



STUDENT/PARENT HANDBOOK

2018-2019

WINDHAM CENTER SCHOOL

**2 Lowell Road
Windham, NH 03087
(603) 845-1554**

Visit us at: www.windhamsd.org
www.facebook.com/WindhamCenterSchool
<http://www.twitter.com/CenterWindham>

**Student Safety Line to Report Student Absences:
Email or Text Message to:**

**(603) 845-1554 Option 1
wcsattendance@windhamsd.org**

Mission

Our mission is to be a continuously improving learning community that provides rigorous educational services thereby enabling all children to obtain a skill set, mindset, and required competencies to successfully become a member of the democratic society and world economy.

Vision

Windham Center School is a vibrant school culture built upon the tenets of students' safety and emotional well-being, high standards of academic excellence, and the desire to improve in all phases of our educational community. Our tremendous staff works with an unwavering resolve to support the academic growth of all children beginning their educational journey in Windham. We have built our vision to focus on the latest in evidence-based research surrounding the effective delivery of instruction and academic support. Our growth mindset serves as the foundation for all goals to be accomplished. Student success will be reinforced through a consistent message that reinforces hard work, perseverance, and determination. As the global economy continues to advance, we will work to prepare our youngest learners for the 21st century workforce. Above all else, the strength of our school is in our team-based mentality when working with students, parents, and community members throughout Windham. Together, the achievements that we make as a school will be realized through hard work and a consistent message: students always come first.

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INTRODUCTION

The Windham Center School Handbook for students and parents is designed to introduce you to our school policies, procedures, programs, and activities. In keeping with the philosophy of the school, we wish to take this opportunity to establish expectations and solidify the paths of communication. The Windham Center School administration and faculty work in collaboration with parents as we continue to strive for excellence in education for the children of Windham.

MESSAGE FROM THE SCHOOL BOARD

“What the best and wisest parent wants for his own child must be what the community wants for all its children.”

These words of educator John Dewey describe the basic partnership that the Windham School District has with you. We, as a School Board, are committed to playing a leadership role in the continuing improvement of education for all the students in the district. We believe the Windham schools combine the best of the “new” in education with the familiar methods of proven value. We feel confident that you will join us in our commitment to provide quality education to our children. . . they are our future.

ADMINISTRATIVE INFORMATION

WEB SITE: <http://www.windhamsd.org>

MAILING ADDRESSES & TELEPHONE NUMBERS:

- ◆ **Golden Brook School (Grades Pre-K - 2)**
112b Lowell Road
Windham, NH 03087 (603) 845-1552
- ◆ **Windham Center School (Grades 3 - 5)**
2 Lowell Road
Windham, NH 03087 (603) 845-1554
- ◆ **Windham Middle School (Grades 6 - 8)**
112a Lowell Road
Windham, NH 03087 (603) 845-1556
- ◆ **Windham High School (Grades 9 - 12)**
64 London Bridge Road
Windham, NH 03087 (603) 845-1558
- ◆ **Superintendent's Office – SAU #95**
P.O. Box 510, 19 Haverhill Road
Windham, NH 03087 (603) 845-1550

SCHOOL HOURS:

Golden Brook School	8:40 a.m. - 2:50 p.m.
Windham Center School	8:40 a.m. – 2:50 p.m.
Windham Middle School	7:40 a.m. – 2:15 p.m.
Windham High School	7:52 a.m. – 2:17 p.m.

- * Center School MORNING BELL RINGS AT **8:40 A.M.** Considered tardy @ **8:41 A.M.**
- * Bus and Car Arrival Staff will return to the building at 8:40 A.M. according to Verizon Wireless time.
- * WCS students are considered DISMISSED if they leave school BEFORE **2:45 P.M.**
- * TWO-HOUR DELAYED OPENING — **10:40 A.M.– 2:55 P.M.** WCS students are considered TARDY AT **10:41 A.M.** Student drop-off begins at **10:20 A.M.**

WINDHAM CENTER SCHOOL FACULTY & STAFF

Windham Center School has a faculty and staff of dedicated professionals who are committed to providing excellence in education for the children of Windham. The following is a list of administrative, instructional, special service, and support personnel.

Principal - Rory O'Connor

Assistant Principal - Kim Freccero

Student Services Administrator - Jennifer Freitas

Office Staff -

Administrative Assistant - Pauline Field

Office Secretary - Susan Bartlett

Office Receptionist - Tara Orciani

School Nurse - Kathleen Baroni

Nurse Assistant - Jennifer Beall

3-5 Classroom Teachers -

Grade 3 - Jamie Carrier, Laurie Doherty, Sherry Fay, Nancy Hale, Bethany Pellerin, Erin Russell, Rebecca Schneider, Lisa Sheehan, TBD

Grade 4 - Cynthia Avallone, Alyssa deLara, Lindsay Haarlander, Allison Hartnett, Mackenzie Lawrence, Elizabeth Ross, Anna Ryan, Linda Satkwich, Sara Whitney

Grade 5 - Patricia Bouley, Alexandra Claus, Stephanie Fleet, Kimberly Golden, Meghan McKinney, Mike Miloro, Katie Misiaszek, Stephanie Serian, Natasha Stoyak, Mikayla Souza

Unified Arts Teachers –

Physical Education - Joni Matthews, Zachary Weilbrenner

Music - Nancy Fothergill

Art - Jenna Lapadula

Library/Media Specialist - Diana Greenleaf

Band - TBD

Instructional Support –

Reading Specialist - Theresa Jakubec, Joanne Barner

Technology Integrator - Jennie Froment

Response to Intervention (RtI) - Doug Stahlheber

Tutors - Donna Curtin, Margaret Coish, Elise Jodrey

Student Services -

School Counselors - Kristin Phillips, Jillian Sapochetti

Special Education Teachers - Sara Accardo, Jennifer Briare, Jody Courter, Jennifer Godfrey, Morgan Lacaillade, Christina Negron, Paula Wyka

Speech & Language Pathologist - Jocelyn Lister, Rachel Garofoli

Occupational Therapist - Holly Rylant

Physical Therapy - Alysia Redard

ESOL (English for Speakers of Other Languages) – Tanya Simard

Behavior Specialist - Jocelyn Hampoian

School Psychologist - Sharon McCauley

Support Staff -

Food Service Manager - Adrienne Ritchey

Food Service Staff- Nancy Goodwin, Cecilia Streechon, Audrey Solarzano, Kelly Toth

Technology Staff - Clayton Caddy

Custodians - Nathan Latour, Tom Lindner, Fernando Pages Martinez, Noah Belanger

Lunch/Recess Monitor - Cheryl Hoag, Nicole Scharff, Joyce Tauras, Christina Jozokos

Paraprofessionals: Support Staff -

Judy Anthony, Laura Boyd, Holly Conley, Kim Bail, Donna Belanger, Cheri Bernard, Amanda Bonifacio, Cathy Demmons, Linda Dolce, Michelle Feyler, Pat Horrigan, Julianne Kiley, Denise Kirley, Kimber Leuteritz, Kristen Lisa, Mark Melvin, Jill Meuse, Sharon Richard, Lisa Sawyer, Nicole Szynekiewicz, Joy Travis

SAU #95 Administrative Staff:

Superintendent of Schools	Richard Langlois
Assistant Superintendent of Schools	Dr. Kori Alice Becht
Director of Business, Finance and Operations	Bill Hickey
Executive Director of Special Services	Ken Duesing
Manager of Facilities and Grounds	Roger Preston
Executive Director of Technology	Dr. Harry Bennett
Manager of Human Resources	Amina Fazlic

CURRICULUM

THIRD GRADE:*** English/Language Arts**

English Language Arts (ELA) is comprised of four areas: reading, writing, language, and speaking & listening. Within these four areas there are many categories. When all brought together, these standards encompass student literacy.

In Grade 3, these are the skills and understandings we focus on in each area:

Reading:

- Read closely to find main idea and details in text and refer to them when talking about the text.
- Make connections within stories about the order of events, relating the sequence of events or the cause and effect.
- Compare and contrast stories or ideas in two different texts.

Writing:

- Produce argumentative/persuasive writing with details to support an opinion statement.
- Write creative narrative, with developed story elements.
- Conduct research from varied media and write organized information.

Language:

- Use resources such as dictionaries, glossaries, and thesaurus to use and spell words correctly.
- Distinguish between literal and figurative meanings of phrases, such as “the weight of the world.”

Speaking & Listening:

- Take part in conversations where the questions and answers asked by all participants lead to a deeper understanding of the topic.
- Retell information or ideas learned from media and books through formal presentations, using multimedia to support the presentation.

*** Mathematics**

In Grade 3, instructional time will focus on four critical areas: (1) developing understanding of multiplication and division; strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions; (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. Student will concentrate on the following skills and understandings:

- Represent and solve word problems involving multiplication and division.
- Solve two step word problems using the four questions, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data by drawing scaled picture graphs and bar graphs.
- Geometric measurement: understand concepts of area and perimeter.
- Reason with shapes and their attributes.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.

*** Science**

Science is divided into three primary areas: life, Earth, and physical sciences. The third grade units of study are:

- Weather & Climate
- Plant & Animal Life Cycles
- Energy: Light, Heat, Sound

Through these units, students will gain content knowledge as well as an understanding of the concepts, skills, and processes that include the following:

- Explain how and why the weather changes and how these changes affect us.
- Explore different weather tools and how they are used.
- Recognize that plants and animals have life cycles.
- Describe how plants and animals depend on one another for survival.
- Recognize that energy comes in different forms (heat, light, sound).
- Explore sound energy, pitch and frequency.

* Social Studies

Social Studies divided into four strands that include: civics, economics, geography, and history. In third grade, these strands are studied through the following units of study:

- Immigration and Citizenship
- Westward Expansion
- Economics
- Geography
- Our Community and Government within Windham

Through these units, students will gain content knowledge as well as an understanding of concepts, skills, and processes that include the following:

- Understand the significance of the past as it relates to themselves and society.
- Discuss the reasons why various groups of people came to America; how they became Americans; and how they contributed to the development of our country.
- Discuss the rights and responsibilities of US citizenship.
- Distinguish between the economic needs and wants.
- Demonstrate the use of barter and money in everyday settings.
- Identify and use the major graphic elements of maps and globes.
- Describe different types of map scales and map projections.
- Identify places and sites in our Windham community and understand how the government works in our town.

