

Golden Brook School

112B Lowell Road
Windham, NH 03087

Christopher Hunt
Principal

B. J. Martin
Assistant Principal

Christopher Blair
Assistant Principal

Karen Baldasaro
Director of Special
Education

Jessica Benson
Director of
Curriculum K-4

Phone: (603) 845-1552 • Fax: (603) 845-1553 • www.windhamsd.org

To: Windham School Board
From: B.J. Martin, GBS Assistant Principal
Date: April 3, 2020
Subject: **Summary of Changes to GBS Student Handbook for 2020-21**

The following revisions were or will be made to the 2020-21 GBS Student Handbook:

- Updated front cover.
- School Vision and Mission currently under revision, updates to come.
- Updated signatures on Principal's letter (ii) Removing all but principal signature.
- Updated table of contents (iv).
- Golden Brook Faculty and Staff List-Updated (v,vi)- more revisions to come.
- 2020-21 WSD calendar included (page 8).
- Updated Staff list with known incoming and departing staff members (page v)
- Updated curriculum (highlighted sections on pages 15-21).
- School hours section highlighted waiting on the school board and district determination of 2020-21 school hours (pages 9-11). Also affecting the daily schedule (pages 10-11).
- Library checkout section updated (Page 23)
- Added and updated policies with current revisions and new policies (Added policies EFA, EFAA, GBCD, GCRD, IHAE, IJOC, JLCA, JLCF, JLCFA, JLCJ, KA) (Updated policies IKA, IKB, IKEB, JICJ). Throughout the document. Refer to Policy Index and follow links to pages for each policy.
- Updated policy index with changes (page 78).
- Updated index and table of contents (iv) again.
- Removed specifics about contents of Go-Binder/Folder (page 49).
- Added line in General Arrival Procedure (page 54) to note that students cannot be dropped off prior to 8:20 am (subject to change due to shift in start time of school day).
- Removed JLCA-R food allergy recommendation link that is no longer in policy book or on website (page 61).
- Removed Pre-K calendar section. Pre-K follows the general school calendar (page 12).
- Minor adjustment to grammar and wording randomly throughout the document.
- Addition of GBS Mission and Vision (page i).
- Changed grading description on page 25.
- Updated schedule on pages 10-12 to include 45 mins per academic block and an 8 period day.

Changes made after first WSD School Board review:



STUDENT/PARENT HANDBOOK

2020-2021

GOLDEN BROOK SCHOOL

112b Lowell Road
Windham, NH 03087
(603) 845-1552

Visit us at: www.windhamsd.org
www.facebook.com/GoldenBrookSchool
<https://twitter.com/GoldenBrookWSD>
[http://www.windhamsd.org/school board/board_policy](http://www.windhamsd.org/school_board/board_policy)

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

(603) 845-1552, Option 1
gbsattendance@windhamsd.org



District Mission

The mission of The Windham School District is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.

Golden Brook School Mission

Our mission is to continuously improve the learning environment at Golden Brook School. We aim to provide educational practices that enable students to become successful members of the community. Our students will have positive mindsets and diverse skill sets in order to meet complex challenges and opportunities.

Golden Brook Vision

Golden Brook School is a well-connected, vibrant school community. We work tirelessly to:

- *ensure the safety and emotional well-being of all students and staff,*
- *promote high standards for behavior and academic excellence,*
- *create an environment that welcomes students and staff, and builds a strong sense of community.*



Dear Families,

Welcome to Golden Brook School!

The purpose of the Student/Parent Handbook is to provide students and their parents with information regarding the school, its protocols, programs, organizations, and other items of importance and interest. We ask that you view the contents of the Student Handbook. More information can be found on the Golden Brook School website: <http://windhamgb.ss12.sharpschool.com/>. For your convenience, several Windham School District policies are included in the handbook. A complete list of school board policies can be found on the district website, http://www.windhamsd.org/school_board/board_policy. Much of what you learn from reading the Student/Parent Handbook and associated policies can help you to enjoy a successful school year.

Administration communicates with parents and students through our Facebook page, www.facebook.com/GoldenBrookSchool, Twitter, [@GoldenBrookWSD](https://twitter.com/GoldenBrookWSD), as well as our alert messaging system, **SchoolMessenger**. We use these methods of communication to share our monthly newsletter, upcoming weekly events and other essential information.

As we begin the school year, we are excited for new and exciting learning opportunities for all of our students. Your support and our partnership on behalf of your student is greatly appreciated. If you have any questions, or if we can be of any help, please call the school office.

Sincerely,

Christopher C. Hunt
Principal



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INTRODUCTION

The Golden Brook 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 Golden Brook School administration and faculty work in collaboration with parents as we continue to strive for excellence in education for the children of Windham.



GOLDEN BROOK FACULTY & STAFF

Golden Brook 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 – Christopher Hunt

Assistant Principal – Billie-Jo Martin

Assistant Principal – Christopher Blair

Director of Special Education – TBD

Curriculum Director (K-4) – Jessica Benson

Office Staff –

Administrative Assistant – Eileen DiOrio

Special Education Secretary – Elaine Soucy

Office Secretary – Kathy Merchel

Office Secretary – Jill Bedard

School Nurse – Charlene Sousa

School Nurse – Christina Dunn

Pre-K Classroom Teachers –

Heather Pacheco, Bethany Radabaugh, Adam Mullen

K-2 Classroom Teachers –

Kindergarten – Lisa Iannuzzi, Katelyn Katsohis, Heather McCreven, Jess Stone, Judiann Burzlaff, Laura Quaglietta,

Tiffany McCarthy, Morgan Shea, Kristina Habib, Lauren Burrows

Grade 1 – Jenna Cove, Janet Dancy, Michael Hachey, Courtney Landry, Debi Marinelli, Robyn

McCarthy, Michele Stoddard, Christine Tanguay, Kasey Bond.

Grade 2 – Katie Bamberg, Cindy Clemons, Anne Connors, Ronnie Gilbert, Jenna Kosik, Eileen Lingley, Gina Michaud,

Darlene Morrison

Grade 3 – Jaime Carrier, Sherry Fay, Nancy Core, Morgan Lemmon, Bethany Pellerin, Erin Russell,

Rebecca Schneider, Lisa Sheehan, Natasha Stoyak, Deanna Tewksbury

Grade 4 – Cynthia Avallone, Alyssa deLara, Lindsay Haarlander, Nicole Matthews, Meghan D'Amore, Elizabeth Ross,

Linda Satkwich, Sara Whitney, Katie Letizio

Unified Arts Teachers –

Physical Education – Lauri Putnam, Ryan Bartlett, Zachary Weilbrenner, Joni Matthews, Mark Cherbonneau, Sara Flaherty

Music – Eric Graff, Nancy Forthergill, Amy Buonpane, Kathleen Avalos (Chorus), Rebecca Pierce (Band)

Art – Jennifer Proulx, Jenna Lapadula, Kendall Crimmin, Rose Mercier

Library/Media Specialist – Joel Burdette, Katy Smith, Diana Greenleaf, Deborah Morin

Instructional Support –

Reading Specialist – Danielle Catabia, Linda Rattigan

Response to Intervention (RtI) – Amy Covey, Doug Stahlheber



Intervention Tutors – Lisa Carroll, Nancy Dorman, Deb Severance, Judith Tubbs, Donna Maroon, Christina Michaud

Student Services –

School Counselors – Tammy Serra, Melissa Welch, Jill Sapochetti

Special Education Teachers – Shawna Bedard, Julie Williams, Christine Rogers, Tara Quinn, Denise Palmer, Sara Accardo, Jody Courter, Jennifer Briare

Speech & Language Pathologist – Samantha Larsen, Meghan Bagdovitz, Alana Chown, Kara Clark-Hartshorne, Rachel Garofoli

Occupational Therapist – Cindy Bortz, Danielle Chesley, Holly Rylant

Physical Therapy – Alysia Redard, Danielle Chesley

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

Behavior Specialist – Jocelyn Hampoian

School Psychologist – Sharon McCauley

Specialist Assessment Intellectual Functioning (SAIF) – Judy Newcomb

Support Staff –

Food Service Manager – Dora Mendes

Technology Staff – Pam Hathway, David Rioux

Paraprofessionals – Corey Alberico, Jacqueline Bonosaro, Laura Boyd, Kim Childers, Jessica Conron, Danielle Conroy, Nancie Dallaire, Mary Jane Dennehy, Christine DiLeo, Hillary DiPietro, Linda Dolce, Patty Driscoll, Jeaninne Elhachem, Darlene Estes, Julie Gallo, Melissa Genna, Kristen Graff, Jeanette Haggerty, Carolyn Hanson, Ruth Harbilas, Kari Husson, Denise Kirley, Kimber Leuteritz, Kristen Lisa, Susan Marsh, Jill Meuss, Sarah Michalik, Jennifer Mitchell, Sandra Murray, Rachel O'Connor, Donna Peterson, Christine Ponzini, Vilma Rivers, Cheryl Rogers, Michelle Russo, Pam Schaible, India Serra, Kerriane Spinazola, Nicole Szykewicz, Carolyn Thompson, Veronica Toohey, Joy Travis, Jill Urghart, Maureen Viel, Jessica White, Stacy Wilkins, Kristin Willis.

Custodians - Rob Bron, Roger Wheeler, Glenn Haegel, Peter Magown, Mark Morris



SAU #95 Administrative Staff

Superintendent of Schools	Richard Langlois
Assistant Superintendent of Schools	Kori Becht
Director of Business, Finance and Operations	Bill Hickey
Assistant Business Administrator	Dalisa Greenleaf
Executive Director of Special Services	Ken Duesing
Manager of Facilities and Grounds	Roger Preston
Executive Director of Technology	Harry Bennett
Manager of Human Resources	TBD

Please visit the district social media sites for up-to-date information.

<https://www.facebook.com/windhamsd/>

<https://twitter.com/windhamsd>

WSD 2020-21 CALENDAR

Windham School District 2020-2021 CALENDAR Adopted 12/4/2018

AUGUST						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	Nto	Nto	26	27	28	29
30	TW					

24 New Teacher Orientation
25 New Teacher Orientation
31 Staff 1st Day/Opening Breakfast
31 Teacher Workshop Day

FEBRUARY						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						15

22-26 February Recess

SEPTEMBER						
S	M	T	W	Th	F	S
			TW	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						20

1 Teacher Workshop Day
2 Student's 1st Day of School
7 Labor Day-No School

MARCH						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	TW	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

9 Teacher Workshop-No School

OCTOBER						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

7 Early Release
12 Columbus Day-No School

APRIL						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17

26-30 April Recess

NOVEMBER						
S	M	T	W	Th	F	S
1	2	TW	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16

3 Teacher Workshop-No School
11 Veterans Day-No School
25-27 Thanksgiving Recess

MAY						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

27 Early Release
31 Memorial Day-No School

DECEMBER						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						17

10 Early Release
12/24-1/1 Winter Recess

JUNE						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	S	19
20	S	S	S	S	S	26
27	S	29	30			
						13

17 Projected last day of School-Early Release
18-28 Snow Days

JANUARY						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

1 New Year's Day-No School
18 Martin Luther King Jr. Day-No School
27 Early Release

Holiday or Recess

Early Release

Student's 1st Day of School

TW-Teacher Workshop-No School

S-Snow Days

*180 Instructional Days

ADMINISTRATIVE INFORMATION

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

MAILING ADDRESSES & TELEPHONE NUMBERS:

- ◆ **Golden Brook School (Grades Pre-K - 4)**
112b Lowell Road
Windham, NH 03087
Golden Brook Office (603) 845-1552
Safety Phone – (603) 845-1552, Option 1
GBS FAX – (603) 845-1553
- ◆ **Windham Center School (Grades 5 - 6)**
2 Lowell Road
Windham, NH 03087 (603) 845-1554
WCS FAX – (603) 845-1555
- ◆ **Windham Middle School (Grades 7 - 8)**
112a Lowell Road
Windham, NH 03087 (603) 845-1556
WMS FAX – (603) 845-1557
- ◆ **Windham High School (Grades 9 - 12)**
64 London Bridge Road
Windham, NH 03087 (603) 845-1558
WHS FAX – (603) 845-1559
- ◆ **Superintendent's Office – SAU #95**
P.O. Box 510, 19 Haverhill Road
Windham, NH 03087 (603) 845-1550
SAU FAX – (603) 845-1551

SCHOOL HOURS pending district and board approval

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

- * Golden Brook 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.
- * GBS students are considered DISMISSED if they leave school BEFORE 2:45 P.M.
- * TWO-HOUR DELAYED OPENING — **10:40 A.M.– 2:50 P.M.** GBS students are considered TARDY AT **10:41 A.M.** Student drop-off begins at **10:20 A.M.**

DAILY SCHEDULE

GBS Daily Schedule 2020-21

8:20-8:40 am

Arrival of K-4 Students

9:00 am

Arrival of Morning Pre-School Students

	Grade K Schedule	
Arrival	8:20 - 8:45 am	Arrival/Ready-Set-Go/Announcements/Morning Meeting
Period 1	8:45 – 9:30 am	Academic Block 1
Period 2	9:30 – 10:15 am	Academic Block 2
Period 3	10:15 – 11:00 am	Academic Block 3
Period 4	11:00 - 11:20 am	Recess
	11:20 - 11:45 am	Lunch
Period 5	11:45 am - 12:30 pm	Unified Arts/Academic Block 4
Period 6	12:30 - 1:15 pm	Academic Block 4/Unified Arts
Period 7	1:15 – 2:00 pm	Academic Block 5
Period 8	2:00 - 2:45 pm	Academic Block 6
Dismissal	2:45 - 2:50 pm	End of day pack up and dismissal

	Grade 1 Schedule	
Arrival	8:20 - 8:45 am	Arrival/Ready-Set-Go/Announcements/Morning Meeting
Period 1	8:45 – 9:30 am	Academic Block 1
Period 2	9:30 – 10:15 am	Academic Block 2
Period 3	10:15 – 11:00 am	Academic Block 3
Period 4	11:00 - 11:20 am	Recess/Academic Block 4
	11:20 - 11:45 am	Lunch/Academic Block 4
Period 5	11:45 am - 12:05pm	Academic Block 4/Recess
	12:05 - 12:30 pm	Academic Block 4/Lunch
Period 6	12:30 – 1:15 pm	Academic Block 5
Period 7	1:15 – 2:00 pm	Unified Arts/Academic Block 6
Period 8	2:00 - 2:45 pm	Academic Block 6/Unified Arts
Dismissal	2:45 – 2: 50 pm	End of day pack up and dismissal

	Grade 2 Schedule	
Arrival	8:20 - 8:45 am	Arrival/Ready-Set-Go/Announcements/Morning Meeting
Period 1	8:45 - 9:30 am	Academic Block 1
Period 2	9:30 - 10:15 am	Academic Block 2
Period 3	10:15 - 11:00 am	Unified Arts/Academic Block 3
Period 4	11:00 – 11:45 am	Academic Block 3/Unified Arts
Period 5	11:45 am - 12:05 pm	Recess
	12:05 - 12:30 pm	Lunch
Period 6	12:30 - 1:15 pm	Academic Block 4
Period 7	1:15 – 2:00 pm	Academic Block 5
Period 8	2:00 - 2:45 pm	Academic Block 6
Dismissal	2:45 – 2:50 pm	End of day pack up and dismissal

	Grade 3 Schedule	
Arrival	8:20 - 8:45 am	Arrival/Ready-Set-Go/Announcements/Morning Meeting
Period 1	8:45 - 9:30 am	Academic Block 1
Period 2	9:30 - 10:15 am	Unified Arts
Period 3	10:15 - 11:00 am	Academic Block 2
Period 4	11:00 – 11:45 am	Academic Block 3
Period 5	11:45 am - 12:30 pm	Academic Block 4
Period 6	12:30 – 12:50 pm	Recess
	12:50 - 1:15 pm	Lunch
Period 7	1:15 – 2:00 pm	Academic Block 5
Period 8	2:00 - 2:45 pm	Academic Block 6
Dismissal	2:45 – 2:50 pm	End of day pack up and dismissal

	Grade 4 Schedule	
Arrival	8:20 - 8:45 am	Arrival/Ready-Set-Go/Announcements/Morning Meeting
Period 1	8:45 – 9:30 am	Unified Arts
Period 2	9:30 - 10:15 am	Academic Block 1
Period 3	10:15 – 10:35 am	Recess
	10:35 – 11:00 am	Lunch
Period 4	11:00 - 11:45 am	Academic Block 2
Period 5	11:45 am - 12:30 pm	Academic Block 3
Period 6	12:30 – 1:15 pm	Academic Block 4
Period 7	1:15 - 2:00 pm	Academic Block 5
Period 8	2:00 - 2:45 pm	Academic Block 6
Dismissal	2:45 – 2:50 pm	End of day pack up and dismissal

Pre-K Schedule

9:00-11:30 am	AM Session
12:25-2:50 pm	PM Session

Early Release Day Schedule

Adjusted Lunch schedules due to the shortened day. No recess for all grade levels.

12:00 Noon - Dismissal of Students – No PM Pre-K classes.

DELAYED OPENING

If the district declares a delayed opening due to inclement weather, Golden Brook class sessions 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. **AM Pre-K sessions are canceled.** Additionally, if the inclement weather subsides, PM Pre-K classes will proceed as scheduled. Students will not have recess on a delayed-opening school day.

READY-SET-GO

All students attend Ready-set-go each day. This gives students opportunity for collaborative play, problem solving and executive functioning skills.

RECESS

All K-4 students will have a 20-minute recess prior to lunch. Inclement weather or the temperatures of 15 degrees or below including wind chill, will prevent students from having outdoor recess. Please see that your child is dressed appropriately for the weather conditions. When there is snow on the ground, students must be wearing both boots and snow pants plus hats/mittens in order to be allowed on snow-covered areas.

Appropriate footwear is recommended for children playing on playground equipment. **Flip flops and high heeled shoes/boots are not recommended.**

Students are not allowed to stay in for recess without a note from their physician.

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.

CURRICULUM

PRE-SCHOOL:

In preschool, an opportunity for all children to play and learn in an educational setting is provided. A differentiated curriculum is presented to all learners in an inclusionary setting. The preschool's academics are presented using a multi-sensory approach through thematic units. Children are exposed to technology and have opportunities to explore Smart Boards and iPads in their learning.

In preschool, these are some of the skills addressed:

Fine Motor Skills:

- Using two hands to manipulate objects
- Holding and using writing utensils with a three-finger grasp
- Drawing recognizable objects
- Scissor use

Gross Motor Skills:

- Hopping
- Galloping
- Catching, kicking, throwing a ball
- Navigating playground equipment

Adaptive Skills:

- Taking coat on and off
- Zipping zippers
- Washing and drying hands

Cognitive Skills:

- Solving common problems
- Following 1 and 2 step directions
- Asking for help when needed
- Imaginary Play
- Engaging in games with rules
- Understanding colors, shapes, and size concepts
- Understanding qualitative and quantitative concepts
- Understanding spatial and temporal concepts
- Categorizing objects
- Counting objects
- Nursery Rhymes
- Phonological Awareness
- Letter identification
- Letter/Sound association
- Turn Taking

Social Skills:

- Interacting with familiar adults and peers
- Following a routine
- Initiating and responding to peers in conversation
- Sharing and turn taking
- Participating in small group activities
- Following rules

- Identifying emotions in self and others
- Stating name, address, date of birth

KINDERGARTEN:

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 Kindergarten, these are the skills we focus on:

Reading:

- Name letters and match them to the sound(s) they make.
- Break apart words into sounds, build words from individual sounds.
- Comprehend text that is read aloud; identify the topic and one or two details in informational text, identify the setting, characters, and one or two events in literature.

Writing:

- Use a combination of drawing, dictating and writing to state an opinion or preference, express feelings and emotions, share information and tell stories.
- Spell words by building from the individual sounds as well as properly spelling smaller words used frequently in our language (e.g. a, the, to, of, from, I, is, are).

Language:

- Print letters using proper formation (all uppercase and many lower case).
- Use proper grammar when speaking and writing; match plurals and verb tense.
- Use a variety of words for the same or similar meaning (e.g. big, giant, huge, and large).
- Understand that a sentence starts with a capital and ends with a punctuation mark.

Speaking & Listening:

- Participate in conversations and learning exchanges using agreed-upon rules; take turns, raise your hand, wait to be called on, listen to others, etc.
- Ask and answer questions in order to seek help, get information, or clarify something that is confusing.
- Describe familiar people, places and events.

Mathematics

In Kindergarten, instructional time will focus on two critical areas: (1) representing and comparing numbers; and (2) describing shapes. Students will concentrate on the following skills:

- Know number names and count in sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from; work with word problems that ask for addition or subtraction.
- Gain a foundation for place value.
- Describe and compare attributes.
- Identify, describe and create shapes.

Science

Science is divided into three primary areas: life, earth, and physical sciences. In Kindergarten, the areas are studied through the following units of study:

- Weather & Climate
- Forces and Interactions; Pushes and Pulls
- Animals and Plants in their Environment

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

- Observe and discuss how various types of weather impacts our lives and affects the earth.

- Explore and understand how and why objects move.
- Recognize how living things depend on and impact one another.

Social Studies

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

- Timelines
- National Holidays
- Maps and Globes
- Jobs
- Community Helpers
- American Symbols
- Traditions and Customs

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

- Order events in a child's life and his/her families' lives.
- List events in temporal order.
- Names national holidays and describe the significance of each holiday
- Identify geographic locations, maps versus globes and locate places on a map and globe
- Understand why people have jobs and give examples of a job and describe requirements of a job
- Understand things that they may want/need to buy
- Identify and describe a person (s) who promotes the safety of children and adults
- Illustrate the qualities of citizenships
- Define customs, traditions, celebrations, families, and the American community.
- Explain and describe America's variety of religions, community, family, and cultural celebrations.
- Describe customs by families and classroom students

FIRST 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 First Grade, these are the skills and we focus on:

Reading:

- Use phonics (matching letters to sounds) and knowledge of suffixes and prefixes to decode unfamiliar words.
- Read passages with ease while pausing for periods.
- Comprehend text; identify the topic and one or two details in informational text; identify the setting, characters, and one or two events in literature.

Writing:

- Write to state an opinion or preference, express feelings and emotions, share information, or tell stories.
- Use phonics rules to spell words as well as properly spell the smaller words used frequently in our language that do not always follow the rules.
- Complete group research projects around a topic and write about what has been learned (e.g. ABC Books, How To, All About).

Language:

- Identify the meaning of a word that has multiple meanings by using the words around it in the sentence (jam = jelly, or traffic congestion).
- Identify the nuances in words with similar meanings; be selective in the use of words that have similar meaning when writing and speaking.
- Expand on simple sentences to create exclamations, questions, and more detailed compound sentences.

Speaking & Listening:

- Ask and answer questions in order to seek help, get information, or clarify something that is confusing.
- Describe familiar people, places and events using relevant details and clear, complete sentences.

Mathematics

In First Grade, instructional time will focus on four critical areas: (1) developing an understanding of addition, subtraction, and strategic procedures for adding and subtracting within 20; (2) developing an understanding of number relationships and place value, including the grouping of tens and ones; (3) developing an understanding of linear measurement and measuring lengths; and (4) reasoning about attributes of geometric shapes. Students will concentrate on the following skills and understandings:

- Represent and solve problems using addition and subtraction.
- Understand the relationship between addition and subtraction.
- Extend the counting sequence.
- Understand place value.
- Work with addition and subtraction equations.
- Tell and write time.
- Represent and interpret data.
- Measure lengths.
- Reason with shapes and their attributes.
- Identify money and coins.

