. Students are encouraged to dress appropriately for the weather and the changing seasons.
3. T-shirts promoting alcohol, cigarettes, or poor language are not to be worn to school.
4. Hats, caps, and hoods are not to be worn in the building unless permission is given by the teacher and/or administrator.

The Final Decision As To The Appropriateness Of Clothing Rests With The Building Administrator.

CLUBS AND ACTIVITIES

During the school year the following clubs and activities may be available to students (subject to additions or deletions):

EFS Leadership Team
Band & Chorus
Winter Program

Huskies in Training
Robotics Club
Destination Imagination

DEVELOPMENTALLY APPROPRIATE DAILY PHYSICAL ACTIVITY POLICY

RECESS

All students will be required to participate. We realize that cold weather may cause recess to be shortened or canceled. In the case of exceptional weather, at a teacher’s discretion, an additional recess may occur. We will try our best to get students “outside” on a daily basis for some fresh air. Medical professionals believe fresh air, no matter the temperature, is a help and not a hindrance to good health. Please dress appropriately for the weather.

[Daily Physical Activity Policy](#)

ELECTRONIC DEVICES

Student use of cell phones and other similar electronic communication devices is strictly prohibited during the school day. This includes lunch periods, snack and recess times and school-sponsored trips. Students must have such devices powered off in their backpack.

iPods and electronic games should remain at home. The only exception to this rule is if students have long bus rides while being transported during a field trip (this is at the discretion of the attending teacher).

FIELD TRIPS

Permission slips are required before a student will be allowed to participate on a field trip. Walking/short bus ride field trips only require the one time permission slip you sign on ALMA during the beginning of the year registration. Students will follow the school discipline code during field trips.

EMERGENCY DRILL PROCEDURE

A floor plan is posted in each room showing exit routes in case of an emergency evacuation or drill. Drills will be conducted during the school year for fire and other emergencies.

EFS REPORT CARD and CURRICULUM Parent Guide

[Edward Fenn Elementary Report Card and Curriculum Parent Guide](#)

Parent conferences are held at the end of the first trimester to explain your child's progress. However, parents and/or teachers are welcomed to schedule a meeting to discuss student progress at any time throughout the school year.

GUIDANCE

The focus of the guidance program is to foster healthy social/emotional well being, academic success and career preparedness of all students. The success of all students is ensured through individual, small group and whole class activities.

Parents, as well as students, are encouraged to contact the School Counselor should a need arise. The Counselor is available concerning any issue deemed connected to the care, welfare, safety and security of every student within our school.

Different events can occur that impact student performance. Please do not hesitate to call if your child is having school adjustment problems. Parental input is valued and a necessary part of finding effective solutions.

HOMEWORK

Your child may have homework.

The purpose of homework is to:

- Practice skills
- Reinforce information

Homework is used as a measure of understanding and students should be completing homework independent of any intensive assistance. In the event your child is having difficulty with homework assignments, please communicate the issue through a written note, phone call, or school visit with the classroom teacher.

BOOKS

Whenever school textbooks or library books are taken from the school, they should be protected from abuse. If a book is lost or damaged beyond the degree that ordinary usage would warrant, the parent/student must pay for it.

HOW DOES YOUR ENGINE RUN?

Students participating in the “How does your engine run?” program are allowed to chew sugarless gum and limited amounts of mints. This is a supervised program which encourages students to explore ways to maintain their “engines” at a normal pace. Sugarless gum is a tool that students choose to use. Other tools used by students may be hand held manipulative items, short periods of movement, etc. This program is taking place in several classrooms as we try to meet the needs of all children. Our Occupational Therapist works with our classroom teachers and is available to answer any questions regarding this program. This program may appear to be in conflict with school rules g. in this handbook, but chewing of gum is strictly regulated in these “How does your engine run?” classrooms.

SCHOOL DISTRICT STAFF USE OF TECHNOLOGY, ELECTRONIC DATA AND THE INTERNET

The rich sources of data and information available on the internet hold the promise of greatly enhancing the quality of education available to all students. Therefore, internet access will be made available to staff in the district for the purposes of communication, research and education.

The value of data as an institutional resource is increased through its widespread and appropriate use; its value is diminished through misuse or misinterpretation. Information maintained by the GRS Cooperative District is a vital asset that will be available to all staff and faculty who have a legitimate need for it, consistent with the district’s responsibility to preserve and protect such information by all appropriate means. The district is the owner of all student data; individuals or departments may have stewardship responsibilities for portions of that data. It is inappropriate for staff/faculty to access, disclose, sell or in any way disseminate student data for anything but the conduct of district business. Employees accessing data must observe requirements for confidentiality and privacy, must comply with protection and control procedures, and must accurately present the data in any use. Employees must fully comply with the Federal Family Educational Rights and Privacy Act (FERPA).