FOURTH GRADE:

* English/Language Arts

English Language Arts (ELA) is comprised of four areas: reading, writing, language, and speaking & listening. Within these four areas there are many categories. When all brought together, these standards encompass student literacy.

Reading

- Read fiction and nonfiction texts closely to find main ideas and details in text, refer to them when talking or writing about the text.
- Make connections within and across genres about the characters, events, and settings.
- Read fluently using expression, and tone while varying speed to match the type of text being read.

Writing:

- Write summaries that include details and facts based on text that has been read independently.
- Write opinion, informational, and narrative pieces with details and proper grammar, spelling and punctuation.
- Complete research projects independently on a topic and write about what has been learned.

Language

- Distinguish between literal and figurative meanings of phrases, such as “the weight of the world”.
- Use words with similar meanings (synonyms) and opposite meanings (antonyms) to relate words and in reading and writing.

Speaking & Listening

- Paraphrase information and analyze a speaker’s evidence during discussions.
- Retell information or ideas learned from media and books through formal presentations, using multimedia to support the presentation.

* **Mathematics**

In Grade 4, instructional time will focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication and division; (2) developing an understanding of fractions including equivalence, addition and subtraction, and multiplication; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Additional time will be spent on the following skills and understandings:

- Use the four operations with whole numbers to solve multi-step problems.
- Use place value to round multi-digit whole numbers to any place.
- Use place value understanding and properties of operations to perform multi-digit arithmetic and subtraction.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

* **Science**

Science is divided into three primary areas; life, Earth & space, and physical sciences. In Grade 4, the areas are studied through the following units:

- Rocks and Minerals
- Heredity and Nutrition
- Electricity and Simple Machines
- Earth, Moon, & Sun

Through these units, students will gain content knowledge as well as an understanding of the concepts, skills, and processes that include the following:

- Sun's light and heat and the effect on the Earth Sun, Moon, seasons and tides.
- The advantages and disadvantages of the use of natural resources.
- Characteristics of humans and other animals and how these characteristics help them to survive.
- The making of healthy food and activity choices.
- Forces, motion and simple machines.
- Natural resources and their use in creating energy.
- Objects and materials that create electricity, including the creation of a simple circuit.

* **Social Studies**

Social Studies is divided into four strands that include civics and government, economics, geography, and history. In First Grade, these strands are studied through the following units of study:

- NH History
- Maps and Globes
- Northeast Region

Through these units, students will gain the following content knowledge and an understanding of concepts, skills, and processes listed below:

- Understand the organization of New Hampshire state government, including the three branches of government.
- Describe the rights of citizens according to the Constitution and the Bill of Rights.
- Identify renewable and nonrenewable resources, including wood and water.
- Understand characteristics of money.
- Understand how needs and wants affect our economy.
- Understand key elements and attributes of a map, including map tools.
- Understand how reading maps can increase their understanding of social studies topics.
- Understand the relationship between climate and physical environment on early settlers in New Hampshire.
- Understand the relationship between the Native Americans and European settlers.
- Understand the culture and way of life of Native

FIFTH GRADE:

*** English/Language Arts**

English Language Arts (ELA) is comprised of four areas: reading, writing, language, and speaking & listening. Within these four areas there are many categories. When all brought together, these standards encompass student literacy.

In Fifth Grade, these are the skills and understandings we focus on in each area:

Reading

- Read fiction and nonfiction texts closely to find main ideas and details in text, refer to them when talking or writing about the text.
- Identify and critique author's point of view and look critically at information and evidence and its source.
- Integrate information read in many formats (textbooks, literature, magazines, internet) to answer questions and form opinions.

Writing:

- Write summaries that include details and facts based on text that has been read independently.
- Write extended opinion, informational, and narrative pieces with details and proper grammar, spelling and punctuation over time and several paragraphs in length.
- Use a computer to produce writing pieces.

Language:

- Use vocabulary specific to content areas such as "photosynthesis" and "equation".
- Produce complex sentences in order to express meaning or entertain the reader.

Speaking & Listening:

- Paraphrase information and analyze a speaker's evidence during discussions.
- Actively participate in classroom discussions by being prepared and thoughtful about the topic being covered.
- Retell information or ideas learned from media and books through formal presentations, using multimedia to support the presentation.

*** Mathematics**

In Grade 5, instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication and division of fractions; (2) integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths; and (3) developing understanding of volume. Additional time will be spent on the following skills and understandings:

- Write and interpret numerical expressions.
- Convert like measurement units within a given measurement system (e.g. 32 ounces = 2 pounds, 16 ounces = 2 cups).
- Represent and interpret data line plots.
- Understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

*** Science**

Science is divided into three primary areas; life, Earth & space, and physical. In Grade 5 the areas are studied through the following units of study:

- Weather
- Matter and Electricity
- Astronomy
- Ecology

Through these units, students will gain content knowledge as well as an understanding of the concepts, skills, and processes that include the following:

- Earth’s atmosphere and the processes that create local and regional weather, and weather tools.
- Local and regional weather conditions and the prediction of weather related events through the use of weather tools.
- Earth’s meteorological processes and their impact on our everyday lives.
- History of space exploration.
- Earth, Moon, Sun relationships, what causes day and night, the seasons of the year, shadows, and tides.
- Constellations and the use of astronomy tools.
- Atoms, elements and the Periodic Table and basic energy conversions.
- The importance of ecology.

*** Social Studies**

Social Studies is divided into four strands that include civics and government, economics, geography, and history. In Fifth Grade these strands are studied through the following units of study:

- US History: Colonization to Independence
- Native People of North & South America
- Map Skills

Through these units students will gain content knowledge as well as an understanding of concepts, skills, and processes such as:

- Compare and contrast the three distinct English colonies that developed in North America.
- Realize how lifestyle differences led to the American Revolution and the eventual formation of an independent nation, the United States of America.
- Examine the growth of the United States as more and more Americans moved westward.
- Study the events that took place in America during the Reconstruction Period, settlement of the Great Plains, and the Industrial Revolution.
- Demonstrate an understanding of the nation’s geography through regional and individual state study.
- Utilize map and globe skills to locate major oceans, continents, states, and their capitals.
- Demonstrate an understanding of the Economy of the United States.

UNIFIED ARTS CURRICULUM

The Windham Center School curriculum for third through fifth grades is supported by our Unified Arts Team of teachers in Art, Music, Physical Education, and Library. Our students meet weekly with our UA teachers to enhance their educational experience.

ART — 1 Class Period per week

The emphasis of hands-on experience is supported with academic and historic art information. Students have Art once a week for a period of 45 minutes. Our art teacher works closely with the classroom teacher to create multi-dimensional units encompassing several subjects, classes and/or grades. Art skills are used to support learning in other subjects.

MUSIC — 1 Class Period per week

The music program helps students develop a repertoire of rhymes and songs. All students are encouraged to play rhythm instruments during classroom time. Working within the total curriculum, music activities incorporate and reinforce technology, language, math, and physical coordination.

BAND — 1 Class Period per week

The band program at Windham Center School introduces students to a variety of instruments as well as reading music and rhythm, as well as becoming familiar with playing their instrument of choice.

PHYSICAL EDUCATION — 1 or 2 Class Periods per week (Based on Band enrollment)

Our Physical Education staff believes in a building-block approach to educating children in the area of movement, games, lifetime fitness activities, sportsmanship, and fun. Students develop socialization skills while learning how their bodies move and play. They are encouraged to use a variety of thinking skills, learning styles, and experimental ways to learn about exercise and games.

ADAPTIVE PHYSICAL EDUCATION

Adaptive Physical Education is a program offered to students who may need extra time or help in the areas of physical, behavioral, or social skills. A student asked to participate in the program must first get parental consent and then may participate in an extra 20-minute class, once a week.

MEDIA CENTER/LIBRARY

All students will attend Media/Library classes. The Media Center is staffed by a Media Specialist. Students are encouraged to use its resources often. All students in the Windham School District have access to the Media Center/Library at their school. Checkout amounts and time limits are as follows:

- Grades 3, 4, 5: Three books or magazines for two weeks

Overdue fines are not charged in the Windham School District. If a student has a book and/or a magazine that is more than four weeks overdue, a notice will be sent home to the parents/guardians informing them of the title of the outstanding material. It is hoped that the parents/guardians will then help the child locate the book so it can be returned. In the beginning of June, parents/guardians will receive a bill for any outstanding materials, at which time payment must be made. If a book has been damaged beyond use, payment is expected immediately. Any materials that are located after being paid for in June are eligible for a refund if they are returned before October 1 of the school year following the loss. Generally, students will use the library for reference, research, selecting books for reading, using periodicals and for using the computers. All books and materials must be signed out and returned when they are due so others may use them.

Please refer to Windham School District Policy, Student Use of Library Materials, [IJL-R](#).

LOST BOOKS

Textbooks issued to each student are his or her direct responsibility. If a student does not turn in the book assigned, that student will be charged a replacement cost. If books are returned damaged, full or partial payment may be assessed depending upon the condition of the book. All textbooks are to be covered the entire school year.

STANDARDS-BASED REPORTING

A Standards-Based Report Card is a reporting document that provides an in-depth understanding of what your child knows and is able to do. The level of specificity within this system allows for a greater understanding relative to your child's level of proficiency within each content area. Now, you are able to understand the specific areas of strength in literacy, for example, because that subject has several components that are assessed and then reported.

The following are some frequently asked questions and answers regarding standards-based reporting:

What is involved in determining my child's level of proficiency?

There are a multitude of components that assist us when assigning a level of proficiency! Curriculum standards drive our instruction, and assessment allows us to determine proper levels of enrichment and intervention. An accurate portrayal of your child's level of mastery is then reported. As a reminder, if your child receives an "NA" for a grade, this simply means that particular standard was not assessed this trimester.

If my child has an IEP, or Individualized Education Plan, what can I expect?

A Standards-Based Report Card is extremely beneficial for your child. Our Special Education team is able to tailor

individual goals to help your child meet the rigorous expectations of our curriculum standards. Students learning on any degree of modified curriculum will have an * next to that standard, and an addendum attached to the report card to provide further detailed information of progress. Please feel free to contact your child's case manager if you have any questions.

Are there content areas, or subjects, that are based on our end-of-year expectations?

Yes! An end-of-year expectation simply means that students work hard all year long to reach our level of proficiency. The content area of **Writing**, for example, is based upon our end-of-year expectations. *After Trimester 1, it is not uncommon for students to be progressing toward an end-of-year level of mastery.* Your child works hard all year to finish strong!