Science

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

- Animals and Plant Adaptations
- Waves: Light & Sound
- Sun, Moon & Stars
- Engineering & Design

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

- Understanding the relationship between the sun, moon, and earth and how it changes over the course of the month and year.
- Recognizing sounds are made when objects vibrate.
- Understanding light travels from a source.
- Recognizing people use a variety of devices to communicate over distances.
- Understanding adaptation to situations and environments.
- Understanding how plants and animals, including humans, are alike and different.
- Identifying living and non-living subjects.
- Identifying survival needs.
- Examining our relationship with the environment.

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:

- National Holidays
- Timelines
- Folktales (ELA Integrated Unit)
- Traditions
- The Presidency
- Citizenship
- American Symbols and Songs
- Goods and Services

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

- Developing a sense of community and respect
- Understanding that rules are made to govern and protect people
- Developing an understanding the difference between needs and wants.
- Developing an understanding that basic economic decisions have consequences.
- Developing an understanding of famous Americans and how they relate to specific events and holidays.
- Understanding that people have different traditions and customs when celebrating national holidays.
- Developing an awareness of the location of the town of Windham, the United States and the World on a map and globe.
- Developing an awareness of map symbols.

SECOND 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 Second Grade, these are the skills we focus on:

Reading:

- Read passages with ease and expression.
- Comprehend informational text; identify the main ideas with two or three details in informational text.
- Comprehend literature; identify the setting, characters, and two or more events and the lesson/theme or moral.
- Use captions, heading, illustrations, and other text features to gather information.

Writing:

- Write to state an opinion or preference about book or topic, using details from the text to support the opinion.
- Write stories that include a sequence of events with a clear beginning, middle, and end.
- Complete group research projects around a topic and write about what has been learned.

Language:

- Identify the meaning of a new word when a suffix or prefix is added to a known word (e.g. hope, hopeless, hopeful).
- Identify the nuances in words with similar meanings; be selective in the use of words that have similar meaning when writing and speaking.
- Produce sentences with robust details; combine simple sentences to create complex and compound sentences.

Speaking & Listening:

- Ask and answer questions in order to seek help, get information, or clarify something that is confusing.
- 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.

Mathematics

In Second Grade, instructional time will focus on four critical areas: (1) extending an understanding of place value (2) building fluency with addition and subtraction; (3) using standard units of measurement; and (4) describing and analyzing shapes. Students will concentrate on the following skills:

- Represent and solve problems involving addition and subtraction.
- Work with equal groups of objects to gain foundations for multiplication.
- Use place value understanding and properties of operations to add and subtract.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.
- Reason with shapes and their attributes.

Science

Science is divided into four primary areas: life, earth & space, physical sciences and Engineering and Design. In Second Grade, the areas are studied through the following units:

- Erosion

- Matter
- Plants
- Engineering & Design
- Forces and Interactions

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

- Provide evidence that Earth's events can occur quickly or slowly
- Determine how to show or prevent wind and water from changing the shape of land
- Some changes are too slow or too fast to be easily observed, such as volcanoes, earthquakes, erosion, and weathering.
- Describe and classify different kinds of materials (matter) and observable properties.
- Describe that heating or cooling a substance may cause changes that can be observed and that some changes can be reversed and others cannot be reversed.
- Plants have roots, stems and leaves.
- Plants need air, light, and water to survive.
- Various environmental factors affect plants' survival.
- Plants and animals have specific environments that they survive in.
- Define situations that people want to change or create can be approached as a problem to be solved through engineering

Social Studies

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

- Historical Figures
- Eastern Woodland Native Americans
- Citizenship
- Maps and Globes
- Buyers and Sellers

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

- Understanding that there are important people in our country that we remember for their contributions.
- Understanding that our way of life is influenced by the ideas and prior experiences of the Native Americans as they contributed to the development of our country.
- Understanding that maps and globes are tools to identify location and direction.
- Understanding the difference between producers and consumers.
- Understanding what buyers and sellers are and give examples of goods and services that are bought and sold in their community.
- Providing examples of people who were/are good leaders and good citizens and understand qualities that made/make them admirable.
- Create timelines

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
- Inheritance and Variations of Traits: Life Cycles and Traits
- Forces and Interactions
- Interdependent Relationships in Ecosystems

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 patterns can be used to make predictions.
- Climate
- Understand that humans cannot prevent natural hazards but can take steps to reduce their impact.
- Describe how plants and animals depend on one another for survival.
- Fossils
- Understand that when the environment changes, the types of plants and animals that can survive there may change.
- Patterns of change can be used to make predictions: forces and strength

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
- Westward Expansion
- Stars and Stripes

- Local Economics- Windham
- Local Government- Windham
- Maps and Globes- Windham
- History of 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.
- Understand how Westward Expansion impacted our 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 (past and present) of Windham.
- Identify places and sites in our Windham community and understand how the government, local economics work 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:

- Energy
- Waves and Information
- Structure, Function, and Information Process (Plants & Animals)
- Earth's System: Processes that Shape the Earth

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

- Define energy
- Conservation of energy and energy transfer
- Relationship between energy and forces
- Understand information technologies and instrumentation
- Internal and external characteristics for information processing in humans and animals
- Rocks and rock formations
- History of planet earth
- Plate tectonics

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:

- Map skills and environmental interactions
- New Hampshire government and rights of citizens
- Supply and demand and how it relates to the NH economy and tourism
- Historical perspectives: NH from Native Americans to Recent Day

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, renewable resources, needs/wants, economic cycles, and entrepreneurs
- Understand how needs and wants to 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 Americans

UNIFIED ARTS CURRICULUM

The Golden Brook School curriculum for Golden Brook Students 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.

First and Second Grade:

ART — 1 Class Period per week

Art class at Golden Brook School establishes a foundation that students can build upon throughout their art education in Windham. The students are introduced to different media and techniques through a variety of art projects where they learn about the art elements and principles such as line, shape, color, pattern, and proportion. In addition, students will explore art history and the many different styles and methods for creating art. The overall goal is to encourage their imaginations and creativity, as well as to gain knowledge and an appreciation for the visual arts.

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.

PHYSICAL EDUCATION — 2 Class Periods per Week

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.

Revised 1/7/2020

Please see below the WSD Policy, *Physical Education*, IHAЕ

No child shall be excused from regular physical education except on the written notice of a duly licensed physician or on the written request of the parents, in which case an alternative program shall be provided. Temporary excuses on a day-to-day basis may be granted by the teacher upon the request of the parents.

LIBRARY

The school library provides print and digital materials that support the curriculum, taking into consideration the varied interests, abilities, and developmental levels of the students served. These materials provide information that stimulates growth in factual knowledge and literary appreciation. Since most learning occurs when information skills are linked to work in content areas, library staff work closely with classroom teachers so that topics covered during library visits complement classroom activities. In addition, students are welcome to visit the library at any time convenient to their classroom during the day, not just during scheduled visits. Information skills covered at Golden Brook School include organization of materials in the library, use of the online catalog, book care, parts of a book, Internet safety and digital citizenship, research skills, and using online subscription databases. Students use various technologies to access information and literature, including computers and Chrome books, Nook tablets, and Tag Reader pens. Students are introduced to various genres, authors, and illustrators, and award-winning literature, and are encouraged to borrow books regularly for their learning and enjoyment.

All students in the Windham School District have access to the library media center at their school. Checkout limits are as follows:

Preschool & Kindergarten:	One item for one week
Grades 1 & 2:	Two items for one week
Grades 3 & 4:	Four items for one week

Overdue fines are not charged. Bills will be sent home only for lost or damaged items.

Third and Fourth Grade:

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 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.

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.

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.

Please refer the WSD Policy, *Selection and Adoption of Instructional Materials and Library/Media Center Materials*, [JL](#)

REPORT CARDS/PROGRESS REPORTS

The academic year is composed of 180 days that are divided into trimesters of 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. Golden Brook School 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.

Revised 7/16/19

Please see below the WSD Policy, *Grading System*, [IKA](#)

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 approved by the School Board and published in the Student Handbooks.

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.

Grade Scale-Explanation of Academic Performance Skill Indicators

4-Exceeds-Student is demonstrating in-depth understanding beyond the grade level standard through multiple styles of assessment (verbal, written, projects & presentations)

3-Meets-Student is meeting learning goals at grade level and has demonstrated full understanding of the standard through multiple styles of assessment (verbal, written, projects & presentations)

2-Progressing-Student is progressing towards learning goals at grade level and has demonstrated partial understanding of the standard through multiple styles of assessment (verbal, written, projects & presentations)

1-Beginning-Student is making limited progress towards learning goals at grade level and has demonstrated a basic understanding of the standard through multiple styles of assessment (verbal, written, projects & presentations)

Grade Scale-Characteristics of a Successful Learner Indicators

3-Meets-Student is frequently demonstrating the characteristics of a successful learner.

2-Progressing-Student is occasionally demonstrating the characteristics of a successful learner.

1-Beginning-Student is rarely demonstrating the characteristics of a successful learner.

During the trimester, there are multiple opportunities for students to show their knowledge in each learning standard. **All assignments in each learning standard, will be averaged together to create a standard grade.**

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 (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. Each time a report card is issued, your student will also be provided with a progress report specific to their IEP goals. 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!

Are there standards that cannot be exceeded?

Yes. In order to exceed a standard, your child must demonstrate a level of knowledge and understanding that goes beyond what is explicitly taught. We continue to work to develop opportunities that measure students' ability to demonstrate our highest level of proficiency. The following standards will receive a mark no higher than 3 (Meets): **Knows and Applies Rules of Phonics, Speaking & Listening Standards, and the Characteristics of a Successful Learner.**

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. Kindergarteners now receive separate scores for Fact Fluency. 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 twice each school year. 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. It is recommended that parents 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 at the Book Fair without a parent. All children must be supervised by a parent/guardian.

PTC Wizard: online system for Parent/Teacher Conferences appointments.

PTC Wizard allows parents to easily schedule their own appointments with teachers. The direct link for this program, <https://goldenbrook.ptcwizard.com> and parents can find a link on the Golden Brook School website. Sign-ups will be processed as they are received. A specific sign up period is allotted for each P/T conference session (fall and spring). Please watch the parent newsletters and other notifications for the specific dates.

If you need to register as a **new parent** into the system, enter your name, email address and a password. Once registered, you will be taken through a simple step-by-step procedure which allows you to add your child's name, choose a teacher, and choose an available slot for your conference. **If you have more than one student at GBS, you are easily able to add another child.**

If you have children at other district schools you can sign into PTC Wizard using the same email and password that you used at the other schools. It is important, however, to make sure you **use the Golden Brook link.**

Your appointment time(s) will be automatically emailed at the end of the process.

Adopted/Revised 9/17/19

Please see below the WSD Policy, *Tutoring for Pay*, GCRD

TUTORING FOR PAY

The Windham School Board recognizes parents may seek out academic support for students outside of the regular school day. This policy provides guidelines with regard to tutoring for pay within the Windham School District, and extends year-round whether school is in or out of session.

Staff members shall not receive payment for tutoring their own students, unless it has been determined necessary and appropriate by the IEP or 504 team and assigned by school administration. This policy does not apply to homebound instruction assigned by school administration.

Staff members shall not solicit/publicize their services for payment and/or utilize Windham School District email for the purpose of arranging services that are outside of the scope of their contracted service hours. Facilities usage fees are required when utilizing school district facilities for tutoring for pay services and the use of district materials, supplies, and equipment is prohibited.