SAFETY PROCEDURES AND GUIDELINES

The superintendent shall develop and implement appropriate procedures to provide guidance for access to data and use of electronic media. See ega-r (staff).

Guidelines shall address administration oversight of staff computer use, ethical use of electronic media (including but not limited to the internet, e-mail and other district technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

1. Implementation of a district internet-acceptable use procedure.

2. Implementation of a district internet code of conduct.
3. Rules for internet use to be included in all staff handbooks.
4. Requirement that all staff internet users obtain an internet account that includes administrative approval.
 - A. Compliance with the district acceptable-use procedures are conditions of the account.
 - B. Internet training will be provided, including training on personal responsibility, ethical and courteous behavior and the acceptable use procedures and the code of conduct.
 - C. All staff must have a signed district authorization form for an account.
5. Training for staff to increase their skills in working with students on the internet.
6. Rules to prevent unauthorized access, including “hacking” and other unlawful activities by staff.
7. Rules to prohibit unauthorized disclosure, use and dissemination of personal information.

Audit of use

The superintendent/designee shall establish a process to determine whether the district’s education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. This process shall include:

1. Utilizing technology that blocks or filters internet access for both minors and adults to certain visual depictions that are obscene, involve child pornography or are otherwise harmful to minors.
2. Monitoring online activities of staff.

LOST AND FOUND

Students are encouraged to keep track of their belongings and are expected to make every effort to retrieve what they have misplaced. It is very helpful to have children's clothing labeled so that they may more easily be returned when misplaced. The school is not responsible for the loss or theft of personal items.

LUNCH PROGRAM

The Edward Fenn Elementary School takes great pride in our attention to the health and well-being of all children. Over the course of the last several years, our contracted food service program has worked closely with us to ensure that all of our school children eat a healthy, well-balanced meal each day.

Our staff encourages everyone to eat hot lunches and to eat whatever is on the menu for the day. The lunches are prepared with nutritional value in mind and in accordance with USDA guidelines. In an effort to maintain high standards for nutritional health within our school, we have deemed our school cafeteria as a **“Fast Food Free Zone”**. We will no longer allow purchased fast food lunches to be brought into the school cafeteria.

If your child was on free or reduced lunch rate last year it does not mean that he will automatically be on it this year. Please completely fill out the form brought home on the first day of school. This form should be returned by the first Friday after school starts. Only one form per family needs to be filled out.

Hot lunches and recess milk are payable on the first day of each week. Charging of lunches is discouraged. If for whatever reason money is not brought in on the due day, your child will receive the regular lunch for that day only; on subsequent

days if he/she does not pay they should have a bag lunch. If no money or bag lunch is brought in, they will be given a sandwich to sustain them for the day.

Students bringing lunch to school should bring a well-balanced meal. We suggest foods from a variety of food groups. *Please do not pack soda.*

SCHOOL CELEBRATIONS/PARTIES

Parents occasionally will be called upon to help the teacher in planning special holiday parties. Healthy food choices will be made available during student parties. Birthday parties for teachers or students are not encouraged during the school day so as not to cut into instructional time.

PUPIL RETENTION

Response to Intervention (RtI) is a general education initiative written into the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) and provides a framework that promotes early intervention services to meet the academic needs of all students. The goal of RTI is to identify and serve struggling students before failure by merging evidence-based practice with tiered, coordinated, research-based interventions and monitoring student progress. Successful academic intervention depends on close examination of students' responses to tiered interventions and the consequential development of additional interventions necessary to meet the academic needs of all students

Before grade retention is considered, a student must have participated in Tier 2 and/or Tier 3 and have at least three or more progress monitoring data points. Students must demonstrate a dual discrepancy with both their performance level and slope of progress (i.e. Aimsweb) when compared with their peers. With a carefully articulated and executed RtI system in place, a student who might otherwise be a candidate for retention could more appropriately be considered for promotion with evidence-based interventions in place at appropriate tier levels in the next grade level. For example, if a student is struggling at tier 2 or tier 3, automatic placement in the appropriate tier at the start of the next school year (after validation with universal screener data (i.e. NWEA, F & P benchmarks) might serve the student better than retention. Therefore, a student would begin the year with an Intervention Plan that will require immediate progress monitoring and support. All of this needs to be part of the careful conversations that take place in considering whether retention is the best placement for a child at the end of an academic school year.