How have we improved the report card this year?

We strive to make continuous improvements to this report card and have made a noteworthy change. Specifically, we have distilled this standard to provide more clear information in relation to addition and subtraction skills.

What can I do to continue helping my child at home?

Building a home-school connection is critical in the development of your child. We encourage you to continue setting goals with your child, and that can very easily include reading together at night, practicing math facts in the car, or talking about the benefit of hard work. Together, we can make the difference!

PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences are held in November and April. Conferences are an opportunity for you to speak directly to your child's classroom teacher. The classroom teacher will review your child's progress in the various academic areas and Characteristics of a Successful Learner.

Note: No babysitting services are provided during the conferences. **Please do not** bring children to conferences as this is an opportunity for you and the classroom teacher to discuss your child's progress. Children are not permitted to be in the Book Fair during conferences unless supervised by a parent/guardian.

PROGRESS REPORT

The academic year is composed of 180 days that are divided into trimesters of approximately 60 days each. Report cards are distributed three (3) times per year at the end of each trimester. Progress reports will be sent home mid-trimester.

Reporting student progress occurs throughout the school year and takes various forms. Windham Center School (Grades 3-5) provides a Standards-based Report Card. The purpose of Standards-Based reporting is to help parents understand their child's progress toward established standards. The Windham School District academic curricula define the skills, knowledge, and understandings that must be acquired to ensure a solid foundation for college and career readiness.

Standards provide a focus for students, teachers, and parents. Reporting standards, like those included on your child's report card, describe what students should know and be able to do. Clear expectations for student learning ensure time and effort are maximized.

STANDARDIZED TESTING

All students will participate in a computer-based, adaptive assessment call the Measure of Academic Progress (MAP), commonly referred to as the NWEA (Northwest Evaluation Association) assessment. This assessment

will be administered in the fall. The results from this assessment will be utilized to influence instructional decisions in the areas of reading and mathematics. Parents will be sent an in-depth description prior to the assessment being administered.

All students will also participate in the New Hampshire Statewide Assessment System, commonly referred to as SAS. This test is a next-generation assessment that accurately measure student progress in mathematics and English language arts each spring. Fifth grade students will also be assessed in the area of Science using the SAS Assessment.

CLASSROOM PLACEMENTS

The following general guidelines are used to establish balance and compatibility in classrooms:

- Placement in each homeroom is determined utilizing input from a team, which consists of your child's current teacher, the guidance counselor, unified arts teachers, the special education staff and administration. Members of the placement team consider all available and appropriate data, and share responsibility for making specific decisions related to classroom assignments.
- We do not accept parent requests as part of the placement process, however, we will take other information that you deem important into consideration such as learning style, compatibility with other children, and academic needs. Please be assured that this is a thoughtful and systematic process designed to ensure that each child will experience success in the upcoming school year. Your input is very important to us! If you feel that your child has any unique needs, please share this information in writing. Deadlines for this process will be available in the spring. Please watch the weekly newsletters for pertinent dates.
- Student placements will be announced in August just prior to the opening of school. We will use Infosnap to notify you regarding updating your child's information and once complete, your child's homeroom teacher assignment will be shared. A letter reviewing the process will be sent home at the beginning of June.

PROMOTION/RETENTION

It is our belief that students should be promoted on the basis of success. In general, students shall be placed at the grade level to which they are best adjusted academically, socially, emotionally, and developmentally. The educational program shall provide for the continuous progress of students from grade to grade.

Initial information regarding the possibility of retention shall be gathered by the teachers and submitted to the principal. The principal will meet with the teachers and contact parents if retention is a reasonable possibility. If it is a possibility, the principal will advise the parents and student by June 1. Parents will be asked to meet with the staff and the principal to discuss the concerns.

In the event a parent wishes to appeal the final decision of the principal, a written appeal may be made to the Superintendent of Schools. The Superintendent of Schools will make a final decision on the appeal by July 15 and notify the parents and the principal.

HOMEWORK

We believe homework is important in helping students make the most of their experience in school. Homework is useful in reinforcing what has been learned in class, preparing students for upcoming lessons, teaching responsibility, and helping students develop positive study habits.

In grades 3, 4, and 5, homework may include assignments in math, language arts, social studies, and/or science. We encourage students to record homework assignments into their student agenda books. Also, assignments may be found by accessing the teacher's website. Assignments will reinforce skills being taught in class. Students are encouraged to practice their math facts and read daily. Homework assignments in grades 3, 4, and 5 will range from approximately 30 to 60 minutes a night.

When special or long-term projects are assigned, additional time may be required. We feel that parents are the key to making homework a positive experience for their children.

The superintendent and the building principals, in consultation with appropriate staff, will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be published in the Student Handbooks. All grading decisions shall be made at the building level and will be final.

Please refer to the Windham School District Policy, Homework, [IKB](#).

LITERACY SUCCESS

This program is designed to aid students who may have a need for help in Reading and/or Math. Intervention Tutors meet with students on a regular basis and help strengthen skills learned in the classroom as part of our RtI (Response to Intervention) process.

LITERACY DEPARTMENT

The Literacy Department at Windham Center School monitors the school's reading and writing program and materials as well as student progress. They work with individual teachers and students to support the development of strong reading and writing skills.

There are several approaches to reading instruction at the early elementary level. Educators at Windham Center School use a variety of methods, incorporating the best practices from current research and combining them in creative ways to meet individual student needs.

Our curriculum includes the use of the Lucy Calkins Units of Study for Teaching Reading and Writing as well as Leveled Literacy Intervention (LLI), and Words Their Way Spelling program.

SPECIAL SERVICES PROGRAMS

Windham Center offers a variety of special education services and supports for our students with educational disabilities. The School District has an Executive Director of Special Services for SAU #95, located at the Office of the Superintendent.

Why Do We Provide Special Education?

In 1975, the United States Congress passed landmark legislation that ensures all children with disabilities are entitled to a **Free Appropriate Public Education (FAPE)**. That law, currently known as the Individuals with Disabilities Education Act (IDEA), contains several important requirements, including:

- Students with educational disabilities (ages 3-21) be identified and receive individualized education programs and services designed to meet their unique needs; and be provided access to general education curriculum.
- Students are entitled to receive these services in the Least Restrictive Environment (LRE), meaning to the maximum extent appropriate, they will be educated in regular classes with their non-disabled peers.
- Services are provided at no cost to their parents; and,
- Parents must be afforded certain procedural safeguards to ensure they are participants in the planning of their children's programs.

Special Education means "specially designed instruction" to meet the unique needs of a child with a disability. New Hampshire has a law (RSA 186-C), which closely mirrors and supports the IDEA and identifies ways in which New Hampshire will implement the Federal Law.

Who is Eligible for Special Education?

Not everyone who has learning difficulties receives special education. It must be decided that he or she needs it. There are 7 steps to the special education process in New Hampshire.

1. Referral to the school team, where they decide what next steps need to be taken.
2. Evaluation and assessment to determine the strengths and weakness and the type of disability a child has, and how it impacts the child's learning and involvement in curriculum.
3. Determination by a team of people, including parents, that the child meets both criteria:
 - The child has an educational disability which fits one of the 13 categories and
 - The child requires or needs special education because of that disability.
4. Once a student has been determined by the team to be eligible to receive special education, the team then creates an Individualized Education Program (IEP).
5. Placement, or where the services will be implemented, is decided. The child must be educated with nondisabled peers to the maximum extent appropriate.
6. The IEP is monitored and progress is reviewed.
7. **Annual Review of the IEP.**

The IEP Team

The team of people making decisions about special education services is called the IEP Team. Certain people

must be in attendance, including:

- The child's regular education teacher,
- A special education teacher,
- A representative of the school district,
- Parents

Parents are very important members of this team. They assist the school professionals in identifying the tests or evaluations to be given. They attend meetings where the test results are explained and they take part in the decision of whether their child is entitled to special education. When it is determined that a child requires special education, parents help to identify the educational goals that their child will achieve in a year's time, and where the services will be done. In making this decision, the IEP Team has an obligation to review a continuum of services to ensure that students are being educated in the least restrictive environment, with their non-disabled peers.

During the special education process, parents are asked to sign documents indicating their consent. They are given "Procedural Safeguards" which detail all the rights given to parents of children with disabilities. Services can only be started (or changed) with parents' consent. Parents receive information about the progress their child is making toward the IEP goals, during the school year.

For More Information:

Whenever parents have questions or concerns about special education or their child, they can go to the teacher, the special education teacher, the district special education director or administrator, or the principal for assistance.

CHILD FIND

All children have a right to a free appropriate public education regardless of the type or severity of disability. Both federal and state laws guarantee these rights. The Individuals with Disabilities Education Act (IDEA) requires that school districts make an effort to locate and identify children with educational disabilities in order to provide them with appropriate special educational services. The Windham School District is looking for children, from birth to 21 years of age, who may have an educational disability and who are not presently being served. Windham Center School currently has an in-school referral process. **Referrals can be made by anyone.** If you are concerned about your child's vision, hearing, speech, coordination, or overall development, please contact Windham Center School, 845-1554, to discuss the referral process in more detail.

OCCUPATIONAL THERAPY

Occupational Therapy is a service available to students in the Windham schools and is provided for every grade level. Students receiving Occupational Therapy services have identifiable difficulties which interfere with their performance in school. Some areas assessed in occupational therapy include motor skills, visual perceptual skills, sensory processing/integration, and self-help skills as they relate to the school environment.

SPEECH & LANGUAGE

Speech and language services are offered to those students whose difficulties impact their educational development. Problem areas often include difficulty with memory and comprehension of language, oral expression, written language formulation, speaking fluency, sound production and sound awareness skills, and hearing impairments. Students may enter the program at the request of parents, teachers, and other professionals. They will receive a speech and language screening or evaluation to determine program eligibility and identify individual needs. Services may occur within the classroom or through small group sessions outside of the classroom.

SPECIAL EDUCATION STAFF

We have Special Education teachers assigned to each grade level. Teachers are responsible for working with students who have been identified as educationally disabled according to State and Federal guidelines. They are available to consult with classroom teachers, and to varying degrees, work within the classroom with students in small groups to whole class settings. In addition, students may be provided with support through small group support in a resource room. Resource room teachers work closely with other specialists to be sure all the needs of the students are met. These specialists are part of a multidisciplinary team involved with the assessment and identification of students with educational disabilities.