All questions regarding tutoring should be referred to the appropriate building administrator.

Adopted/Revised 7/16/19

Please refer the WSD Policy, *School, Family and Community Partnerships* [KA](#)

STANDARDIZED TESTING

Grades 2-4 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 and the spring. 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 K-2 students will participate in AimsWeb Plus assessment testing, three times a year, in reading and mathematics.

Third and fourth grade 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.

TECHNOLOGY

Technology in our schools has made many resources available to our students. Standardized testing, on-line resources and many other educational software packages utilize the internet for access. With innovation comes responsibility, so the district has put in place policies that govern student internet use and safety. Please see the policies below pertaining to technology in our school.

Currently, each second through fourth grade student has access to and utilizes a Chrome Book device in the classroom as part of the WSD initiative to have 1:1 ratio of student to device in our schools. The lower grade levels have a 2:1 ratio.

Please refer the WSD Policy, *Intranet/Internet Acceptable Use*, [EGA](#)

Adopted/Revised 2/20/18

Please see below the WSD Policy, *Student Computer and Internet Use*, [IUNDB](#)

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 web site 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.

Adopted/Revised 2/20/18

Please see below the WSD Policy, *Staff and Students' Acceptable Use of Technology*, GBEF

Staff and students shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to education. Staff and students (parents/guardian) are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and all electronic data.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines staff and student obligations and responsibilities related to use of District technology. He/she may also establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the staff member's or student's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all staff and students (parents/guardian.) Staff and students (parents/guardian) shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

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 specific teacher 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 prior to the end of the school year. Each student will meet with their next year's teacher on our Step-Up day in June. InfoSnap (Registration Verification System) will be used to notify any students of their classroom teacher if they are registered after Step-Up day.

PROMOTION/RETENTION

It is our belief that students should be promoted based on 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 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.

Adopted/Revised 11/19/19

Please see below the WSD Policy, *Promotion and Retention of Students*, IKEB

PROMOTION AND RETENTION OF STUDENTS (K-8)

The Windham School District is dedicated to continuous development of each student enrolled. Students are typically placed at the grade level suited to them academically, socially, and emotionally.

In general, most children mature and acquire the basic skills of learning in a manner that equates a school year to a grade. Children with unusual ability and work habits are provided the opportunity, where possible, of mastering skills according to their ability through an alternative program.

In instances where a child has not shown sufficient maturity, social and/or emotional growth, and has failed to acquire sufficient mastery of basic skills, it may be best for the child to repeat the grade. This decision is made only after:

1. Careful consideration of the child's chronological age, academic growth and potential in all areas of school work, cognitive development, social adjustment, physical well-being, emotional stability, and school attendance;
2. Careful study of assessments and/or test results and research of grade retention;
3. Discussions with teachers, service providers, counselors and parents/ guardians (students' educational team);
4. The student has never been retained before.

In addition to the above criteria, students in elementary school may be retained if they have not acquired sufficient mastery of the basic skills for the following grade in one or more of the subject areas of English Language Arts and math.

Middle school students are expected to pass all academic subjects. Requirements for middle school students to be promoted to the next grade include:

1. Students are required to pass at least three of the four academic areas that include: English Language Arts, mathematics, social studies, and Science.
2. Students who fail to pass the academic units of English Language Arts or mathematics must attend summer school (or alternative) in order to be promoted to the next grade level.

These students shall participate in and successfully complete a summer school program or alternative program that is approved by the Windham School District with accommodations and or modifications as deemed necessary by the students' educational team.

Failure to comply with the above criteria will result in retention. If the child's parent/guardian wishes to appeal the retention decision, they should first file a formal appeal to the Principal. If the parent/guardian is not satisfied at the building level, an appeal may be requested to the Superintendent of Schools. If the parent/guardian is still not satisfied with the decision an appeal may be made to the Windham School Board in accordance with policy BAAA.

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.

It is recommended, for Kindergarten through fourth grade, that an acceptable time for assigned homework would be 10 minutes times the grade level: grades K-1, 10 min., grade 2, 15-20 min, grade 3, 30 min. and grade 4, 40 min.

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 having homework a positive experience for their children.

Homework Grade:

Homework is graded in the characteristics of a successful learner section of the report card based on the completion of the expected assignments.

Adopted/Revised 11/19/19

Please see below the Windham School District Policy, *Homework*, IKB

HOMEWORK

The District recognizes the value of homework to promote academic achievement, encourage student responsibility, and enhance educational experiences.

Homework is defined as short-term tasks or assignments intended to be an outgrowth of the classroom experience and completed outside of class time. Homework may include preview, practice, review, or extension of knowledge/skills or other types of class preparation.

Homework will serve to inform classroom instruction and provide feedback to students. Teachers will ensure that students receive timely feedback on homework assignment.

Each school shall include in its Program of Studies or Student Handbook the average amount of time that a typical student should expect to dedicate outside of the school day to his or her studies for each class meeting with reasonable specifics for each grade and level. Middle and High School teachers may adopt such guidelines on a department basis

District and School administrators from each school shall meet regularly to ensure proper vertical/horizontal alignment for both the weighting of assignments and amount of homework given.

Students shall not be expected to complete long-term assignments over a scheduled holiday break. However, a typical night of homework may be assigned over a scheduled school vacation or holiday.

LITERACY/MATH INTERVENTION

This program is designed to aid students who may have a need for help in Reading and/or Math. Intervention teachers meet with students on a regular basis and help strengthen skills learned in the classroom as part of our MTSS process. Interventionists will use research-based, systematic instruction.

LITERACY DEPARTMENT

The Literacy Department at Golden Brook 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 Golden Brook 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 (grade K-4) as well as Wilson Foundations (Grades K) and Words Their Way (Grade 1-4).

Our students in grades K-2 will be receiving benchmark assessments three times per year using *AimsWeb* for both math and literacy and *Fountas and Pinnell Benchmark System* for literacy (K-4). In addition, K-2 students are accessed using a phonological screener and high-frequency words. This information will be used to track student growth and progress in the classroom and to identify students in need of intervention services.

SPECIAL SERVICES PROGRAMS

Golden Brook offers a variety of special education services and supports for our students with educational disabilities. The School District has an Executive Director of Student 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 requires specialized instruction in order to access curriculum. There are 6 steps to the special education process in New Hampshire.

1. Referral to the school team,
2. Evaluation, if a disability is suspected,
3. Determination by the special education team, including parents, if the child meets both criteria:
 - The child has an educational disability, AND
 - The child requires 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 non-disabled 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 teacher,
- A special education teacher,
- A LEA Representative or designee,
- Parents

Parents are very important members of this team. They assist the school professionals in identifying evaluations to be given. They attend meetings where the test results are explained, and they take part in the decision of whether their child requires special education. If 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 provided. 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 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 each trimester.

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 or the Director of Special Education. Please follow the link below for more detailed information: [NH Procedural Safeguards Handbook](#)

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 try to locate and identify children with educational disabilities in order to provide them with appropriate special educational services. The Windham School District seeks children, from birth to 21 years of age, who may have an educational disability and who are not presently being served. Golden Brook 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 Golden Brook School 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 students at 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 be referred to enter the program at the request of parents, teachers, and other professionals. Students may 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 a Special Education teacher 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. Special Education teachers work closely with other specialists to be sure all the needs of the students are met. These specialists are part of a multi-disciplinary 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 so that students are able to develop to their fullest potential and 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, conferences with teachers, family concerns, 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.

PURPOSE

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.

Students will be considered transgender if, at school, they consistently assert a gender identity or expression different from that traditionally associated with their assigned sex at birth. This involves more than a casual declaration of gender identity or expression, but it does not require a medical diagnosis.

DEFINITIONS

The definitions provided here are not intended to label students but rather are intended to assist in understanding this policy and the legal obligations of District staff. Students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity is different from their gender assigned at birth.

"Gender expression" refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

"Gender nonconforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

GUIDANCE**A. Privacy**

The Board recognizes a student's right to keep private one's transgender status or gender nonconforming presentation at school. School personnel will only disclose information that may reveal a student's transgender status or gender nonconforming presentation to others for educational or safety purposes or when legally required to do so.

When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

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.

B. Official Records

The District is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

C. Names/Pronouns

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.

D. Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their gender identity.

E. Restroom Accessibility

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.

F. Locker Room Accessibility

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 changing 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.

G. Physical Education Classes & Intramural Sports

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.

H. Interscholastic Competitive Sports Teams

Transgender and gender nonconforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in concert with the New Hampshire Interscholastic Athletic Association (NHIAA).

I. Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

J. Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

RESPONSE TO INTERVENTION (RtI)/MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

What is MTSS?

Multi-Tiered System of Support (MTSS) is the framework for monitoring and providing interventions to students who are at risk with their academics, behavior, or social-emotional learning.

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 by the classroom teacher.

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 Rtl process provide information that allows teacher to better evaluate student needs and match instruction, resources and interventions appropriately.

What Questions Might Parents Ask About Rtl?

- 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?

Rtl 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 Rtl online by following these links:

<http://www.rti4success.org>

<http://www.rtinetwork.org>

TITLE I — PARENTS RIGHT-TO-KNOW

Under Title I, Part A of ESEA (The No Child Left Behind Act of 2001), we must notify you of your rights.

[Section 1111(h)(6)(A-C)]

Qualifications: The parents may request, and the school will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at minimum, the following:

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

Additional Information:

- Information on the level of achievement the child has made on all state assessments; and
- Timely notice that the parent's child has been assigned or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Please feel free to contact the Title I teacher or principal for further questions.

GOLDEN BROOK ALTERNATIVE INSTRUCTIONAL SETTING (GAINS)

The Golden Brook Alternative Instructional Setting (GAINS) program is designed for students in grades K-4 (ages 5-9) 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 home language is not English. An ESOL teacher assists these students in learning the English language, especially in reading, writing, listening, and speaking. Along with the teacher, 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.

STUDENT CONDUCT

POSITIVE BEHAVIOR DEVELOPMENT PROGRAM (PBDC)

As children are learning to become citizens of the school, behavioral infractions are not atypical.

Our Positive Behavior Development Committee (PBDC) referral form will be used to document and communicate behavioral infractions in each marking period.

All minor infractions are filed with the classroom teacher. Three minor infractions require parent/guardian contact and the blue referral form will be sent home for parent/guardian signature and returned to the classroom teacher.

SCHOOL AND PLAYGROUND

At Golden Brook 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 Golden Brook, 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 Responsive Classroom model 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.

Recess Responsibilities:

Students will have a recess period mid-day each day. Students are encouraged to dress appropriately (boots and snow gear) during the winter months. There will be outdoor recess, weather permitting.

Soft nerf-type balls are permitted during recess. 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, snow pants and gloves. Those without the appropriate gear will be given a snow-free area to play.

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

Students are always expected to follow the school rules . 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.

Please refer to the WSD Policy – *Student Conduct, Discipline and Due Process*, [JICD](#)

Adopted

Please see below WSD Policy – *Student Discipline Out-of-School Actions*, JICDD

The Board recognizes that out-of-school conduct of students attending school within this district is not normally a concern of the Board. However, the Board believes that disciplinary action for conduct occurring off school property and not involving a school activity is proper if the conduct has an adverse effect upon the school.

Therefore, it is the policy of this Board that any student attending school within this District will be subject to disciplinary action including, but not limited to, suspension from school for any conduct that, in the opinion of the school administrators, has an adverse impact upon the school.

Such activity includes, but is not limited to, the following:

1. Damaging school property, e.g. a school bus;
2. Engaging in an activity that causes physical or emotional harm to other students, teachers, or other school personnel;
3. Engage in activity, which directly impedes discipline at school or the general welfare of school activities.