There is one research strand in developmental psychology supporting the "gift of time," providing an additional year for students lagging behind for reasons of cognitive or social immaturity to catch up and master social skills. However, a preponderance of research indicates that gains associated with retention were short-term and not evident several years following the retention while the likelihood of dropping out of school increased significantly (Squires, 2015). Therefore, in alignment with current research and best practice, Edward Fenn Elementary does not support retention based on maturational and social factors alone. Retention decisions are based primarily on academic need along with maturation and social factors.

EFS recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their developmental needs at the various stages of their growth.

EFS is committed to educational practices that are effective in enhancing the educational attainment of all students. Numerous studies have demonstrated that retention does not improve students' chances for educational success. Therefore, the practice of retention will be used only when there is compelling evidence that the student is likely to benefit academically and socially.

Core Considerations

The following should be considered in making promotion and retention decisions:

1. Continuous progress and growth should always be the goal.
2. The rate of growth and the achievement levels will normally be different among students of the same grade level and age.
3. Research indicates greater gains for more students as a result of promotion than with retention.
4. Modifying a program should always be considered as an alternative to retention.
5. Only when careful assessment gives assurance that retention should result in significant benefits to the student can it be justified.

Basic Criteria

1. Each referral for retention shall be considered individually.
2. A student who is developmentally young may be considered for retention if the “youngness” is combined with a lack of mastery of curriculum objectives for the grade level.
3. Excessive absences, combined with a lack of mastery of curriculum, may also prompt consideration for retention.
4. A teacher must provide evidence through RtI of ongoing conversations and interventions regarding any child being considered for retention. The frequency and duration of sessions, specific interventions used, as well as resultant data must be documented.

Retention should not be used to supplant other educational services. Therefore, special populations students—Bilingual/ESOL, Special Education, Title 1—may not be good candidates for retention. Retention of Special Education students must be approved by the EFS CORE team.

Process for Implementing Retention Recommendation:

1. Rule out health-related issues as being a cause of lack of performance. Have a vision/hearing test completed by the nurse and inquire about the student’s medical history.
2. Conduct a series of conferences with the parents /guardians.
 - a. Preliminary discussions regarding the possibility of retention should be conducted as early in the spring semester, usually in January or February. Provide the parents/guardians with specific concerns and characteristics they might observe.
 - b. All parent/guardian communication should be documented. This should involve documented meetings with parents, comments on report cards and checklists, and letters, emails or phone calls home.
 - c. Teachers/Counselors will provide parents with (1) a copy of the Board Policy regarding retention and promotion and (2) research information regarding the effects of retention including the longitudinal statistics on the academic performance of students who are not promoted to the next grade level and information on the effect of retention on student’s self-esteem and on the likelihood of a student dropping out of school.
3. Request a Development Assessment (such as Gesell) for kindergarten students.
4. Utilize a written instrument, such as the Light Retention Scale (Grades K-5), to aid in making a decision.
5. Make a joint decision—teacher, principal, parent and other professional staff—no later than May 15.
6. Complete retention requests forms and submit to the Superintendent no later than May 15.

SCHOOL NURSE AND HEALTH PROGRAM

The emergency information that you provide the school is very important and should be kept up to date.

Your phone number is particularly important.

Nurse's office location: across from the main office, in the front of the building.

Note: If the nurse is not in the office, the student must go directly to the main office where the main office will reach the nurse if necessary. No student, at any time, is to stay in the nurse's office or wait outside the office without checking in with the main office.

SCREENING

Vision, hearing, height and weight will be done on an as needed basis. Most student's have these screenings done at their yearly well child exam. If teachers or staff believe that there is an issue they will request a screening be done by the nurse. Any student that is screened will have a letter sent home with the results. A positive finding during a screening will result in a request that the student be seen by their primary care provider for further evaluation. Parents are encouraged to communicate with the school nurse any concerns they have and if they would like their child to have a screening.

PHYSICALS & IMMUNIZATIONS

All students entering the Kindergarten and 4th grade must have a copy of a physical that is less than 1 year old at the start of the school year. In addition, all students who transfer into the GRS Cooperative must have a copy of a physical on file that is less than one (1) year old. Immunizations must be up-to-date for entry into school. Please see the nurse for the current state regulations.

The school nurse sets up various health programs. You may receive notices from the school nurse that your child has a health problem (eyes, ears, teeth, etc.). Your cooperation in the follow up on notifications is requested for the welfare of your child.

ILLNESS

Children should not be sent to school if they have symptoms of an illness. Children will recover sooner if they are kept at home to rest. We recommend your child to stay home if he/she was ill during the night, or is complaining of a sore throat, earache, etc. Children with a fever of 100 degrees or greater within the last 24 hours must stay home even if a dose of acetaminophen (Tylenol) temporarily lowers the temperature. Parents of students with a fever of 100 degrees or greater will be asked to come pick up their child. Parents of a student who has vomited will be notified, and at the discretion of the nurse, may be asked to come pick up their child.