SCHOOL COUNSELING

The Windham School District School Counseling Program is a vital, essential part of the educational process for all students. This program is designed to meet student needs by helping them acquire skills which are necessary to meet the expectations of all their life goals: educational, personal, social, and career. The School Counseling Program contributes to the overall educational mission of each school and is a function and responsibility of the entire school staff. Further, parents/guardians are encouraged to support their children academically and socially through home-school communication and cooperation.

Guidance activities are provided to all students through the School Counseling Department and/or through curriculum areas. Activities address age appropriate prosocial skills as well as school to career issues so that students are able to develop to their fullest potential. In that way, students may become responsible, contributing members of their community.

Responsive services are provided to our students. These include, but are not limited to such areas as crisis intervention, informal assessment, consultation, resource information and referral, individual and group counseling for school related issues (social skills, academic concerns, family issues, self-confidence, study habits and homework, moving in and out of town, and future planning).

The School Counseling Department can assist parents with behavior management, school progress conference with teachers, family problems, social adjustment, and arranging resources.

Whenever a student is seen individually or in group, written permission is obtained after the third consecutive appointment. Special education students, who require counseling as an educationally related support will receive services consistent with state and federal laws and as detailed in the Individualized Education Program.

All information shared in a counseling relationship is treated with the deepest respect. Counselors have an ethical responsibility and a professional duty not to divulge information learned in a private interaction unless there are special and compelling circumstances, or a legal mandate to do so. Specifically, counselors are obligated to share information with parents of minors and others in the following circumstances: as ordered by a court of law; to protect a student from harm, abuse and neglect; to warn potential victims of intent to harm. Counselors are also required to uphold all school rules and school district policies, including those related to school conduct. All counselors in the district are trained and certified professionals who adhere to the ethical standards of the American School Counselor Association.

RESPONSE TO INTERVENTION (RtI)

Introduction

Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting.

These laws emphasize the importance of providing high quality, scientifically based instruction and

interventions, and hold schools accountable for the adequate yearly progress of all students.

This process of providing interventions to students who are at risk for academic or behavioral problems is called Response to Intervention (RtI).

What is RtI?

RtI is a multi-step process designed to help schools focus on high quality interventions that are matched to students needs and monitored on frequent basis. The information gained from the RtI process is used by teachers and parents to adapt instruction and to make decisions regarding the student's educational program.

What are the Benefits of RtI?

Perhaps the greatest benefit of an RtI approach is that students get help promptly within the general educational setting. As soon as assessment data indicates a problem area for a student or a group of students, specific and targeted skill oriented interventions are put into place to address these concerns through a Student Support Team (SST).

Interventions are teaching strategies or methods that have been proven to be effective in helping children learn. The frequency and duration of the intervention will be based on the individual needs of the student.

While the interventions are taking place, school staff monitors any progress that these students are making in their problem areas.

These progress monitoring techniques used within the RtI process provide information that allows teacher to better evaluate student needs and match instruction, resources and interventions appropriately.

What is the RtI Process?

The RtI process typically has three tiers. Each tier provides differing levels of support.

- In Tier I, all students receive high quality curriculum and instruction in the regular education classroom. The teacher assists all learners.
- In Tier II, the school provides interventions to students who need more support than they are receiving from the general curriculum.
- In Tier III, students are given more intensive individual instruction.

What Questions Might Parents Ask About RtI?

- What curriculum is being taught in my child's classroom?
- What are the targeted interventions that my child's school is using if he/she is struggling in the classroom?
- How will I be informed of the progress my child is making?
- What happens if an intervention is not working?

How can Parents be Involved?

- Make reading an everyday habit.
- Frequently communicate with your child's teacher(s).
- Attend parent-teacher conferences.
- Monitor and assist with your child's homework assignments.
- Share your child's successes.

What if my Child Needs Special Education?

RtI does not replace the special education process. If you believe that your child has an educational disability that may require special education services, you have the right to request an evaluation.

How Can I Learn More?

Learn more about RtI online by following these links:

<http://www.rti4success.org>

<http://www.rtinetwork.org>

Student Support Team (SST)

The team consists of the reading specialist, RtI specialist, literacy success, math success, special educators, guidance counselor, administrator, and classroom teacher. The purpose is to provide teachers with a support system to access when they have concerns regarding a student in their classroom. These concerns could be of academic, social, or emotional nature. The SST Team is the pre-referral process for accessing other support systems.

WINDHAM CENTER ALTERNATIVE INSTRUCTIONAL SETTING (GAINS)

The Windham Center Alternative Instructional Setting (GAINS) program is designed for students in grades 3-5 (ages 6-11) who require direct instruction due to a significant deficit of skills in the following areas: academic, communication, social, behavioral, functional, motor and/or executive functioning. Participation in the GAINS program is intended for students who currently have or are eligible for an Individual Education Plan (IEP) with clearly identified goals that cannot be fully met through the general curriculum or other supplementary instruction. Program design is meant specifically for students who require significant modifications to the general curriculum or access to an alternative curriculum. Eligibility for this program will be determined on an individual basis by the IEP team.

ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

This program provides support to those individuals whose native language is not English. An ESOL tutor assists these students in learning the English language, especially in reading, writing, listening, and speaking. Along with the tutor, a team of professionals are here to help enhance the opportunities for academic success. Together we use the best strategies to help the individuals grow into students who can compete with their peers and become successful in our American society.

STUDENT CONDUCT

SCHOOL AND PLAYGROUND

At Windham Center School, we know that children need to learn during the elementary years how to treat each other kindly. We also know that learners sometimes make mistakes. At Windham Center, we have a consistent set of rules and logical, small consequences to help students make good choices. Our school focuses on respect for self, respect for others, and respect for the environment.

This philosophy, in conjunction with the Positive Behavior Development Program (PBDP) being used throughout our school, fosters a sense of community and general welfare for all. Students become accountable for their behavior and part of the problem-solving process.

Each day, all Windham Center Schools students will start their day with “**Ready, Set, Go!**” which is a time for students to build social skills and develop relationships with WCS staff and their peers.

PLAYGROUND RULES

1. Do not play around the buildings and windows.
 2. Do not walk or run up the slides.
 3. Do not throw rocks, sticks, or snowballs.
 4. Do not play on the rock wall.
 5. Do not intentionally throw equipment on the roof.
 6. Do not play on the stairs leading to the upper field.
 7. Do not push or pull other students.
 8. Do not fight.
 9. Do not bully or tease.
-

BUILDING RESPONSIBILITIES/EXPECTATIONS/RECESS

Recess Responsibilities:

Students will have a 20-minute recess before lunch. Students are encouraged to dress appropriately (boots and snow gear) during the winter months. There will be outdoor recess, weather permitting.

Line up when the bell rings.

Flag football is allowed.

Basketballs, tennis and nerf balls are allowed.

Items that are to be left at home include skateboards, bats, any hard type balls including regulation softballs, lacrosse sticks, and other items that pose as a safety issue.

Note: Snow play is reserved for students with boots and snow pants.

SAFE SCHOOL ZONE

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on District property, or property within the jurisdiction of District, while on school owned and/or operated school or chartered vehicles, while attending or engaged in school

activities, and in the use of online resources. The Board endorses the following principles of student conduct: Respect for law and those given authority to administer it shall be expected of all students. This includes conformity to school rules, District policies and procedures, including but not limited to policies JIC and JICDD, as well as to general provisions of the law regarding minors.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

Windham School District Policy JICD-R

Students are expected to follow the Center School rules at all times. Failure to follow the rules will result in a consequence. Consequences may include loss of privileges, detention, in-school suspension, or out-of-school suspension. In cases of detention, parents will be notified 24 hours in advance of the after-school detention so that appropriate transportation can be arranged. In cases of suspension, the student will be able to make up all schoolwork for full credit. Parents will be called and notified in writing of the suspension.

BULLYING: PUPIL SAFETY AND VIOLENCE PREVENTION POLICY

I. The Windham School Board is committed to providing all pupils a safe school environment. Conduct constituting bullying or cyberbullying will not be tolerated, and is prohibited by this policy in accordance with RSA193-F. This policy applies to all pupils, regardless of their status under the law.

The superintendent is responsible for ensuring that this policy is implemented. All District employees, contracted service providers, school volunteers, coaches, parents and students are required to abide by the requirements of this policy.

II. Definitions

A. Bullying: a single, significant incident or 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 the pupil; Interferes with a pupil's educational opportunities;
3. Creates a hostile educational environment; or
4. Substantially disrupts the orderly operation of the school.

Bullying also includes 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.

B. Cyberbullying: bullying (as defined above) undertaken through the use of electronic devices.

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

D. Perpetrator: a pupil who engages in bullying or cyberbullying.

E. School Property: all real property and all physical plant and equipment used for school purposes including public or private events.

F. Victim: a pupil against whom bullying or cyberbullying has been perpetrated.

G. Educational opportunities: the curricular and extracurricular programs and activities offered by the

District.

H. Interference of educational opportunities: a single incident or pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, which impedes a pupil's ability to participate in, or access, the educational opportunities offered by the District. The determination as to whether an incident or a pattern of incidents interferes with a pupil's educational opportunities shall be made by the person investigating the reported incident(s).

I. Hostile educational environment: a single incident or pattern of incidents that is so severe and pervasive that it effectively denies a student equal access to the District's educational opportunities. The determination as to whether an incident or pattern of incidents has created a hostile educational environment shall be made by the person investigating the reported incident(s).

J. The determination as to whether a single incident or a pattern of incidents causes a "substantial disruption to the orderly operations of the school" shall be made by the person investigating the reported incidents(s), and shall be based on the totality of the circumstances, and may include disruptions to curricular or extracurricular programs and activities offered by the District.

In accordance with RSA 193-F:4, the Windham School District reserves the right to impose discipline for bullying or cyberbullying that: Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

To view the entire policy see: [Windham School District Policy JICBB](#)

TRANSGENDER AND NON-CONFORMING STUDENTS

District policy requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information themselves.

A student has the right to be addressed by a name or pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required and the student need not change his or her official records. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g. a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate schedule (e.g. using the locker room that

corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity. Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Source: [WSD Policy JBAB](#)

STUDENT COMPUTER AND INTERNET USE

Windham School District computers, network and Internet access are provided to support the educational mission of the schools. This policy and the accompanying rules also apply to devices issued directly to students, whether in use at school or off school premises.