Adopted

Please see below WSD Policy – *Student Searches*, JIH

The Board, in keeping with federal and state laws, is committed to maintaining an environment for students and staff which is safe, healthy and conducive to learning and working. The Board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search by school officials of students, their personal property (e.g., backpacks, purses, and handbags), vehicles or their lockers and/or desks.

The School District retains ownership and possessory control over student lockers and desks and, therefore, reserves the right to inspect lockers and desks at any time for any reason without notice, without student consent, and without reasonable suspicion.

Searches of students and their personal property within the school or on school grounds may be conducted by the Principal or designee when that school official has reasonable grounds to suspect the search will uncover evidence that the student has violated or is violating School District policies, school rules, or the law.

The extent of the search of a student's person or personal property and the measures used in conducting the search must be reasonably related to the objects of the search, and must not go beyond what is warranted by the nature of the suspected violation.

Students are permitted to park on school premises as a matter of privilege, not of right. The School district retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe such search will produce evidence that the student has violated or is violating School District policies, school rules or the law.

Recognizing the danger that contraband poses to society, and students in particular, the School District reserves the right to conduct unannounced random searches at any time with the assistance of qualified law enforcement officers and trained dogs. Qualified law enforcement officers and trained dogs may be used periodically upon request of the Superintendent and/or Principal to sniff lockers, common areas, vacated classrooms, parking lots (vehicles), and school grounds.

If a search produces evidence that a student has violated or is violating the School District's policies, school rules or the law, such evidence may be seized by school officials, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Please refer to the WSD Policy – *Detention of Students*, [JKB](#)

PLAYGROUND RULES

Be Respectful

- Wait your turn in line
- Listen to all adults
- Follow the rules of games and equipment

Be Responsible

- Go straight to your line when the bell rings
- Put away all equipment
- Tell an adult if you need to leave the playground or if someone is hurt.

Be Safe

- Walk to and from class and the playground
- Stay in designated areas
- Keep rocks, sticks and snow on the ground and free from your hands.
- Slide down the slide feet first and on your bottom



BATHROOM EXPECTATIONS

Be Respectful

- Give people privacy
- Use quiet voices
- Wait your turn

Be Responsible

- Flush the toilets
- Wash your hands
- Put trash in the garbage cans

Be Safe

- Walk to and from the bathroom
- Keep water in the sink and off the floor
- Report problems to your teacher



HALLWAY EXPECTATIONS

Be Respectful

- Voices off in Learning Zones
- STOP, LOOK & LISTEN when spoken to by adults.

Be Responsible

- Stay in line facing forward unless directed by an adult.

Be Safe

- Walk at all times
- Keep hands, feet & objects to yourself
- Move with the flow of traffic



BULLYING LANGUAGE FOR STUDENTS IN GRADES K-2

What is bullying?

Bullying is when someone says or does mean things on purpose.

Our School's Anti-Bullying Rules

1. We will not bully others.
2. We will help students who are bullied.
3. We will include students who are left out.
4. We will tell an adult, at home or school, when we are bullied.
5. We will tell an adult, at home or school, when we see bullying.

Who is involved in bullying?

1. The bully.
2. The bullied student.
3. Everybody who sees it (bystanders).

What does it look or sound like?

Bullying can take different forms such as hitting, name-calling, or leaving someone out.

What does it feel like?

A person who is bullied feels helpless, sad, angry, nervous, and/or left out.

Please see below the WSD Policies, *Bullying: Pupil Safety and Violence Prevention Policy*, JICBB and Sexual Discrimination, JBAA.

Adopted/Revised 1/4/11

BULLYING: PUPIL SAFETY AND VIOLENCE PREVENTION POLICY - JICBB

I. The Windham School Board is committed to providing all pupils a safe school environment. Conduct constituting bullying or cyber bullying will not be tolerated, and is prohibited by this policy in accordance with RSA 193-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;
3. Interferes with a pupils' educational opportunities;
4. Creates a hostile educational environment; or
5. 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. Cyber bullying: 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 cyber bullying.

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

F. Victim: a pupil against whom bullying or cyber bullying 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 extra-curricular 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 cyber bullying 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.

III. REPORTING PROCEDURE

The Principal of each school is responsible for receiving oral or written reports of bullying or cyber bullying. The Principal may designate, in writing, an additional person to receive such reports.

STUDENTS OR PARENT REPORTS

A. Any student who believes that he or she has been the victim of bullying or cyber bullying, as defined in Section II, above, should immediately report the alleged act(s) to the Principal or his/her designee; however, if the student prefers, he/she may inform any school employee or volunteer.

B. Students or parents who have witnessed or who have reliable information that a pupil has been subjected to bullying or cyber bullying should immediately report the same to the Principal or his/her designee, or, if the student or parent prefers, he/she may inform any school employee or volunteer about the alleged bullying or cyber bullying.

C. The District will not accept anonymous reports of bullying or cyber bullying. However, the District will seek to ensure that the individual making the report is protected from retaliation as a result of the report.

D. Forms to report incidents of bullying or cyber bullying shall be available at the Principal's office. Use of the form is encouraged, but not required. If the Principal or his/her designee receives the report verbally, he/she shall reduce the report received to writing within twenty-four hours of receiving the information.

REPORTS BY STAFF, VOLUNTEER, OR EMPLOYEES OF A COMPANY UNDER CONTRACT WITH THE SCHOOL DISTRICT, OR WITH ANY SCHOOL IN THE WINDHAM SCHOOL DISTRICT

A. Any school employee, volunteer, or employee of a company under contract with the Windham School District, or any school within the Windham School District, who has witnessed or has reliable information that a pupil has been subjected to bullying, or cyber bullying as defined in Section II above, shall report such incident to the Principal or his/her designee by the close of the school day on which they witness or receive such reliable information.

B. Forms to report incidents of bullying or cyber bullying shall be available electronically or at the Principal's office. If the Principal or his/her designee receives the information verbally, he/she shall reduce the report received to writing within twenty-four hours of receiving the information.

IV – NOTICE TO PARENTS/GUARDIANS

Within 48 hours of receiving a report of bullying or cyber bullying, the Principal, or his/her designee, shall give notice of the report of the alleged incident to the parent(s) or guardian(s) of the victim and the perpetrator. The report shall be made by telephone or in writing; if made by telephone, a record of the report shall be made. The record should include, at a minimum, the date and time of the call. Any such notification under this policy must comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g. At a minimum, the notice shall advise the individuals involved of the nature of the incident, the date and time the report was received, and the procedures described in this policy. In accordance with FERPA, the notice shall not contain any personally identifiable information obtained from student education records.

V- WAIVER OF NOTIFICATION REQUIREMENT

The Superintendent may, within the 48-hour time period referenced in Section IV of this policy, grant the Principal or his/her designee a written waiver from the notification requirement in Section IV of this policy, if the Superintendent or his/her designee deems such waiver to be in the best interest of either the victim or the perpetrator. The granting of a waiver does not negate the responsibility to follow the other procedures set forth in this policy.

VI - INVESTIGATION PROCEDURES

A. The Principal or his/her designee is responsible for investigating reports of bullying or cyber bullying. The Superintendent shall appoint another individual to conduct the investigation if the Principal is directly involved with the reported incident.

B. Investigations shall be initiated within five school days of the date that the incident is reported to the Principal or his/her designee, and shall be completed within 10 school days.

C. If the Principal or his/her designee requires additional time to complete the investigation, the Superintendent or his/her designee may extend the time period for the investigation up to seven school days. Any such extension shall be in writing, and the Superintendent or his/her designee shall provide all parties involved with written notice of the granting of the extension.

D. The Principal or his/her designee is responsible for determining the scope of the investigation, which may include, but would not be limited to, interviewing the alleged perpetrator, the alleged victim, witnesses, the parents/guardians of the alleged perpetrator and/or the alleged victim, and reviewing relevant educational records of the alleged perpetrator and/or the alleged victim. Interviews shall be conducted privately, although a student may be interviewed with his/her parents present. If the incident involves allegations of cyber bullying, the Principal or his/her designee may request documentation such as e-mails, instant messages, text messages, and/or web pages.

E. After investigating, the Principal or his/her designee shall determine whether the report is substantiated for bullying or cyber bullying. The Principal's determinations shall be based on the investigatory findings, and may include, but not limited to, the following

- The description of the incident
- The frequency of the conduct
- Whether the conduct is reoccurring
- Where the alleged conduct occurred (on campus, off campus, in person, through an electronic device, etc.)
- Whether the conduct physically harmed the alleged victim or damaged the alleged victim's property
- Whether the conduct caused emotional distress to the alleged victim
- Whether the conduct adversely affected the alleged victim's educational opportunities
- Whether the conduct created a hostile educational environment
- Whether the conduct substantially disrupted the orderly operation of the school
- Whether the conduct was based on the actual or perceived personal characteristics, behaviors, or beliefs of the alleged victim
- Whether the conduct was motivated by the alleged victim's association with another person and based on the other person's characteristics, behaviors, or beliefs
- Whether the alleged victim felt or perceived an imbalance of power as a result of the alleged incident

G. Upon completion of the investigation, the Principal or his/her designee shall draft a written investigation report. The report must include, at a minimum, a description of the scope of the investigation, the findings, and the actions taken (i.e., the response to remediate, discipline, non-disciplinary interventions, etc.).

H. Upon completion of the investigation, the Principal or his/her designee shall report all substantiated incidents of bullying or cyber bullying to the Superintendent or his/her designee.

VII – RESPONSE TO REMEDIATE SUBSTANTIATED INCIDENTS OF BULLYING OR CYBERBULLYING

The Principal or his/her designee shall develop a response to remediate any substantiated incident of bullying or cyber bullying. The response should be designed to reduce the risk of future incidents, and where appropriate, to offer assistance to the victim or perpetrator.

In those cases where a perpetrator or victim is identified as a student with an educational disability, the Principal's response to remediate any substantiated incident of bullying or cyber bullying can be implemented immediately and shall be presented to the IEP Team. The IEP Team is permitted to amend or augment the response in a manner necessary to ensure that the perpetrator or victim receives a free, appropriate public education, while still taking appropriate measures to remediate bullying.

Within ten school days of completion of the investigation, the Principal or his/her designee shall provide the parents/guardians of victims and perpetrators with written information about the available remedies and assistance. The notice shall comply with FERPA and other State and Federal laws concerning student privacy.

VII – DISCIPLINE AND/OR INTERVENTIONS

If, after investigating pursuant to Section VI of this policy, the Principal or his/her designee concludes that a pupil engaged in bullying or cyber bullying, that student may be subject to appropriate disciplinary action, which may include, but is not limited to, suspension and expulsion. Any such disciplinary action shall be taken in accordance to applicable board policy and legal requirements.

At the discretion of the Principal or his/her designee, students who commit an act of bullying or cyber bullying or falsely accuse another of the same as a means of retaliation or reprisal may, either in addition to discipline or in lieu of discipline, receive non-disciplinary interventions. Interventions are not considered disciplinary in nature. To the greatest extent practicable, parents will be involved in the planning and implementation of non-disciplinary interventions.

Nothing in this policy shall supersede the disciplinary procedures of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, including the protections offered through the manifestation determination process.

IX - PROHIBITION AGAINST RETALIATION AND FALSE ACCUSATIONS

All individuals are prohibited from retaliating or making false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying. The Principal or his/her designee shall investigate claims of retaliation or false accusations, and if substantiated, the retaliator and/or the false accuser may be subject to discipline, including but not limited to, suspension or expulsion.

Employees of the Windham School District who are found to have intentionally and falsely accused a student of committing an act of bullying or cyber bullying shall be subject to discipline or other consequences, including, but not limited to, termination, in accordance with applicable law, Windham School

District policies, procedures, and collective bargaining agreements. School volunteers who are found to have intentionally and falsely accused a student of committing an act of bullying or cyber bullying shall be subject to consequences, including, but not limited to, being prohibited from participating as a volunteer. Employees of a company under contract with the Windham School District, or a school within the District, who are found to have intentionally and falsely accused a student of committing an act of bullying or cyber bullying shall be subject to discipline or other consequences in accordance with applicable law, including, but not limited to, termination of their contract.