It is very important to keep emergency information up to date, especially phone numbers. If your child is going to be absent or tardy to school please call to inform the front office. If we do not receive notification the school nurse will try to call the student's parents to confirm they will be absent.

CONJUNCTIVITIS (pink eye)

Conjunctivitis is highly contagious. The eye appears reddened and there may be tearing and discharge from the eyes, Eyes are usually itchy. The discharge may make the eyelid stick together when a child wakes in the morning. Students must be excluded from school for a full 24 hours after the treatment begins. Your child's healthcare provider will prescribe antibiotics to treat the infection. Pay strict attention to hand washing and immediate disposal of tissues or other articles soiled with eye discharge.

PEDICULOSIS (Head Lice)

The following information is provided by the New Hampshire Department of Education School Health Services.

Should the student be excluded from school with live head lice or nits?

No. Guidelines: Evidence-based practices should be used in recommending treatment of this condition. Verbal and written instructions for treatment options should be given to the family of the student by the school nurse. The student should be allowed to remain in the classroom that day if comfortable and return to school the following day. School staff need to ensure student confidentiality is maintained and should not segregate or in any way embarrass the child. There is no research data that demonstrates that enforced exclusion policies are effective in reducing the transmission of lice.

Rationale: The management of pediculosis should proceed so as to not disrupt the education process. If a staff member suspects a student has head lice, they will discretely report this to the school nurse or principal. Following an assessment by the school nurse during a non-academic time period, if further action is necessary, the nurse will contact the child's parent or guardian either by telephone or by a note sent home with the child at the end of the school day. The New Hampshire Department of Health and Human Services

Are no-nit policies or mass screenings recommended for schools?

No. Guidelines: There is consensus that no-nit policies are inappropriate in a school setting, according to the American Academy of Pediatrics, National Association of School Nurses, the CDC, and the NH Department of Health and Human Services. School-wide screenings and "no-nit" policies are strongly discouraged. Mass screening for live lice has not been proven to have a significant effect on the incidence of head lice in a school community over time. Manual removal of nits after treatment with a pediculicide is not necessary to prevent spread. (*American Academy of Pediatrics Policy Statement on Pediculosis 2002, updated in 2009*). Education of parents in identifying and managing head lice is the most helpful. We urge school districts to ensure that children do not miss class unnecessarily or encounter embarrassment and isolation, especially if they suffer from repeated head lice infestations. Parents should be encouraged to check their children's heads for lice if the child is symptomatic and when close contacts have head lice.

Rationale: "No nit" policies contribute to the stigma created around lice. This over-emphasis on case-finding can lead to unproductive use of time by school staff and parents, missed classes, unnecessary absences, and parents missing work. Past screening and exclusion practices in schools have contributed to myths and stigma about lice, which are not supported by the current research, and have resulted in discrimination and unnecessary lost time from school. The importance of cooperation and open communication between families and schools is the most effective method of control!

What can be done to help student(s) with recurring head lice?

Guidelines: What may appear to be a recurrence of head lice may be the same initial infestation, which has not been treated properly. It is important that parents follow the exact directions on the product they are using and follow through on the indicated treatment regimen. Some of the treatments available are not 100% effective at killing head lice. If the parents suspect the treatment is not working, then they should seek the advice of a pharmacist or physician. Changing to another product with a different active ingredient could have improved results.

Rationale: Ensure the parents have an understanding of what head lice are, how they are spread, and the recommended methods for treatment of the child, other members of the household, and their home environment. The position statement on Pediculosis from the National Association of School Nurses (2004) states:

The school nurse is ideally suited to provide education and anticipatory guidance to the school community regarding best practices of pediculosis management. The school nurse's goals are to contain infestation, provide appropriate health information for treatment and prevention, prevent overexposure to potentially hazardous chemicals, and minimize school absence.

The school nurse is a key person in modeling an appropriate professional approach to head lice management in a calm manner. The importance of cooperation and open communication between families and schools is the most effective method of control. In turn, parents will be able to focus on appropriate treatment without getting overly upset.

GORHAM RANDOLPH SHELBURNE COOPERATIVE ADMINISTRATION OF MEDICATIONS POLICY

Whenever it becomes necessary for a student to take a prescribed (by a physician) medication during the school day, the following guidelines should be followed (as much as possible medications should be taken at home).

MEDICATION

As in all schools according to state law, medicine that needs to be taken during school hours must be kept in the nurse's office and delivered to the school by an adult.

Prescribed medicine must be in an original container labeled by the pharmacy or in a unit dose.

All prescribed medicine must be accompanied by a physician's note.