Compliance with the school district's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may, after being given an opportunity to respond to an alleged violation, have their computer privileges limited, suspended or revoked.

The building administrator [or other applicable administrator] shall have the final authority to decide whether a student's computer privileges will be altered, based on the circumstances of the particular case. Violations may also result in disciplinary action up to and including expulsion and result in referral to law enforcement and/or legal action.

Windham School District computers remain under the control, custody and supervision of the school unit at all times. Students have no expectation of privacy in the contents or information stored on district devices or in the use of school computers whether they are used on or off school property, provided, however, that in accordance with RSA 189:68 the school district shall not install or use remote surveillance software on a school supplied computer or technology device without written consent of a parent, foster parent or guardian. (In this paragraph "surveillance" means observing, capturing images, listening, or recording and shall not include locating equipment when there is reason to believe it is about to be or has been stolen or damaged.). The written authorization of the superintendent is required before an investigation of a student computer or device by school staff may occur.

The Windham School District utilizes filtering technology designed to block materials that are obscene or harmful to minors, including, but not limited to, images of child sexual assault, and pornography. Windham School District takes precautions to supervise student use of the Internet and electronic communications, and to prevent the unlawful disclosure, use or dissemination of personally identifiable information about students. Windham School District educates students about safety on the Internet, appropriate online behavior and cyberbullying awareness and response, but parents should be aware that the Windham School District cannot reasonably prevent all instances of inappropriate computer use by students that may violate Board policies and rules, including access to objectionable materials and communications.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school website and/or other means selected by the Superintendent. All devices will be equipped with software that permits the deletion of memory if the property is lost or stolen.

The Superintendent or his/her designee is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented by the Superintendent, consistent with Board policies and rules.

Source: [WSB Policy IJNDB](#)

SAFETY/EMERGENCY INFORMATION (COMMUNICATION)

EMERGENCY INFORMATION

Emergency information must be completed accurately for all students. In case of a child's illness or injury, parents will be called at numbers provided. If a parent cannot be reached, we will call a designated friend or relative. If you have any questions regarding emergency care, please call the school nurse, Mrs. Kathleen Baroni, at 845-1554, Option 2.

CUSTODIAL/GUARDIANSHIP INFORMATION

If there are legal guardianship and/or custodial implications of which the school should be made aware, please be sure a copy of the legal document is made available to the school office for your child's protection. In the event a second mailing is required due to multiple parent addresses, please notify Windham Center School at the start of each school year.

SCHOOL TO HOME COMMUNICATIONS

SCHOOL MESSENGER NOTIFICATIONS

The Windham School District uses a Rapid Notification Service to enhance parental communication.

Rapid Notification is not only used in emergencies.

This service will allow us to send a text and/or email message to ALL of our students' parents within minutes, if an emergency occurs at a school. The notification service will also assist the schools in reducing the resources needed to pass along key information regarding school events or reminders. The intent of this system is for group notification purposes. Customary and usual procedures for individual parent notification will continue as normal. Notification is sent home at the beginning of the school year detailing this system and requesting your option for text messages.

Types of Messages:

Two types of messages may be sent out through the notification system for the Windham School District:

- **Emergency Messages:** Emergency and time-sensitive information such as school closures, release due to weather, late buses, etc.

All emergency email messages will have "Emergency" in the subject line and be sent through email and voice.

- **Informational Messages:** Normal communication to inform the community of events, happenings, and news in the Windham School District.

All informational email messages will have "Informational Message" in the subject line and will be sent through email and voice (if appropriate).

Frequency of Messages:

- **Emergency Messages** are to be sent out whenever necessary.
- **Informational Messages:**

Weekly Updates — All school updates containing upcoming events will be sent out each Friday by the SAU Office.

WINDHAM CENTER SCHOOL COMMUNICATION

Windham Center School utilizes the following methods to keep our families notified:

- The Windham Center School web page <http://windhamcs.ss12.sharpschool.com/>
- Notices sent home in your child’s backpack.
- Facebook and Twitter are used to post upcoming events and WCS event pictures.
- *The Windham Independent*, our town newspaper, publishes upcoming events, menus, etc. for our school.

REPORTING CHILD ABUSE/NEGLECT — MANDATORY

New Hampshire Law (RSA 169-C;29-30) requires that any person who has reason to suspect that a child under the age of 18 has been abused or neglected **MUST** report the case.

The Windham School District Policy, “Reporting Child Abuse, JLF” may be viewed in its entirety at our website: www.windhamsd.org, or follow this link: [WSD Policies](#).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student Records

The Family Educational Rights and Privacy Act (FERPA) state and Windham School District Policy, “Student Records Policy, JRA” guides the maintenance, custody, and access of educational records. A copy of the district’s policy is available on our website: www.windhamsd.org, or follow this link: [WSD Policies](#).

Requests for inspection of records should be made in writing to the principal, and the principal shall arrange such inspection in a timely manner and under conditions that are reasonable as to time and place for both the requesting party and the school in accordance with district policy.

Single copies of student records will be made available free of charge. Duplicate copies or second copies of original materials shall be made available at nominal cost. Requests for copies of records must be made in writing to the principal and the school shall be accorded reasonable time to produce the requested copies.

Non-Custodial Parents

Parents seeking dual notification of records and reports should contact their child’s school counselor for further information.

ATTENDANCE/SCHEDULES

DAILY SCHEDULE

8:15 AM	School Buses Arrive/ Ready, Set, Go
8:40 AM	Bell Rings/Morning Announcements
11:35-11:55 AM	Recess - Grade 3
12:00-12:20 AM	Lunch - Grade 3
12:00-12:20 PM	Recess — Grade 4
12:25-12:45 PM	Lunch — Grade 4
12:25-12:45	Recess — Grade 5
12:45-1:05	Lunch — Grade 5
2:50 p.m.	Dismissal

EARLY RELEASE DAY SCHEDULE

	Lunch
Grade 3:	10:35 - 10:55 p.m.
Grade 4:	11:00 - 11:20 a.m.
Grade 5:	11:25 - 11:45 p.m.
	*There is no recess on Early Release Days

DELAYED OPENING

In the event that we have a delayed opening due to inclement weather, Windham Center classes will start 2 hours later (10:40 a.m.). School buses will also run their routes 2 hours later than normal in the morning. For example, if your child's bus normally arrives at 8:00 a.m., the bus will arrive at approximately 10:00 a.m. Students **will not** have recess on a delayed-opening school day.

You may go online to <http://www.wmur.com> or tune in to local radio and television stations for delayed opening or no school announcements.

VACATIONS

There are four major school breaks during the school year: **Thanksgiving Recess, December Holidays, Winter Vacation in February** and **Spring Vacation in April**. Please check the District Calendar for specific dates.

WSD 2018-2019 SCHOOL CALENDAR

Windham School District Calendar Adopted 1/30/2018 2018 - 2019

August 2018							September 2018							October 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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5	6	7	8	9	10	11	2	X	4	5	6	7	8	7	X	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	MTW	MTW	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	TW	TW	31		23	24	25	26	27	28	29	28	29	30	31			
							30						#							22

November 2018							December 2018							January 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1			X	2	3	4	5
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11	X	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	ER	X	X	24	16	17	18	19	20	21	22	20	X	22	23	24	25	26
25	26	27	28	29	30		23	X	X	X	X	X	29	27	28	29	30	ER		
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February 2019							March 2019							April 2019						
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17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	X	X	X	X	X	27
24	X	X	X	X		#	24	25	26	27	28	29	30	28	29	30				
						#	31					#							17	

May 2019							June 2019						
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12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	ER	25	16	ER	8	8	8	8	22
26	X	28	29	30	31		23	8	8	8	8	8	29
						22	30					#	



Important Dates

8/14 & 8/16	New Teacher Orientation	11/22 & 11/23	Thanksgiving Recess
8/29	Staff 1 st Day/Opening Breakfast	12/24 & 1/1	Winter Recess
8/29 & 8/30	Teacher workshop Days	1/21	Martin Luther King Jr. Day-No School
9/3	Labor Day-No School	1/31	Early Release
9/4	Students 1 st Day of School	2/26 to 3/1	February Recess
10/5	Early Release	3/12	Teacher Workshop-No School
10/8	Columbus Day-No School	4/22 to 4/28	April Recess
11/8	Teacher Workshop-No School	5/24	Early Release
11/12	Veterans Day-No School	5/27	Memorial Day-No School
11/21	Early Release	6/17	Last day of School-Early Release

Teacher work days: 193, 4 Teacher Workshop Days and 2 Parent/Teacher Conferences, 2 snow days

Quarters

Quarter 1: September 4-November 13 (48 days)
 Quarter 2: November 14-January 24 (42 days)
 Quarter 3: January 25-April 19 (48 days)
 Quarter 4: April 11-June 17 or TBA (42 days)

Trimesters

Trimester 1: September 4-December 3 (90 days)
 Trimester 2: December 4-March 22 (86 days)
 Trimester 3: March 23-June 17 or TBA (85 days)

ATTENDANCE

ABSENCES

Attendance to class/school is an important life skill essential to the learning process. We urge students and parents to strive for perfect attendance to ensure scholastic success. The School Board recognizes that absences from school may be necessary at times, but excessive absences that lead to poor academic performance may lead to loss of extracurricular activities and/or academic failure. It is the student's responsibility to make up all school work and tests missed due to absences promptly after their return to school.

The Windham School District will recognize two (2) types of absences: excused and unexcused.

Excused absences – include the following:

- Hospitalization /illness (more than five (5) days requires physician note)- immediate
- notification of infectious or contagious diseases strongly encouraged
- Court appearances
- Religious holidays
- School testing
- Bereavement
- All school-sponsored activities
- Out-of-school suspensions
- Planned absences (college visits, family events, etc.)
- Medical or military appointments
- Other absences approved by the Superintendent

Parents/guardians are asked to coordinate with their child's teachers ahead of a planned absence to plan for making up any missed class work or assignments. The student's parents/guardians need to notify the school about any excused absences. Any necessary documentation should be provided in a timely fashion.

Unexcused absence – an absence that occurs for any reason other than an excused absence.

Appeal Process:

Parents/guardians seeking to have their child's absence excused for a reason that is not otherwise allowed by this policy may file a written request with the Principal that specifies why and how long the student has to be out of school. The Principal will decide whether to grant an exception to the Policy and notify the parents/guardians. If the exception is denied, the parents/guardians may request a conference with the Principal to ask the Principal to reconsider his/her decision. The Principal's decision can be appealed to the Superintendent.