Employees of the Windham School District who are found to have retaliated against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying, shall be subject to discipline or other consequences, including, but not limited to, termination, in accord with applicable law, Windham School District Policies, and collective bargaining agreements. School volunteers who are found to have retaliated against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying shall be subject to consequences including but not limited to, being prohibited from participating as a volunteer. Employees of a company under contract with the Windham School District, or a school within the District who are found to have retaliated against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying shall be subject to discipline or other consequences, including but not limited to termination, in accordance with applicable law, including, but not limited to, termination of their contract.

The Principal or his/her designee is responsible for developing a plan to protect all pupils from retaliation and/or false accusations. Plans may be developed on a case-by-case basis. Plans may include communication with parents/guardians, making adjustments to class schedules, discipline, removal from the school, the creation and implementation of a safety plan, the removal of privileges, or other appropriate responses.

X - TRAINING

The Superintendent shall ensure that school employees, regular school volunteers, and employees under contract with the Windham School District, and/or any of the schools within the Windham School District, who have significant contact with pupils annually receive training on this policy for the purpose of preventing, identifying, responding to, and reporting incidents of bullying or cyber bullying.

The Windham School District shall provide age-appropriate educational programs for pupils and parents in preventing, identifying, responding to, and reporting incidents of bullying or cyber bullying.

XI – NOTICE OF POLICY

The Superintendent or his/her designee shall provide written notice of this policy to students, parents, legal guardians, school employees, school volunteers, and employees of companies under contract with the Windham School District, or any school within the Windham School District, through appropriate references in the student and employee handbooks, by publishing a copy of this policy on the Windham School District website, by providing companies under contract with the Windham School District, or any school within the Windham School District, with a copy of the policy, by providing training on the policy in accordance with RSA 193-F, or through other reasonable means.

At the commencement of each school year, this policy shall be provided to all students. All students who enroll during the course of the school year shall receive a copy of this policy at the time they enroll.

XII – REPORT TO THE DEPARTMENT OF EDUCATION

The Principal or his/her designee is responsible for reporting substantiated incidents of bullying to the Superintendent or his/her designee.

The Superintendent or his/her designee shall, on an annual basis, report substantiated incidents of bullying and cyber bullying to the Department of Education. The reports shall not contain any personally identifiable information pertaining to any pupil.

XIII – IMMEDIATE INTERVENTION AND REMEDIATION

Nothing in this policy shall be construed to prohibit the District from taking immediate steps, at its discretion, to resolve and mitigate conflict between students. Such steps may include, but would not be limited to discipline, up to and including suspension or expulsion, as well as non-disciplinary interventions.

IMMUNITY

A school administrative unit employee, District or school employee, or employee of a company under contract with the school district or a school within the District shall be immune from civil liability in accord with State law and regulations.

Adopted/Revised 1/4/11

Please see below WSD Policy, *Sexual Discrimination* - JBAA

I. GENERAL STATEMENT OF POLICY

Sexual harassment is a form of sex discrimination that violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. §2000e, et seq., and Title IX. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

It is the policy of the District to maintain a learning and working environment that is free from sexual harassment and sexual violence. The District prohibits any form of sexual harassment and sexual violence.

It shall be a violation of this policy for any student or employee to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

It shall be a violation of this policy for any student or employee to be sexually violent to a student or employee.

The District will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment or sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the District.

II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Any sexual harassment as defined when perpetrated on any student or employee by any student or employee will be treated as sexual harassment under this policy.

B. Sexual harassment may include but is not limited to:

1. verbal harassment and/or abuse of a sexual nature;
2. subtle pressure for sexual activity;
3. inappropriate patting or pinching;
4. intentional brushing against a student's or an employee's body;
5. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
6. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
7. any sexually motivated unwelcome touching; or
8. sexual violence, which is a physical act of aggression, that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURES

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School District, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence should report the alleged acts immediately to an appropriate School District official as designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's office.

- a. In Each School Building. The building Principal is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the Principal must notify the Superintendent of Schools immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Superintendent. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and forward it to the Superintendent. Failure to forward any sexual harassment or sexual violence report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent of Schools.
- b. District-Wide. The School Board hereby designates the Superintendent of Schools as the School District Human Rights Officer to receive reports or complaints of sexual harassment and sexual violence from any individual, employee or victim of sexual harassment or sexual violence and also from the building Principals as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.

The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

- c. Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades or work assignments.
- d. Use of formal reporting forms is not mandatory.

The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

By authority of the School District, the Human Rights Officer, upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation. This investigation may be conducted by School District officials or by a third party designated by the School District. The investigating party shall provide a written report of the status of the investigation within 10 working days to the Superintendent of Schools. If the Superintendent is the subject of the complaint, the report shall be submitted to the School Board.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the School District should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or sexual violence requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment or sexual violence.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a recommendation that the complaint is valid, the School District will take such action as appropriate based on the results of the investigation.
- B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District. The report will document any disciplinary action taken as a result of the complaint.

* Please refer to Student Rights and Responsibilities

VI. REPRISAL

The School District will discipline any individual who retaliates against any person who reports alleged sexual harassment or sexual violence or who retaliates against any person who testifies assists or participates in an investigation, proceeding or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse that may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the School District shall comply with said law.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

IX. DISCIPLINE

The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate discharge to end sexual harassment and sexual violence and prevent its recurrence.

X. BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.A. Commission on Human Rights or Office of Civil Rights

STUDENT IDENTIFICATION, EMERGENCY INFORMATION AND COMMUNICATIONS

SCHOOL VISITORS

No person shall visit a school without first reporting to the office of the Principal as to the purpose and place of the visit. **All visitors will be asked for identification upon entering the Main Office.** Please see below the school district policy concerning visitors for more details.

Please refer to the WSD Policy, *Visitors to the Schools*, [KI](#)

STUDENT IDENTIFICATION

Please see below the school district policy concerning student identification within the schools. Student ID cards will be issued to all students at Windham Middle School and Windham High School.

Adopted/Revised 1/30/18

Please see below the WSD Policy, *Student Identification*, [JRD](#)

1. Identification Card
 - a. All students in grades Middle School and High School shall be issued an identification card by the School System. Information on the card will include a photograph, name, school attending, and coded access numbers. Each card shall be carried or displayed as instructed in the Student Handbook. Violation of this policy may result in discipline as outlined in the Student Handbook.
2. Safety Situations
 - a. With permission from a Principal or Director, an ID may be removed and set aside while a student is engaged in a situation where the wearing of an ID may pose a risk or hazard (machinery or human performance classes). The ID must be put back on when leaving that classroom or work area to access other parts of the building.
3. Temporary Identification
 - a. In the event that an official ID card is unavailable for any student, assigned staff shall issue a temporary ID card. A temporary ID shall be issued daily until a permanent ID is obtained. Each temporary ID shall be returned to the front office, security desk, or administrator upon exiting the school facility.
4. Loss of an ID Card
 - a. Loss of an ID card will require immediate replacement. A fee may be charged for replacement.
5. Uses of Card
 - a. The card may be used for various school purposes as approved by the School Committee and/or the Superintendent of Schools. These may include cafeteria, library, and security purposes (copying exams). It may also be used as a prerequisite for admittance to after-school functions.

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 at **603-845-1552, x2810**.

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 Golden Brook School at the start of each school year. It is the responsibility of the parents to notify the school of any updated plans before school starts and/or during the school year.

SCHOOL CLOSINGS/DELAYED OPENINGS

Please visit our [Facebook](#) and [Twitter](#) sites or online at WMUR, <http://www.wmur.com> for delayed openings or school closings. Local radio stations will also make announcements concerning school closures. Our School Messenger system will send text messages and phone calls to all parents and staff if the district calls a delayed opening or school closing.

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

Frequency of Messages:

- **Emergency Messages** are to be sent out whenever necessary.
- **Informational Messages** will be sent out under the following guidelines:

Monthly Newsletters — All school monthly newsletters will be sent out once a month by district office staff

Weekly Updates — All school updates containing upcoming events will be sent out each Friday by district office staff.

GOLDEN BROOK SCHOOL COMMUNICATION

Golden Brook School utilizes the following methods to keep our families notified:

- The Golden Brook School web page <http://www.windhamsd.org/schools/gbs>

The monthly newsletter will be emailed to families (see above: Frequency of Messages). ***Printed copies of Monthly newsletters will not be sent home with your child.***

- Go Binders in student backpacks.
- Facebook and Twitter are used to post upcoming events, weekly news and GBS event pictures.
- *The Windham Independent*, our town newspaper, publishes upcoming events, menus, etc. for our school.

GO BINDERS/FOLDERS

In an on-going effort to support and develop executive functioning skills, all students will be provided with a Go Binder/Folder each school year.

It is expected that the parent reviews the contents of the Go Binder/Folder each night with their child.

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.

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.

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.

Please refer to the WSD Policy, *FERPA*, [JRA](#)

ATTENDANCE

ABSENSES

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

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session. The Board recognizes that absences from school may be necessary at times. For that reason, the Board recognizes two types of absences from school: excused and unexcused absences.

Please see WSD School Board policy below (JH) for details concerning absences from school.

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 Golden Brook School, PLEASE call the school absent line.** Parents may also notify Golden Brook School by either sending an email or text message to **gbsattendance@windhamsd.org**. The school's automated system will promptly call any parents that have not notified the school of their child's absence.

Adopted/Revised 3/6/18

Please see below the WSD Policy, *Student Attendance, Absences and Truancy, JH.*

Attendance:

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 schoolwork 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.

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 via phone at 603-589-9205 or email at bus@windhamsd.org.

SCHOOL BUS RULES

In order to assure the safety of all children riding our school buses, the Windham School District has adopted the rules stated in the WSD Policy below.

BUS EXPECTATIONS



Be Respectful

- Follow all directions of the bus driver
- Keep hands and feet to yourself
- Use polite language and actions

Be Responsible

- Make sure you have your bus pass when riding another bus
- Pay attention and get off at your stop
- Be on time

Be Safe

- Keep your body out of the aisle
- Use inside voices
- Always stay seated

Adopted/Revised 7/05/05

Please see below the WSD Policy, *Student Conduct on School Buses*, JICC

Students using District transportation must understand that they are under the jurisdiction of the School from the time they board the bus stop until they exit the bus stop.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a student to be denied the privilege of transportation in accordance with the regulations of the Board.

The driver of the bus shall be held responsible for the orderly conduct of the students transported. Each driver has the support of the Board in maintaining good conduct on the bus. If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses, and these shall be printed in the Parent-Student Handbook.

Adopted/Revised 7/05/05

Please see below the WSD Policy, *Student Rules and Conduct on the School Bus*, JICC-R

1. Pupil shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
2. Pupil shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed you to proceed.
3. Pupil shall wait in an orderly line and avoid horseplay.

4. Pupil shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Pupil shall go directly to an available or assigned set when entering the bus and move in toward the window.
6. Pupil shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency door will be used for emergencies only.
7. Everyone shall observe classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decisions and requests must be followed.
8. Pupil is permitted to carry only objects that can be held on his/her lap, unless authorized by school personnel.
9. Pupil shall refrain from throwing or passing objects on, from or into buses.
10. Pupil shall refrain from eating and drinking on the bus.
11. Pupil shall respect the rights and safety of others.
12. Pupil shall refrain from leaving or boarding the bus at locations other than assigned stops at home or school. Students may ride only the bus that they have been assigned. (Exceptions will only be made with a note from a principal.)
13. Pupil is prohibited from extending head, arms or objects out of the bus windows. Students will not be allowed to lower windows without permission of the driver.
14. Only authorized riders will be permitted on the bus.
15. When necessary, students will be expected to sit three passengers to a seat.
16. Pupil is prohibited from using tobacco, alcohol, drugs, or any controlled substance. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
17. Pupil shall refrain from the use of profane language, obscene gestures, excessive noise, fighting, wrestling or acts of physical aggression on the bus.
18. Pupil shall not carry hazardous material, nuisance items and animals onto the bus.
19. Students/Parents will be held responsible for any and all damages to the bus perpetrated by the student.