A parent's or guardian's note giving the school permission to assist the student in taking the medicine must also accompany any medicine.

Over the counter medicine must be in an original container or be in a labeled unit dose with a note from the parent or guardian.

In order to better control medicine taken in the school, unless prior arrangements are made, all medicine must be taken in the nurse's office in the presence of an adult.

A copy of the RSA governing medicines in school is available from the Building Administrator or nurse. At no time is the student to have medicine on his/her person during the school day unless prior arrangements have been made.

MEDICAL EXCUSE FOR STUDENT ABSENCE AND RESTRICTED PHYSICAL ACTIVITY

In determining who shall have the authority to excuse absences, restrict activities, and otherwise make recommendations to the school nurse, faculty, or administration when it is in the patient's best interests, the provisions of medical practice act (RSA 323) shall prevail. Persons who are permitted to examine and treat school children and then certify them as physically able to return to school have authority to excuse absences, restrict activities, and/or engage in physical education activities shall be limited, therefore, to those with an M.D. or D.O. degree who are licensed by the state of New Hampshire and are registered with the Board of Registration of Medicine. Practitioners who do not hold valid New Hampshire license to practice medicine shall not have this authority.

It is also the intent of this policy to accept the opinion of any physician (M.D. or D.O.) who is licensed in another state and is registered with a board comparable to the Board of Registration of Medicine meeting the requirements as prescribed above, i.e., to accept the excuse from a patient who might consult a physician or specialist in a neighboring state.

ILLNESS OR DISABILITY

The GRS Cooperative supports the continued enrollment and participation on the part of an emotionally or physically ill or disabled student in all school activities if his/her health allows or until such time as he/she may voluntarily discontinue or a physician may determine, due to conditions of health, he/she is unable to continue.

The School Board and/or the administration reserves the right, as a condition of continued participation, to require periodic medical examinations if, in their judgment, the student's participation may cause injury to his/her health.

**STUDENT DUE PROCESS RIGHTS REGARDING
SUSPENSION AND EXPULSION OF PUPILS**

[TITLE XV EDUCATION RSA Section 193:13](#)

SPEECH AND LANGUAGE THERAPY PROGRAM

The speech and language therapy program services a wide range of children from kindergarten to grade five with articulation, language and voice disorders. Both special education and regular education students are served through a variety of therapy models from consultation to individual therapy. Screening is accomplished through an early child-find program, kindergarten registration and yearly screening of kindergarten through grade three. Referrals are accepted anytime throughout the year. The speech pathologist is a core member of the pupil evaluation team and will also be a member of a newly formed early intervention program to service children in regular educational settings.

TITLE I

What Is Title I?

Title I is a federally funded program providing supplemental services in public and private schools. Programs vary in different communities. The program in the GRS school district is a Targeted Assistance Program in place at the Edward Fenn School. Students qualify for the program through a series of assessments and teacher input.

What Is The Goal?

The purpose of the program is to give children extra support in reading in order to meet the state's high academic standards.

Title I Parent/School Compact:

Any school receiving Title I monies are required to issue a Parent/School compact. Compacts outline how parents, school staff, and students will share responsibility for student achievement. Parent input concerning the compact is encouraged.

Parent's Right to Know:

Parent's with students attending a school receiving Title I funds may request information regarding the professional qualifications of the student's classroom teacher(s) including the following:

- Whether the teachers have met State qualifications for grade levels and subjects taught.
- Whether the teachers are teaching under emergency or other professional status that the state has waived.
- The degree major of the teachers and any other graduate certification or degree.
- Whether the child is provided services by paraprofessionals and if so their qualifications.

Parents will also be provided with information on the child's achievement on state assessments. Timely notice will be given if a child has been assigned to, or has been taught for four (4) consecutive weeks by a teacher who is not highly qualified.

Title I Annual Meeting:

An annual meeting is scheduled for parents of children who have participated in the Title I program. This meeting is held to review, plan, design, and evaluate the Title I program. A copy of the parent involvement policy is available at www.sau20.org or by contacting the Edward Fenn elementary School Main Office.

Annual North Country Title I Conference:

The Title I Programs throughout the North Country organize a conference which is held every year at White Mountain Regional High School in April. It is open to all teachers and parents. Registration forms are available from the Edward Fenn School office and the Title I staff.

District Report Card:

The GRS Cooperative School District provides the community with information related to assessments, accountability, and teacher quality. This information may be released at a public meeting, via town/school report or via newsletters. All schools in the district have data on file. Individuals may request information by contacting the office at the individual schools or the SAU office.