TRUANCY

Ten unexcused absences (each of them half day or longer) during a school year constitute habitual truancy as per state law. When the Principal or Principal's designee 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/guardians, and other staff members as needed.

Please refer to Windham School District Policy [JH](#).

ABSENCE NOTIFICATION

In order for the school and parents to know the location of students during the school day, a Student Telephone Safety Program is in effect. **If your child is going to be either late or absent from Windham Center School, PLEASE call the school absent line.** Parents may also notify Windham Center School by either sending an

email or text message to WCSattendance@windhamsd.org. The nursing staff will promptly call any parents that have not notified the school of their child's absence.

FAMILY VACATIONS AND EDUCATIONAL OPPORTUNITIES

Absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. After receiving approval from the Principal, parent/guardians are asked to write a note to their child's teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parent/guardians and the student to develop an academic plan of action.

We encourage families to take vacations during school vacations. Taking students out of school for several days in a row or longer, presents a variety of problems. It is very difficult for students to make up work, and in some cases, it is impossible to make up work that has taken place during instructional time. Students will be given the same number of days to make up their work as they have missed, unless other arrangements have been made with the teacher.

Unauthorized absence from school is considered **truancy** and will be treated as such. See RSA 193:1,2,7.

TRANSPORTATION

SCHOOL BUS INFORMATION

BUS ROUTES

In mid to late August of each year, the school bus routes for all of our Windham students are printed in our local newspapers. Questions related to bus service may be answered by calling the STA Transportation Coordinator at (603) 589-9205.

BUS TRANSPORTATION

All questions and complaints concerning bus scheduling, routes, assignments, bus stops, and other transportation issues should be directed to Student Transportation of America: email bus@windhamsd.org or (603) 589-9205. Riding the bus may be temporarily denied or permanently revoked if misconduct of a child jeopardizes the safe operation of the school bus, or safety of the children riding the bus. Infractions will be reported to administration. Parents will be notified of the infraction either in writing or by phone.

VIDEO AND AUDIO ON BUSES

To ensure the safety and secure environment of District students, the Windham School Board authorizes the use of video and audio recording devices by the District on any or all buses or other vehicles (hereinafter "bus") used to provide transportation for District students. This authority shall extend additionally to all vehicles owned by the District or contracted by the District for the transportation of its students. The School Board authorizes the Superintendent to establish and maintain guidelines and procedures for the retention and viewing of the recordings.

SCHOOL BUS RULES

In order to assure the safety of all children riding our school buses, the following rules and regulations are in place:

- Pupil shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive and wait in a safe place, clear of traffic, and at least 10 feet away from where the bus stops.
- Ride on the assigned bus.

- Sit in assigned seat properly.
- Wait at the assigned stop politely.
- Cross the street IN FRONT of the bus, when necessary.
- Stay in the seat and keep aisles clear when the bus is moving.
- Refrain from eating and drinking on the bus.
- Refrain from throwing things, fighting, or shoving.
- Do not reach out from or throw anything from the windows.
- Refrain from using loud or profane language or gestures.
- No littering or defacing of the bus.
- The emergency door must be used only for emergency.
- Students are to be respectful of both the driver and other students.
- Refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.

[Windham School District Policy JICC / JICC-R](#)

RIDING THE BUS

It is the responsibility of the bus driver to report infractions to the school administrators, who have the authority to render a finding, which may result in a consequence. Riding the bus may be temporarily denied or permanently revoked if misconduct of a child would jeopardize the safe operation of the school bus or safety of the children riding the bus. The following actions may be taken:

- A school administrator will meet with the student to discuss the written complaint reported by the bus driver.
- Parents will be informed of the infraction. Parents will also be informed that transportation privileges may be denied if the situation is not corrected satisfactorily
- Second offenders will be denied transportation up to ten (10) days should the nature of the infraction warrant this action.
- A copy of the suspension letter denying transportation privileges will be forwarded to the superintendent's office.
- In the case of a third offense within a school year, the student will be denied transportation for the remainder of the year. A copy of the suspension letter denying transportation will be sent to the superintendent's office. The parent or guardian of a pupil who has been denied the right to ride a school bus for disciplinary reasons has the right of appeal.

DISMISSALS/ARRIVALS

Appointments or Family Issues

Any student being dismissed prior to regular dismissal *MUST* be dismissed through the office. Parents, guardians, or responsible adults must sign the students out in the office and the classroom teacher will be notified. Parents are not to dismiss students from the classroom, lunchroom, or playground.

Arrival: Car Drop-off:

Drop-off begins at 8:15 a.m. No student may be dropped off before that time. A staff member must be present at the drop-off location before students are allowed to exit their vehicle.

Please do not allow your child to exit the car if there is no staff member present.

Students must exit the vehicle on the school side of the vehicle toward the staff member. For safety reasons,

students are not allowed to exit the vehicle on the passenger's side as the far lane is used for teachers to enter the parking lot.

Drop off begins at the Grade 3 doors and ends at the yellow barrier. Please dismiss your child from your vehicle between these locations to help with the flow of traffic when a staff member has given a safe signal.

Car drop-off times are from 8:15 a.m. to 8:36 a.m. After 8:36 a.m., you may pull into the front driveway.

Please park your vehicle and bring your child into the main office. Your child will be signed in and given a pass to class.

Dismissal: Car Pick-up:

If your child is being dismissed before 2:30 p.m., you must come into the main office to sign out your child.

The office staff will call your child to the office to meet you. Any student dismissed before 12:00 p.m., who does not return, will be considered absent for half the day. Please send a note to your child's classroom teacher if they are to be part of the car dismissal procedure.

If someone other than the parent /guardian is dismissing your child before 2:30 p.m., we must have a signed note from the parent/guardian stating who that person will be. The office staff will ask the person dismissing your child for identification such as a driver's license.

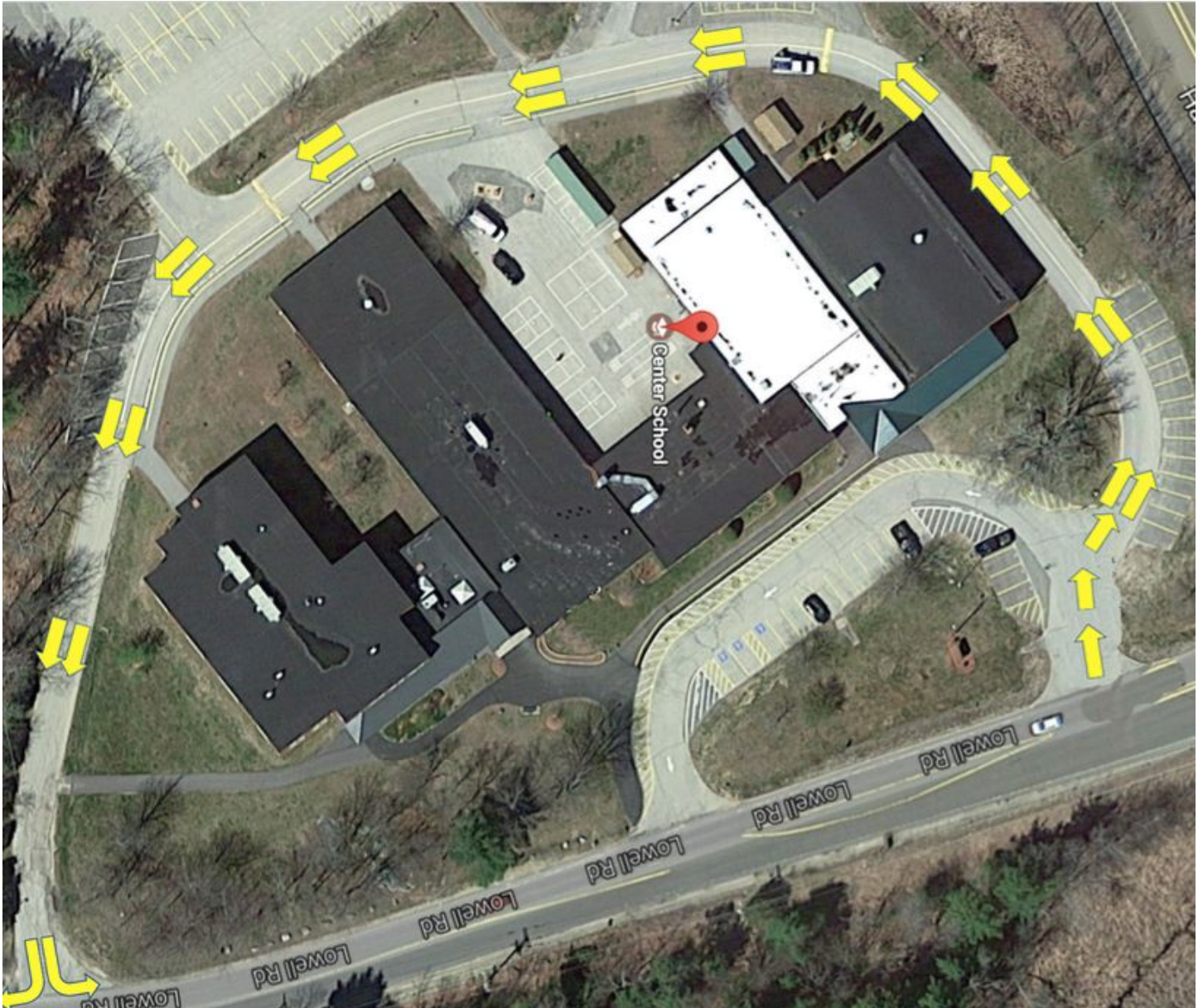
There will be no dismissals from the office after 2:30 p.m., as the Center School main office is extremely busy between 2:30 p.m. and 3:30 p.m. All dismissals after 2:30 p.m. will take place through the regular car dismissal process at 2:50 p.m. (see below).

The regular car dismissal process will begin at 2:50 p.m. If your child is being picked up at this time, you must send in a dated note to your child's teacher stating that he/she will be car dismissal on that day. If someone other than the parent/guardian is picking up your child, you must write that person's name in the note.

The car dismissal students will be dismissed from the grade 3 door at 2:50 p.m. As you enter WCS, please drive to the right and form two lines around the gymnasium to the rear of the school. Students will be supervised and dismissed to you there.