Recommended Action:

There may be circumstances that could result in immediate suspension from the bus -- such disciplinary action to be at the discretion of the appropriate school administrator.

"RSA 189:9 -- Pupils prohibited for Disciplinary Reasons. Notwithstanding the provisions of RSA 189:6-8, the Superintendent, or his representative as designated in writing, is authorized to suspend the right of pupils from riding in a school bus when said pupils fail to conform to the reasonable rules and regulations as may be promulgated by the school board. Any suspension to continue beyond twenty (20) school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil's parent or legal guardian.

- I. If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority that suspended this pupil's right.
- II. Until the appeal is heard, or if the suspension of pupil's right to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

Adopted/Revised 8/7/07

Please see below the WSD Policy, *Recording Devices on School Buses*, JICK

In an effort to ensure student safety and maintain discipline, the Windham School District may cause video recording devices (hereinafter "recording devices") on any or all buses used to provide transportation for District students. Use of video recordings (hereinafter "recordings") made on buses shall be governed by the procedures established below.

NOTICE

Signs indicating that all actions taking place in the interior of a bus may be recorded shall be in a conspicuous location on all buses. In addition, notification that recording devices may be in operation on buses shall be placed in student handbooks.

STORAGE/MAINTENANCE OF RECORDINGS

All recordings are the property of the Windham School District and shall be maintained in accordance with federal and state law and this policy. After a recording has been made the recording will be retained at the transportation office of the District's transportation carrier for a period of ten (10) school days. If no request by the District for a recording is made within ten (10) working days of recording, the recording shall be erased and reused. Recordings requested by an authorized District official (the superintendent, assistant superintendent, building principal, vice principal or the District's transportation coordinator) will be provided to and be retained by the School District pursuant to this policy. Recordings provided to the District may be used in discipline of students and shall be retained by the District until the final resolution of any discipline, including the time for appeal. Recordings provided to the District not used for discipline will be erased and reused at the direction of the superintendent.

RIGHT TO REVIEW RECORDINGS

A request by an authorized district official to the District's transportation carrier for a recording may be made after an incident or concern is reported by a bus driver, transportation company representative, school administrator or a parent or guardian whose child rides the route in question. Once a request for a recording is received by the District, only an authorized school official or transportation company official may review the recording. A parent or guardian of any student subject to discipline may request and be granted by the Superintendent the right to review a recording if the recording is to be used in a disciplinary proceeding. Only those portions of a recording relevant to the incident or concern may be reviewed and only those portions relevant to a discipline matter may be used in a disciplinary proceeding.

AUDIO RECORDINGS

No audio recordings of students will be permitted without the District first following the procedures for RSA 570-A:2.

COPIES OF TAPES

Tapes may not be copied without written authorization of the Superintendent.

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

Notification of such recordings is hereby established in this policy and in Policy JICK – Pupil Safety and Violence Prevention. The Superintendent or his/her designee will ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring.

The Superintendent is charged with establishing administrative procedures to address the length of time, which the recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings.

Recordings may be viewed only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Business Administrator
- Building Administrator
- Law Enforcement Officers
- Transportation Contractor Official

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Please refer to the WSD Policy, *Student Transportation Services* – [EEA](#)

Please refer to the WSD Policy *Student Conduct on School Buses* – [EEAEC](#)

ARRIVAL/DISMISSAL PROCEDURES

General Arrival Procedures

All students arriving at school will either be via bus or car arrival. All cars **MUST** arrive at the designated car arrival area. Students may not be dropped off prior to **8:20 am**. **No cars are allowed to drop off students in the area designated for bus arrival.**

Any student arriving late, **MUST be accompanied by an adult into the main office and signed in.** At no time can a student be dropped off outside the building after the school day has started and the outside doors have been locked. A responsible adult **MUST** accompany that student into the building.

General Dismissal Procedures

Any student being dismissed prior to regular dismissal **MUST** be dismissed from the office. Parents, guardians, or responsible adults must sign the students out in the office. No one is allowed to dismiss students from the classroom, lunchroom, or playground without signing out the student in the office.

PickUp Patrol

PickUp Patrol is an online system used at Golden Brook School to communicate dismissal plan changes to the school. Changes can be entered from a smartphone or computer days, weeks, or months in advance, and at any time up until **2:00 PM** on the day of the change. All parents will receive an email at the beginning of the school year to sign up for an account for their student(s). This eliminates the need to call the office for changes and the home room teacher and the main office are notified of the changes to dismissal plans. The system is internet-based and can be accessed at pickuppatrol.net. At this time, an app for phones is NOT available, an internet browser must be used to access the application.

Default dismissal plans will be uploaded to the PickUp Patrol software at the beginning of the school year. If the default plans have changed (i.e. address change, bus change, etc.), please call the office for revisions.

After **2:00 PM**, changes will not be accepted except in the case of an emergency. Such changes can be made via phone directly to the main office. The end of the school day is a busy time, so to ensure the safety of all students, please plan accordingly and limit these exceptions to emergencies **ONLY**.

No student can leave the school grounds without being signed out of school by a responsible adult.

It is the parent/guardian's responsibility to provide the school office the most current, updated custody documents and/or court orders that affect their student's school dismissal restrictions or schedules.

Bus Dismissal

Students taking the bus will be called to a designated area until their bus arrives. Each bus is numbered for easy recognition.

Changing Buses

If a parent/guardian decides an alternate bus needs to bring a student home, the parent/guardian must update the plan in **PickUp Patrol** or send a note to the office, with the specific request. A bus pass will then be issued by the school office. Student bus passes will be delivered to the student before boarding the bus. A bus pass is required even when a child is riding the regularly assigned bus but getting off at a different stop.

Please provide the following information for a bus pass:

- Date
- Your child's name
- Your child's teacher
- Bus number your child is taking
- Destination (i.e. different address, day care center)

If your child will be picked up by someone other than a legal guardian, **a change in PickUp Patrol or letter must be sent to school with your child indicating who will be picking him/her up. That person will need to be prepared to show identification at the time of pick up.**

Parental Notification Requirements

The school **requires** a note or adjustment in **PickUp Patrol** from a parent for the following:

- A parent is dismissing their child during the school day,
- A parent is giving another adult, other than a parent, permission to dismiss their child, or pick up via car,
- After-school activity that requires the student to stay at school with another group leader (i.e. Girl Scouts, Destination Imagination, etc.),
- A change of bus on any specific day. A note for each day is required.
- A parent/guardian is picking up a student via car pick up.

Car Arrival/Dismissal Procedure

In an effort to make the pick-up and drop-off procedures for students a safe and time efficient process, please refer to the back-to-school packet mailed to each parent in mid-August. This mailing will contain the most up-to-date information regarding arrival and dismissal procedures due to the continuing construction on-site at Golden Brook School.

Early Release Day Dismissal

Early release days are listed in the district calendar. Golden Brook students will be dismissed at 12:00 noon.

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 YOUR STUDENT’S ABSENCE OR TARDINESS.

Call 603-845-1552, Option 1 or you may send an Email or Text Message to gbsattendance@windhamsd.org

When the cold and flu season arrives Golden Brook 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. All physicals must be current, and immunizations MUST be up-to-date. Please contact the nurse's office for details. 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 (chicken pox) 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 available 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.

Adopted 2/2005

Please see below the WSD Policy, *Student Health Services and Requirements*, JLC

The Board may appoint a school nurse to function in the school health program. A school nurse shall be a registered professional nurse licensed in New Hampshire.

The Board may employ or contract with a licensed practical nurse or a certified nursing assistant, to work under the direct supervision of the school registered nurse. Treatment is limited to first aid care. The administration will attempt to notify parents before a Student who is ill is permitted to go home.

1. Any student not in class because of illness must report to the nurse.
2. All student medications must be kept in the custody of the school nurse. No prescription medication is to be administered by school personnel except as prescribed by a doctor and accompanied by a parental permission form unless otherwise arranged by doctor, parent, and school nurse.
3. Over the counter medications may be administered at the discretion of the school nurse with parental permission.
4. All accidents occurring on school property are to be reported to the school nurse and the school principal immediately. Students attending school during the extended day, night, or summer school or any other time when the school nurse is not in the building are to report to the person supervising the activity immediately in case of illness or accident.

Adopted 10/15/19

Please refer to the WSD Policy, *Physical Examination of Students*, JLCA

Each child **must** have a complete physical examination within a one-year period before first entry to school.

However, no medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination and immunization requirement. Failure to comply with this provision may result in exclusion from school for the child.

A child shall be exempted from the above immunization requirements if he/she presents evidence from his/her physician that immunization will be detrimental to his/her health. A child shall be excused from immunization for religious reasons upon signing of a notarized form by the parent/guardian stating that the child has not been immunized because of religious beliefs.

Students must pass a physical every 13 months to be eligible for athletics. Any injured student excused from athletic practice while under a physician's care must provide written authorization from a physician to the coach to resume practice.

No child shall be excused from regular physical education except on the written notice of a duly licensed physician or on the written request of the parents, in which case an alternative program shall be provided. Temporary excuses on a day-to-day basis may be granted by the teacher upon the request of the parents.

Revised 7/5/05

Please see below the WSD Policy, *Immunization of Students*, JLCB

Any child being admitted to the District must present proof of meeting the physical examination and immunization requirements upon entrance. Failure to comply with this provision may result in exclusion from school for the child. Immunization record or evidence of laboratory immunity is sufficient proof. Students not in compliance must provide appointment date for remaining doses.

Principals will notify parents of this requirement at the earliest possible date, so that the necessary plans can be made with the family physician or other medical resources to accomplish this standard prior to a child being admitted to school.

A child shall be exempted from the above immunization requirements if he/she presents evidence from his/her physician that immunization will be detrimental to his/her health. A child shall be excused from immunization for religious reason, upon the signing of a notarized form by the parent or guardian stating that the child has not been immunized because of religious beliefs.

Revised 3/19/12

Please see below the WSD Policy, *Administering Medicines to Students*, JLCD

The Windham School District adopts the following policy specific to administering medication to students:

1. Each local school board, with the advice of the school medical health advisor and the school nurse shall establish policy and procedures to give protection and controls to the matter of medications in schools.
2. Any pupil who is required to take a medication prescribed by a licensed physician, advanced registered nurse practitioner or a licensed physician's assistant, during the school day, shall be supervised in taking the medication by the school nurse who shall be responsible for administering the medication.
3. If the school nurse is not available the following option shall apply in implementing (1) above:
The building principal or designee may assist a student in taking required medication by making such medications available to the student as needed, and by observing the student as he/she takes or does not take his/her medication.
4. Upon receiving a request from the parent, guardian or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, guardian or physician to discuss whether the student should remain at home or whether the medication should be taken before, during and/or after school.
5. In order for medications to be given in school, the following shall occur:

The school nurse shall ensure that a written authorization from the licensed prescriber containing the following, be on file in the student's health record:
 - a. Student's name;
 - b. Name and signature of the licensed prescriber and business and emergency numbers;
 - c. Name, route and dosage of each required medication;
 - d. Frequency and time of medication administration or assistance;
 - e. Diagnosis and any other medical conditions requiring medications if not a violation of confidentiality or if not contrary to the request of the parent or guardian to keep confidential;
 - f. Specific recommendations for administering;
 - g. Any special side effect, contraindications and adverse reactions to be observed;
6. All prescription medications to be administered by the school nurse shall be kept in a securely locked cabinet, used exclusively for medications, which are kept locked except when open to obtain medications. The cabinet shall be substantially constructed and anchored to a solid surface. *All medication (over the counter and prescribed) must be in the original pharmacy labeled container and accompanied by the signed Parent's Request For Giving Medication or Treatment At School form.*
7. Students in grade six through eight may carry their albuterol inhalers on their person when agreed by parents, students, personal physician and the school nurse. There must be a signed contract on hand and signed by all parties. (Attach example of contract)
8. Students in grade six through twelve may carry their epipen on their person when agreed by parents, students, personal physician and the school nurse. There must be a signed contract on hand and signed by all parties. (Attach example of contract)
9. Parents are responsible for providing up-to-date, non-expired, medication to the school.