NH Department of Education Website:

NH Department of Education Website has a wealth of information regarding No Child Left Behind (NCLB) and Title I:
<http://www.ed.state.nh.us>

Complaint Procedure:

If an individual feels a violation of the Federal Requirements has been made, that person may make a written complaint which will be handled at the local level. If the complaint is not resolved at the local level, then an individual may have it reviewed by the state Title I Director. Forms are available for this purpose and available through the Edward Fenn office.

STORM DAY WARNINGS AND CANCELLATIONS

In the event of inclement weather or other emergencies, the Superintendent will notify students, parents and staff regarding the closing/delayed opening of school via the One Call Notification System and advise the Building Administrator of this decision. Please make sure to keep your telephone number current.

The superintendent will determine whether it will be a "Remote" day or a "Snow" day depending on the situation.

If a delayed opening is announced as opposed to cancellation, school will begin and buses will run based on the number of hours school is delayed. Example: if a two hour delay is called, then school will begin two hours after the regularly scheduled opening of school. School begins at 10:15am at Ed Fenn.

A decision to close/delay school for the day will be made by 5:30 a.m. The television station that carries the "NO School" announcement is WMUR (Channel 5). The announcement will also be on the SAU 20 website, www.SAU20.org.

All educational community members will be notified of school cancellations or delays by phone via the One Call Notification System between 5:30 a.m. and 6:00 a.m.

If you drive your child to school and you have concerns as to the safety of driving on snow-covered roads, please realize that you should take as much time as you feel is necessary to travel to school. If you feel that road conditions are too hazardous, it is your decision as to your child remaining home for the day.

In the case of early dismissal after school has begun, the emergency phone tree will be utilized as well as the All Call Notification System.

VISITOR POLICY

All parents are encouraged to visit school during the school day and after school for conferences with the teachers. Younger brothers or sisters, who might be a distraction in the school should be left at home. Whenever visiting school please check in at the office and sign in using the visitor sign-in book located within the main office. Please obtain a visitor pass from the office prior to proceeding to the classroom.

In order to avoid numerous disruptions to the school day, we ask that your visits are restricted to non-academic time such as lunch or recess. Due to a need for an adjustment period during the first week of school and the routine confusion of the last week of school we ask parents not to plan lengthy visits during those difficult times of the school year. Upon arrival at school during the school day, all visitors are to use the front entrance door. You will not be permitted entrance through any other door.

STUDENT MORNING DROP OFF -8:00am-8:15am

- Walkers need to use the sidewalk along the drive to access Main Street.
- Please recognize signage and/or orange traffic cones as indications of a “No Parking Zone.”
- The area at the end of the entrance road will be designated student drop off. This is NOT an area used for parking or idling your vehicle. **In the event your child needs assistance getting in or out of your vehicle safely, please pull up along the sidewalk or contact the office for permission to park closer to the building.**
- Vehicles are NOT PERMITTED beyond the marked drop off area during school hours---**please DO NOT drive up to the front door of the building without permission.**
- Please take notice and respect all signage within the parking area—i.e. handicap parking
- Standard “rules of the road” shall apply within the parking lot (i.e., no parking or “idling” in the right of way, no passing, etc.).
- Children will be educated as per the procedure of pick up and drop off and safety is the top priority.

STUDENT AFTERNOON PICK UP.

- Walkers need to use the sidewalk along the drive to access Main Street.
- Students **will not** be allowed to walk through the traffic to the parking lot area, please follow the pick up procedure
- Please do not park unless you are coming into the building for a meeting
- Cars will be directed to pull up in a line in front of the building. Staff will direct your child to your vehicle.
- You will then drive to the stop sign, stop for any buses and use Union Street as your exit.
- Please be timely (when you are too early or too late-it disrupts the flow of traffic and causes unnecessary delays)
- Do not pass or pull out until the line is ready to leave (unless directed by staff). **CHILDREN’S SAFETY IS A PRIORITY**

EXPECTATIONS FOR PARENTS AT SPORTING AND OTHER EVENTS

Parents are expected to set a proper example while they are in the Edward Fenn Elementary School or on the school grounds. To that end, parents should understand that hats are not to be worn inside the building. Smoking is not allowed on school grounds. When attending school performances parents are asked to be attentive and respectful at all times. When attending sporting events parents are expected to show good sportsmanship at all times. Harassment or berating of game officials or members of an opposing team will not be tolerated. In addition, during any activity, parents should supervise younger siblings if they are present.

SCHOOL PERFORMANCE PROFILE

Each year, upon your request, we will distribute a school performance profile to parents. Please call to receive a copy of the EFS performance profile, or if you have access to the internet, you may review the Edward Fenn school profile through this web address: <http://www.measuredprogress.org/NHprofile/>

Please do not hesitate to call if you have questions, or would like an EFS profile sent to you.