No child will be sent out to car dismissal without a written note from their parent/guardian and you will be asked to drive around and go to the office to meet your child and sign him/her out.

Windham Center School Morning Drop-Off and Afternoon Car Pickup



MAP Key

Yellow arrows = One way traffic flow for all vehicles

Early Release Day Dismissal Schedule

Early release days are listed in the district calendar in the Appendix.

Windham Center students will be dismissed at 12:00 noon. **There will be no dismissals from the office after 11:40 a.m.**

DISMISSAL/BUS CHANGE NOTES

The office *requires* notes for the following:

- Parent is dismissing their child during the school day.
- The student is leaving during a special, lunch or recess - please have them packed up and ready to go. You may also send these items to the office so that the child does not have to go back to an empty classroom.
- Parent is giving a babysitter, grandparent, friend, etc. permission to dismiss their child
- Custody (agreement) - a copy of any court order is necessary for anything other than the normal dismissal.
- Requests to go to another child's home after-school should be taken care of by a note from a parent prior to the end of the day.
- All students will ride their regularly assigned buses unless they bring a note signed by their parent or guardian. The student must have a note even if they are staying at Windham Center School for an after-school activity.
- No child is to leave the school grounds or be sent home without permission from the office or nurse.

The office does not require a note if a parent is picking their child up at car dismissal at the end of the day. A note is required only if another adult is picking up the student.

CHANGING BUSES

Occasionally, it is necessary for a student to ride a different bus or get off at a different stop for the purpose of childcare. Parents must send a note to the office, not to the bus driver, with the specific request and a bus pass will be issued by the school office. A bus pass is required even when a child is riding his/her own bus but getting off at a different stop. Visiting friends, going to scouts, etc. does not constitute an acceptable reason for changing buses, and permission will not be given.

Please provide the following information for a bus pass:

- Date
- Your child's name
- Your child's teacher
- Bus number your child is taking (please indicate the student's regular bus number and the bus number they are to ride on).
- Where they are going (for example, name/address, day care center)

RIDING BICYCLES TO SCHOOL

The Windham School District does not allow any student to ride a bicycle to school property unless the appropriate helmet is worn by the student.

HEALTH OFFICE

We have a full time nurse in our health room to administer medication to students, provide first aid, and treat illnesses that arise with students.

The following regulations will be adhered to:

All children must have proof of a physical prior to entering school. (State Law-RSA141-C:20)

All children must have updated immunization records. (State Law- RSA141-C:20)

Any child who takes medication in school must meet all stated requirements (State Law-326:5)

- (a) A written order from the physician allowing the nurse to give the medication during school.
- (b) A written order from the parent allowing the nurse to give such medication during school.
- (c) Medication MUST be in the prescription bottle or original container.

NO MEDICATION, including Tylenol, cold tablets, cough drops, and other non-prescription items may be brought to school UNLESS the above requirements (b and c) have been met. Medications must be brought to school by the parent. Students are not allowed to bring them on the bus.

Pediculosis (head lice), height, weight, vision, and hearing screenings are done on an as-needed basis.

Recommended Guidelines for Exclusion Times:

We are often asked about the time students with communicable diseases should be excluded from school.

Chicken Pox	7 days after rash onset or until lesions have crusted over
Conjunctivitis	24 hours after starting topical antibiotics
Hepatitis A	7 days after jaundice onset
Impetigo	48 hours after beginning therapy
Pertussis (Whooping Cough)	7 days after starting antibiotics
Scabies	24 hours after curative therapy
Strep pharyngitis	24 hours after starting antibiotics

Please Note: Students will not be allowed to stay in for recess or be excused from physical education class without a note from their physician.

SCHOOL GUIDELINES FOR STUDENT ILLNESS

PLEASE CALL THE SAFETY LINE TO REPORT EACH DAY'S ABSENCE
OR IF YOUR CHILD WILL BE TARDY

Call 845-1554, Option 1 or you may send an Email or Text Message to WCSattendance@windhamsd.org

When the cold and flu season arrives Windham Center School staff asks your assistance in keeping students and

staff healthy.

1. Please do not send your child to school if they have vomited that morning or the night before.
2. Your child must be fever free (temperature under 100°) for 24 hours without the use of fever-reducing medicine before returning to school.
3. Children with a new active cough should remain at home. If your child has a cough and fever, they should be seen by their doctor. If you send in cough drops with your child, they must remain in the Health Room.
4. All students are expected to go outside for recess. School policy states that exceptions are made only at the request of a physician.
5. If your child needs to take medications at school, please send in a signed note with the child's name, grade, teacher, the time, and amount to be taken. The medication must be in the original container. If it is a prescription medication, the pharmacy can provide a second bottle to be left at school.

If all families follow these guidelines, we will reduce the number of students and staff with illnesses.

Immunizations

New Hampshire State law requires all children to have a physical examination before entering school. Any information made available regarding allergies, physical disabilities, and so forth, would become part of your child's record.

New Hampshire State Law, RSA 141-C:20 requires all students in New Hampshire to be immunized against diphtheria, tetanus, pertussis, measles, mumps, rubella, polio, Hepatitis B and Varivax (chicken pox) before enrollment in school.

Acceptable immunization includes:

- Four doses of DTP/DT/DtaP/TD, 4th dose on or after the 4th birthday, or five doses.
- Three doses of Polio Vaccine, with the last dose after the fourth birthday of an all IPV or all OPV schedule; or four doses of any combination of IPV and OPV regardless of age of administration.
- Two doses of measles, mumps, rubella (MMR) on or after 12 months of age.
- Dose 2 at least 28 days after the first dose.
- Three doses of Hepatitis B Dose 1 and 2 separated by at least 28 days. Dose 3 shall be administered on or after age 24 weeks and be separated by a minimum of 16 weeks from the first dose and 8 weeks from the second dose.
- Two (2) doses of varicella or varivax vaccine (chickenpox) given on or after the age of 12 months. Dose two (2) at least 3 months after the first dose.

For all minimum intervals and age requirements, a 4-day grace period is acceptable.

If your child does not have the required vaccines she/he may be conditionally enrolled, if she/he has received at least one dose of the required vaccines.

This requirement may be waived for medical reasons if evidence is presented from your physician that immunization will be detrimental to his/her health or for religious reasons, if a written notarized statement is presented to the school. If you have any further questions, please feel free to contact us.

Also, please be aware that if your child is sick, it is very important to keep them home. We ask that they stay home for at least 24 hours after having a fever, vomiting, or having been started on antibiotics.

SCHOOL INSURANCE

An insurance package is presented to each student at the start of each school year. We are neither the agent nor do we make any financial gain from this program. We are merely acting in an effort to accommodate the student and his/her parents or guardians in acquiring a protection program. The only requirement we make is that each student's parent completes the enrollment to participate in the insurance program.

CLOTHING

Daily dress for children should be appropriate for the type of classroom activities and weather conditions. Boys and girls are required to wear sneakers (no black soles) during physical education classes. During the winter months, it is a good health habit not to wear boots during the school hours. It is suggested that shoes or sneakers be brought to school so that boots may be taken off. Walking through school in stocking feet is hazardous, unhealthy, and not allowed. Children will go out daily throughout the winter months for recess and should come to school with warm clothing, including hats, gloves, boots, snow pants, etc. **Please** label **all** of your child's clothing and belongings; shoes, boots, jackets, backpacks, etc. Remember, many other children wear the same size and brand clothing as your child!

Please pack a complete change of clothing, including socks, in your child's backpack in the event that they get wet.

Specific appropriate dress standards are designed to promote the health and safety of all students. Dress codes ensure that all students will have the right to learn without being offended or distracted in the learning process by the clothing or appearance of others. Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive, or endangers the health or safety of the student or other students is prohibited. The dress code will be followed at all school functions, unless otherwise specified for special events.

Students have the responsibility to learn and observe the basic standards of appropriate school dress, personal cleanliness, modesty and appropriate grooming.

Expectations for appropriate school attire may include, but are not limited to, the following:

- No undergarments may be visible at any time
- Shirts and blouses must completely, and at all times, cover the abdomen, back, chest, and sides of the body. Tops with low neckline and/or expose the midriff above the waistband are not acceptable. Sleeveless tops must be at least 1.5 inches wide and not expose the back.
- No clothing advertising or related to drugs, alcohol or tobacco products or that display other inappropriate messages may be worn.
- Clothing may not be excessively tight (such as spandex, yoga pants, etc.), see-through, or revealing.
- Except in cases where permission has been granted, hats and jackets may not be worn in during class time.
- As a general guide, shorts and skirts should reach mid-thigh or fingertip length.
- Head coverings (including hats, sunglasses, bandanas, or sweatbands) are not permitted, except in special circumstances approved by school administration.
- All clothing must be neat in appearance (no excessive holes, rips, or tears).
- No attire should intentionally attract undue attention to the wearer.

During the warmer months, shorts may be worn by students. At the point when the weather turns colder, an announcement will be made by administration to discontinue wearing shorts for the winter. Similarly, when

spring arrives, at the discretion of the principal, an announcement will be made when it is appropriate to start wearing warm-weather apparel.

Windham School District Policy, Student Dress Code, [JICA-R](#).

FOOD ALLERGIES

The Windham School Board has adopted Food Allergy Guidelines for all Windham Schools. Please refer to the Windham School District Policy, Food Allergy Guidelines, [JICA-R](#). At Windham Center School, it is our goal to provide a setting that minimizes the risk of accidental exposure to potentially life-threatening food allergens. Therefore, we request that peanuts, tree nuts, or any food items that may contain traces of these products not be brought into allergy aware classrooms in our school building. We greatly appreciate your efforts to comply with this request as we do have students who have severe allergies to these items. Thank you!

NUTRITION SERVICES

Nutrition Services operates a debit card system which allows parents to prepay for meals, milk and/or snacks. Parents/Guardians are expected to prepay and not allow the account to become past due.

Cost of: Student school lunch: **\$2.45**

Student breakfast: **\$1.35** (including milk)

Milk only: **\$.50**

Parents/Guardians please send payments in an envelope clearly marked with **student's full name and account number**. We will gladly split the amount sent in among different family members if it is indicated on the envelope. **Checks should be made payable to Windham School District**. Students can also make deposits into their account during breakfast or lunch. Parents have online access and online payment options through <https://www.k12paymentcenter.com/>

If an **elementary** student's account becomes \$5.00 past due, the parent/guardian will be notified by the nutrition services office and the account must be paid in full within 1 week or the child will receive an designated meal. The designated meal will consist of a sandwich choice, vegetable, fruit and milk, the account will be charged for the meal. This procedure is in accordance with School Board Policy EF-A.