NUTRITION/PHYSICAL ACTIVITY

With children's health issues a main concern in the United States and here in New Hampshire, we will continue to promote healthy food choices and appropriate physical activity for our students. Food rewards for students' academics and positive behavior will be kept to a minimum. During parties held at school, fruits and vegetables will be part of the festivities. Through the efforts of our Physical Education teacher and School Nurse we will continue to teach students about healthy choices and conduct activities to promote physical fitness.

BIRTHDAY PARTY INVITATIONS

We ask that students not distribute birthday invitations here at school. Based on previous experience we have had many disappointed children and hurt feelings due to party invitations being passed out during school hours. Students also have lost their invitation before getting home to show their parents. Your cooperation in this matter would be greatly appreciated.

However, we certainly understand how difficult it is to connect to other families outside of the school day. Therefore, we will share a class roster of students whose parents have provided permission to publish their home address and distribute the roster to parents of students within the class.

C.A.R.E. COMMITTEE

Our parent group, C.A.R.E. (Community Awareness Regarding Education), meets on a monthly basis and is involved in many positive activities here at EFS. C.A.R.E. helps to organize after school parent/student fun nights, raises money for author visits, books, supplies, assemblies, and student and teacher incentives, etc. Anyone is welcome to join this vibrant group of volunteers. C.A.R.E. is one reason why EFS is such a positive place.

SPECIAL SERVICES

Our school is fortunate to have resources to assist students who may be in need of additional assistance. If, after consulting with your child's teacher you still feel a need to get more answers to problems, you are encouraged to pursue other recourse, such as initiating a referral for additional services.

It is the policy of the state that all children in New Hampshire be provided with equal educational opportunities. As the parent of a child who is receiving or may receive special education and educationally-related services, you have certain rights which are protected by state and federal laws and regulations. If you would like a more detailed explanation of these rights you may obtain a copy of these guidelines from the school office or contact Jennifer Katz-Borin, Director of Special Services, 123 Main Street, Gorham, NH 03581.

**NOTICE OF RIGHTS PURSUANT TO RSA 186-C:16-B, THE STATUTE OF
LIMITATIONS FOR SPECIAL EDUCATION CASES**

The state and federal education laws (New Hampshire Revised Statutes Annotated Chapter 186-c and Title 20, United States Code, Sections 1400-1415) require that the school district offer a “free appropriate public education” to all educationally-disabled children.

These statutes define educationally disabled children as children suffering from certain enumerated disabilities who are between the ages of three and twenty-one and who have not yet obtained a high school diploma.

A “free and appropriate education” consists of specially designed instruction and educationally related services in accordance with an “individualized education program” developed by the school district in consultation with the student’s parents.

If you suspect that your child is educationally disabled and qualifies for such special services, you may make written referral requesting that the school district determine your child’s eligibility. Such referrals should be addressed to the special education contact person at your local school.

David Morrisette, Building Administrator
Gorham Middle/High School
120 Main Street
Gorham, NH 03581

Building Administrator
Edward Fenn Elementary School
169 Main Street
Gorham, NH 03581

Mary Fluette, Building Administrator
Errol Consolidated School
Route 26
Errol, NH 03579

Amy Huter, Building Administrator
Milan Village School
Main Street-Route 16
Milan, NH 03588

Christina Binette, Director of Special Services
GRS
123 Main Street
Gorham, NH 03581

The Special Education laws confer many rights and obligations upon parents and school districts regarding educationally-disabled children. These include, but are not limited to, the following which are listed in Title 20, United States Code, Section 1415(b):

1. Parents may examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education.
2. Parents may obtain an independent educational evaluation.
3. The school district may adopt procedures to protect the rights of the child whenever the parents of the child are unknown or unavailable or whenever the child is a ward of the state. Such procedures may include the assignment of an individual who is not an employee of the school district or the State Department of Education, to act as a surrogate for the child’s parents or guardian.
4. The school district must give the child’s parent or guardian prior written notice whenever the district proposes to initiate or change, or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The school district must adopt procedures

designed to assure that this notice fully informs the parents or legal guardian in their native language of all procedures available under section 1415, unless it is clearly not feasible to do so.

5. The school district must adopt procedures which include the opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of free appropriate public education to such child.
6. Whenever a school district receives such a complaint, the child's parents or guardian shall have the opportunity for an impartial due process hearing which shall be conducted by an administrative hearing officer appointed by the State Department of Education. The hearing officer shall not be an employee of any agency involved with the education or care of the child. The administrative hearing officer's decision may be appealed to U.S. District Court or to the New Hampshire Supreme Court.

State law establishes short deadlines for requesting an administrative hearing and for appealing the hearing officer's decision to the courts. According to New Hampshire Revised Statutes Annotated Section 186-c:16-b, which became effective on May 1, 1992:

1. Any action seeking to enforce Special Education rights under state or federal law shall be commenced by requesting an administrative hearing from the State Department of Education within 2 (two) years of the date on which the alleged violation was or reasonably should have been discovered. However, any action against a school district to recover the cost of a unilateral special placement shall be commenced by requesting an administrative hearing from the State Department of Education within 90 (ninety) days of the unilateral placement.
2. Where the parent, legal guardian, or surrogate parent has not been given proper notice of special education rights pursuant to Title 20, United States Code, Section 1415(b), including notice of the time limitations in N.H. Revised Statutes Annotated Section 186-c:16-b, such limitations shall run from the time notice of those rights is properly given. The State Department of Education shall make an available model notice of rights which school districts may use as one means of complying with this notice requirement.
3. An appeal from the State Department of Education Administrative Hearing Officer's decision to a court of competent jurisdiction shall be commenced within 120 (one hundred twenty) days from receipt of the decision. All such decisions shall be sent certified mail, return receipt requested.
4. Any action under Title 20, United States Code, Section 1415(e), seeking reimbursement from the school district for attorney's fees related to a request for an administrative hearing, shall be commenced within 120 (one hundred twenty) days from the receipt of the State Department of Education Administrative Hearing Officer's decision.
5. When a unilateral placement has been made without the school district of residence being offered a reasonable opportunity to evaluate the child and to develop an individualized education plan, reimbursement may not be sought from the school district for any costs incurred until the school district is given an opportunity to evaluate the child and to develop an individualized education plan. For additional information regarding special education and the special education laws, please contact Christina Binette, Director of Student Services, School Administrative Unit #20, 123 Main Street, Gorham, NH 03581, (603) 466-3632.

NOTIFICATION OF RIGHTS UNDER FERPA
FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school building administrator [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The Building Administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask GRS Cooperative to amend a record that they believe inaccurate or misleading. They should write the school building administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible students of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures or personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform special tasks (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

[Optional] upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records requested unless it states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

COMMUNICATING WITH STAFF

We appreciate your efforts to stay involved in your child's education and welcome open communication between home and school. Although teachers are very willing to speak to you about your child's education, we courteously ask that you refrain from communicating school-related issues through school employees' personal email, cell phone, personal landline phones, or unsecure social websites (i.e. Facebook, etc...). We appreciate the consideration.

In the event you would like to contact your child's teacher or any other school employee, you may do so by calling the school (603) 466-3334 or contacting the staff member through SAU #20 emails. Go to [Edward Fenn Elementary School Website](#)

PROBLEM RESOLUTION PROCESS

If, as a parent, you feel there is a conflict or problem with a teacher, counselor or administrator, please contact the person directly responsible first. If you feel the situation is not resolved, please go to the next step on the chain. Example: question on a certain grade:

- a. Contact teacher
- b. Contact building administrator
- c. Contact superintendent
- d. Contact school board

The person closest to the situation should be able to answer any questions more readily than someone removed from the situation. But, if you feel your question has not been answered, please feel free to contact the next person on the chain.

Yearly Calendar: Go to [Edward Fenn Elementary School Website](#) and click on Parent Resources then click on Yearly Calendar

Floor Plan and Room Assignments 2024-25

1 Grade K/1/2 Blair		2 Grade K Dube					
3 Grade 1 Lowe		4 Grade 1 Morin					
5 Grade 2 A. Lavoie		6 Grade 2 Knight					
7 Enrichment Eastman		8 Gorham Community Learning Center					
9 Guidance True			30 Grade 3 Messineo	32 Grade 3 Sweatt	34 Grade 4 Beardsley	36 / 38 SPED / Title I	
11 Nurse Herriott		28 IT / Bussing					
13 Main Office Saunders		14 Staff Room	31 O/T Bernier Speech Grondin	33 Grade 3/4 Overflow	35 Grade 5 Godin	37 Grade 5 Godin	Boiler
13A Principal Marsh		12 SPED B. Lavoie					
17 Library Wood		12A Wellness					
		10 Custodian					
		Stage					
21 Music Mafera		Gym Mafera					
Boys Bathroom							
Girls Bathroom		Kitchen					

GORHAM RANDOLPH SHELBURNE COOPERATIVE DISTRICT POLICY HANDBOOK

The following School District Policies are some of the more frequently utilized and requested. For all other policies and detailed information on school policies, please refer to the *Gorham Randolph Shelburne Cooperative District Policy Handbook* . The handbook is online at: [SAU 20](#)