Nutrition Services will make every effort to inform parents as to the status of the child's account. **Elementary** students will receive a weekly letter if the account has a negative or low balance and an email/phone call reminder before a designated meal is served.

Applications for **free or reduced price meals** are available for any family who wishes to apply. Applications are sent to each household at the beginning of the school year and are available throughout the year at each school cafeteria, and the SAU office, and are available to download at [Nutrition Services](#). If your child was enrolled in the program last year, they are entitled to the same benefit for the first 30 school days of the new year; applications must be re-submitted each year. If there is a lapse between the 30 day grace period and the processing of the new application the parent/guardian will be responsible for meal charges during that time.

Students having **special dietary needs** and requiring meal modification must have their physician complete a detailed dietary order. These are available in the nurse's office and at the SAU office.

Menus are posted monthly on our website. If you have any questions or comments on the Nutrition Services program in your school, please contact the Nutrition Services office at 845-1558 x5820 or nutrition.services@windhamsd.org.

EXTRACURRICULAR/SPECIAL EVENTS

CLASSROOM PARTIES

Windham Center School has three (3) planned classroom parties each year. **We request that only parents who have been asked by the classroom teacher to volunteer attend the classroom party.**

Halloween Party, Holiday Party, Valentine's Party

STUDENT BIRTHDAYS

Student birthdays are special at WCS! Each morning birthdays are announced over the intercom during the morning All School announcements. Students receive a birthday pencil from the Administration. In consideration of the health and wellness of all students, including those with severe food allergies, we ask that food NOT be sent into school for birthdays. We thank you and appreciate your understanding and cooperation.

STUDENT CONFIDENTIALITY

Due to confidentiality, the office cannot provide addresses, telephone numbers, etc. for other students.

FIELD TRIPS

Field trips are for the purpose of enhancing learning beyond the classroom setting. Each student must have a permission slip signed by a parent/guardian. No student should be permitted to go on a field trip without a permission slip on file. All students are expected to ride the bus on field trips. In extenuating circumstances, if a parent needs to drive **their own child**, they must fill out the field trip parental release, sign it, and return the form to the office prior to the field trip for approval by the building principal.

AFTER-SCHOOL ACTIVITIES

After-school activities sponsored by town organizations include scouts, brownies, baseball, softball, basketball, soccer, and others. Information regarding these activities may be found in our local newspapers. Notes must be sent into classroom teachers to give permission for your child to attend after-school activities whether or not they are school related, such as DI, Brownies, Spanish Class, etc. even if the event is held at Windham Center School. School policy states that your child will be sent home on their regular bus if your child does not have a note to stay for the after-school activity.

STUDENT REGISTRATION/ENROLLMENT

REGISTRATION

Parents/Guardians can visit Windham Center School to obtain the registration paperwork. Registration paperwork may be brought into the main office Monday-Friday between 10:00 a.m. and 2:00 p.m. Requirements for enrollment are: a birth certificate with raised seal, up-to-date physical form, immunization record, and two (2) proofs of residency, including a valid New Hampshire driver's license.

TRANSFERS

Parents who are moving out of the school district should notify the office prior to the child leaving school. Student records will be mailed to a student's new school when a signed release of records form is received from the new school.

INFOSNAP — STUDENT INFORMATION SYSTEM

Approximately 2 weeks before the start of the school year, an InfoSnap Registration Verification email will be sent to parents of all Windham students to make changes to any information regarding your child(ren). The verification system will include parent contact information, addresses, phone numbers, emergency contacts, email addresses, etc. Parental authorization for the Internet Acceptable Use Policy, Bullying Policy, Permission to Publish, Video Permission, and Student Handbook Acknowledgement will be required through the INFOsnap system. If your email has changed since registering your student or from the previous school year, please contact the Windham Center School office staff.

Once the INFOsnap process is complete, your student's classroom teacher will be listed on the confirmation page of INFOsnap. If you have not received a Registration Verification email, please contact the WCS Office.

MISCELLANEOUS

LOST & FOUND

There is a Lost and Found area located in the Windham Center School Cafeteria. If your child has lost an item or an article of clothing, have him/her check this area or come in and check on your own. We usually have a large pile of unlabeled clothing that is never claimed. Periodically, unclaimed clothing is sent to a charitable organization.

TRADING CARDS, ELECTRONIC DEVICES, AND VALUABLE/SPECIAL BELONGINGS

Students are encouraged not to bring money and/or valuable or special belongings to school. If it is necessary to bring money, students should not leave it in their desk, backpack, or jacket. **School sponsored events that require payment should be paid by check.**

Cell phones, cameras, iPods, iPads, iPad Minis, Nintendo DS games, etc. are considered electronic devices for the purpose of inclusive description. As technology is emerging rapidly, even before the current school year will have expired, it is understood new versions and new technology could expand this definition.

For the purpose of ensuring an environment that does not disrupt the learning and teaching process for students and educators, respectively, the use of electronic devices may not be suitable and may inhibit learning and instructional practices. Such electronic devices may be prohibited, or permitted, by faculty or administrators at specific times.

Any electronic device brought to school should remain in the "off" position, and kept within the student's

backpack during the school day.

Cell phones are not allowed to be used during the school day unless special permission is granted. If students violate this rule, the device will be confiscated and brought to the office. Students will see the Principal at the end of the day before bringing the device home. If a second offense occurs, the parents will be notified and they will be asked to come to school to pick up the device.

Trading cards are not allowed at school. Trading cards include cards such as baseball cards, Pokemon, and Yugio. These cards often cause conflicts among students and are a major distraction at school.

ANIMALS ON SCHOOL CAMPUS

Please be aware that there is a district policy that prohibits animals from being on our school campus during the instructional day and must be approved by the Superintendent. If you happen to encounter a visitor with an animal, please inform them of our policy, or notify the office so that we can do so.

WINDHAM SCHOOL DISTRICT POLICIES

Windham School District policies, as well as additional information and resources, may be found on our district website: www.windhamsd.org, or follow this link: [WSD Policies](#).

COMMUNITY INVOLVEMENT

WINDHAM P.T.A.

P.T.A. WEBSITE ADDRESS: <http://www.windhampta.org/>

The P.T.A. is a Parent/Teacher Association, which has been formed for the purpose of increasing and improving communication between home and school. **The PTA meets once per month, runs book fairs during parent/teacher conferences, and runs many other important school events.** Each fall, the P.T.A. has its annual membership drive for new members and the election of officers. It is hoped that the parents of all of our students will become members and support our school projects.

PARENT VOLUNTEER PROGRAM

Windham Center has an unbelievable Volunteer Program with more than 100 volunteers assigned to teachers and specialists throughout the school. Assignments may include work with computers, clerical needs, small reading groups, library, and many more interesting responsibilities. If you have the time to spend with us at school, we have a place for you to work with our students and staff. Our volunteer program usually gets started in September, and information may be received by contacting a PTA Volunteer Coordinator.

See visit our PTA website at: <http://www.windhampta.org/> for the most current PTA officers and Information.

VOLUNTEERING PROCEDURES AT WINDHAM CENTER SCHOOL

The Windham School District welcomes family volunteers for classroom help, field trips and holiday parties. Volunteer packets with detailed instructions must be obtained from any of the schools or the SAU.

Windham Center School
PBDP Behavior Form-Teacher

Student Name _____ Grade: _____
 Date: _____ Time: _____ Location: _____
 Referring Staff ID #: _____ Classroom Teacher: _____

Problem Behavior

MINOR	MAJOR (administration intervention needed)
<input type="checkbox"/> Inappropriate verbal language <input type="checkbox"/> Property misuse <input type="checkbox"/> Pushing/pulling <input type="checkbox"/> Throwing of an item <input type="checkbox"/> Defiance/disrespect/noncompliance <input type="checkbox"/> Inappropriate behavior <input type="checkbox"/> Other _____	<input type="checkbox"/> Physical aggression <input type="checkbox"/> Abusive language <input type="checkbox"/> Cheating/lying <input type="checkbox"/> Property damage <input type="checkbox"/> Theft <input type="checkbox"/> Social/emotional harm <input type="checkbox"/> Continued disrespect/noncompliance after warning <input type="checkbox"/> Other _____

Description of Incident:

CONSEQUENCE (For office use only)

Minor: _____ Date Served: _____

Major(Administrator Consequence): _____

Date Served: _____

All offenses will be logged in the office and reviewed by the PBDC Committee
 All minors are returned to classroom teacher
 All majors require administrator consequence and parent contact



**WINDHAM
CENTER
SCHOOL**

Temporary Change in Dismissal Form

Please use this form any time you make a change to your child's dismissal plans and place it in their Go Binder.

Today's Date: ____ / ____ / ____

Student's Name: _____

Teacher's Name: _____

Parent Signature: _____

Please check all that apply:

- For TODAY only
- For THIS WEEK only
- For the following dates only: _____
- Bus # ____ to Home Address
- Bus Change
 Bus # ____ with _____ (student name)

- Car Pick-Up
 Student will be picked up by _____

- Early Dismissal
 Time: _____
 Reason: _____



**WINDHAM
CENTER
SCHOOL**

Student Technology Contract

When using my Windham Center School's Chromebook, iPad, or other electronic device, I agree to follow all guidelines that are listed below:

1. I will respect the device that is issued to me by handling it with care at all times, especially if I am walking with it.
2. I will only use the Internet as directed by my teachers.
3. Any document that I create will be considered my own work and I will be held responsible for its contents.
4. I will alert my teacher if I ever encounter material that is inappropriate or makes me feel uncomfortable.
5. I understand that my Internet activity is monitored to ensure that I am using my electronic device appropriately, and to ensure that others are treating me appropriately.
6. I will never give out personal information about myself, my family, my teacher, or my classmates. This includes personal information such as a name, address, phone number, or social media account.
7. I will never send or post threatening, violent, harassing, or generally inappropriate statements, images, or videos.
8. I will never share my passwords with anyone.
9. I will never use my device to access any website that is related to social media.
10. I will never alter the settings on my device in any way or install, download, or use any software that is not authorized.
11. I will never copy any material directly from the Internet to use as my own work and understand that is considered plagiarism.

Student Signature: _____

Parent Signature: _____

Date: ____ / ____ / ____



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