Revised 3/3/2020

Please refer to the WSD Policy, Wellness, [JLCF](#)

Adopted 9/17/19

Please see below the WSD Policy, Female Hygiene Products, [JLCFA](#)

The Windham School District shall make tampons and sanitary napkins available at no cost in all gender-neutral bathrooms and bathrooms designated for females. In addition, these products will also be available in the nurses' office located in Windham Center School, Windham Middle School and Windham High School.

Adopted 9/17/19

Please refer to the WSD Policy, Concussions and Head Injuries, [JLCJ](#)

STUDENT 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 Ready-Set-Go 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 if 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.

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.

Adopted/Revised 9/18/17

Please see below the WSD Policy, *Student Dress Code*, JICA

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

1. All tops must have straps; all strap styles are allowed
2. Clothing may not be see-through or revealing; thin or see-through materials can only be worn in a non-see-through combination that covers the abdomen, back, chest and sides of the body.
3. The waistband of the pants/shorts must be worn above the buttocks; shorts or hemlines must fully cover the buttocks.
4. Footwear with soles must be worn.
5. Sunglasses and hoods are prohibited in the classroom except in the case that permission has been granted. Head coverings are prohibited in the classroom.
6. Clothing advertising or related to drugs, alcohol, tobacco usage or that creates a hostile education environment (as per RSA 193-f:2) are prohibited.
7. Clothing or accessories that include profanity or sexual innuendo or that promote violence are prohibited.

Students who violate the dress code for the first time will be given a warning with a specific explanation of how their attire violates the dress code. If the attire is such an egregious infraction that it cannot be allowed, the student will be required to change or cover his/her clothing, which may involve parents bringing clothing from home. Subsequent violations may result in more significant consequences.

Adopted/Revised 3/19/12

Please see below the WSD Policy, *Student Dress Code*, JICA-R

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 good 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.
- No clothing or accessories, which are obscene, profane, threatening, or dangerous (including chains, heavy necklaces, spiked jewelry, etc.), may be worn.
- Clothing may not be excessively tight (such as spandex), see-through, or revealing.
- Except in cases where permission has been granted, hats and jackets may not be worn in school.
- Excessively short skirts or shorts are unacceptable. As a general guide, shorts and skirts should reach mid-thigh or fingertip length.
- Head coverings (including hats, head stockings, 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).
- Pants must be worn at the waist and stay there on their own or with the aid of a belt. Pants that are excessively saggy or baggy will not be permitted.
- No attire should intentionally attract undue attention to the wearer.

Students who violate the dress code for the first time will be given a warning, unless the attire is such an egregious infraction that it cannot be allowed. Second violations will require that the student must change his/her clothes, which may involve parents bringing in clothing from home. Future violations will result in more significant consequences. Ultimate arbitrator on any dress code violation is the school principal.

FOOD ALLERGIES

The Windham School Board has adopted Food Allergy Guidelines for all Windham Schools. At Golden Brook School, it is our goal to provide a setting that increases allergy awareness, minimizes the risk of accidental exposure to potentially life-threatening food allergens, encourages respect and self-advocacy, promotes and maintains a healthy and safe environment, and is prepared for food allergy emergencies.

NUTRITION SERVICES

<https://sites.google.com/a/windhamsd.org/windham-sns/>

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. To access the online payment center, the website is: <https://www.k12paymentcenter.com/>

Cost of student lunches will be available on the nutrition services link on the Windham District website prior to the opening of school.

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.

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.

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 an emergency meal is served.

Applications for **free or reduced-price meals** are available for any family who wishes to apply. Applications are Available online at: http://www.sau95.org/for_parents/nutrition_services/about_us/. 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 resubmitted 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 web site. If you have any questions or comments on the Nutrition Services program in your school, please contact the Nutrition Services office at 603-845-1558 x5820

or email at nutrition.services@windhamsd.org.

Nutrislice Menu App

Always be up to date with your student's lunch menu by downloading the app. The mobile app makes our menus more convenient and informative than ever before! Search for "Nutrislice" in your App Store.

CAFETERIA EXPECTATIONS



Be Respectful

- Only eat food on your plate
- Listen to all adults
- Use an inside voice with friends at your table

Be Responsible

- Wait your turn in line
- Clean up your area and pick up trash around you
- Ask permission before leaving the Cafeteria

Be Safe

- Stay in your own space in line
- Walk at all times
- Keep all food off the floor

Revised 8/15/17

Please refer to the WSD Policy, *Food Service Management*, [EF](#)

Revised 6/4/19

Please see below the WSD Policy, *Availability, Distribution and Education Surrounding Healthy Foods*, [EFA](#)

The School District will support the availability and distribution of healthy foods and beverages in all school buildings during the school day.

The Superintendent or his/her designee is responsible for ensuring that all foods and beverages distributed within the district meet nutritional standards established by state and federal law relative to: (1) nutrient density; (2) portion size; and (3) nutrition targets, as defined in pertinent law.

The Superintendent or his/her designee is responsible for implementing developmentally appropriate opportunities for students to learn food preparation skills that support nationally recognized nutrition standards. The Superintendent or his/her designee is responsible for providing annual communication information about the policy and procedure and related curricula to the school community.

Adopted 6/18/19

Please refer to the WSD Policy, *Meal Charging*, [EFAA](#)

Revised 11/2005

Please see below the WSD Policy, *Free and Reduced-Price Lunch Policy*, [EFC](#)

In accordance with federal regulations, the District shall make available to all children of low economic means and children of moderate income families experiencing financial difficulties free or reduced-priced lunches through the School Lunch Program in the local school.

Parents who believe their children are eligible may contact the building principal and a determination will be made relative to their eligibility. Parents may appeal a negative determination to the Superintendent.

Please see below the *USDA Nondiscrimination Statement*

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

EXTRACURRICULAR/SPECIAL EVENTS

CLASSROOM PARTIES

Golden Brook School will have planned classroom parties each year. **We request that only parents who have been asked by the classroom teacher to volunteer attend the classroom party.** In order to attend classroom parties all Volunteer Assurance paperwork must be completed 2 weeks prior to all parties. When entering the building, all visitors will be asked to present a drivers' license for identification, plus must sign-in on the pre-determined volunteer list before proceeding to the classrooms.

STUDENT BIRTHDAYS

Student birthdays are special at GBS! Each morning birthdays are announced over the intercom and during the morning All-School announcements. Students receive a birthday book from the Windham PTA, and classes celebrate with special songs and activities. In consideration of the health and wellness of all students, including those with severe food allergies, we ask that **food NOT be sent in to school for birthdays.** We thank you and appreciate your understanding and cooperation. Please do not send invitations to parties, events, etc. to be distributed in the classrooms.

STUDENT CONFIDENTIALITY

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

IN-SCHOOL PERFORMANCES AND EVENTS

Throughout the school year there are many events that occur during the school day such as concerts and celebrations. Although we understand how exciting it can be for siblings to be at these events, we will not dismiss siblings from their classrooms to attend. Dismissing students from their regularly planned learning can be disruptive to the class, and our space is limited.

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.

Chaperones for field trips MUST complete the required Volunteer Assurance paperwork 2 weeks prior to all field trip dates. Fingerprinting must be done for all chaperones.

See link below for the electronic version of the WSD Medical Information Release form for medications administered on field trips:

[WSD Medical Info and Release Form.pdf](#)

The Windham School District recognizes the value of field trips in achieving certain educational objectives and encourages activities of this nature as long as they do not seriously interfere with the educational routine of students who must remain in school.

School transportation vehicles, if available, will be furnished for all trips sponsored by the school. However, all travel is subject to budget limitations and the following guidelines:

1. Appropriate instruction shall precede and follow each field trip.
2. Field trips shall be considered as instruction and shall be planned with definite objectives determined in advance.
3. Field trips requiring school bus transportation shall not interfere with the regularly scheduled transportation of pupils to and from school.
4. All field trips shall begin and end at school.
5. Written approval of parent or guardian is required for participation of pupils in field trips, which extend beyond the boundaries of the school district.
6. Field trips outside school hours and sponsored by the school shall be approved in advance by the Superintendent of Schools. Pupils must have written approval of parents or guardians.
7. The principal shall approve or disapprove all field trips.
8. All school rules and regulations will apply while students are engaged in activities sponsored by the school.
9. Teachers or other certified personnel of the district will accompany students on field trips and assume full responsibility for their proper conduct.
10. Appropriate supervision shall be provided for all youngsters whose parent do not want their youngsters to participate.
11. Overnight field trips shall have a minimum of one chaperone for every ten youngsters. All arrangements must be approved in advance by the principal and cleared through the central office and the School Board.
12. The Board encourages professionals as chaperones when available.

EDUCATIONAL FIELD TRIP FORM

Complete this form in duplicate and submit both copies to the Superintendent's office two weeks prior to the trip for approval. This applies to all trips whether transportation is used or not. The second copy upon return should be filed with the Principal.

SCHOOL _____ TOWN _____

GRADE _____ TEACHER IN CHARGE _____

DESTINATION _____

DATE OF TRIP _____ TIME _____

ESTIMATED TIME OF RETURN _____

TRANSPORTATION, IF ANY:

BUS _____ COMPANY NAME _____

PRIVATE CARS _____ DRIVERS _____

CHAPERONES _____

REMARKS _____

PRINCIPAL'S SIGNATURE _____ DATE _____

SUPERINTENDENT'S SIGNATURE _____ DATE _____

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 to 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 Golden Brook 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 the Windham School District web site at: <http://windhamsd.org/> to view and download all current registration information and forms. Please contact the WSD Registrar for an appointment during school days at **Windham High School**, Tuesdays and Thursdays between 8:00 a.m. and 2:00 p.m. Requirements for enrollment are a birth certificate with raised seal (Pre-K, Kindergarten and 1st grade only), an up-to-date physical form, a current immunization record, and two (2) proofs of residency, one of which is a utility bill, plus a valid New Hampshire driver's license for identification.

All Grade Level Registration for Upcoming School Year: Notification for all grade upcoming school year registrations will be provided in January for the upcoming school year. Local newspapers and social media sites will advertise upcoming registration dates. This information on our web site: <http://windhamsd.org/>.

Once the registration dates have passed, please contact the office for a registration appointment during the school day office hours.

Pre-K Registration/Enrollment

Registration for Pre-K classes will be available during the all grade level registration dates. After these dates, the Pre-K registration will be a rolling admission process until all spots are filled. All students must be three (3) years old prior to October 1st of the enrollment year. All students must be toilet trained by the first day of classes. Waitlists will be established if classes are filled, if necessary.

Tuition is \$300 per month for 4-days per week classes and \$150 per month for 2-day classes, due on the first of each month. Tuition payments not received by the 15th of each month is subject to a \$25 late fee per month late. Please contact the main office at (603) 845-1552 Option 6, with any questions or concerns.

Revised 11/6/18

Please refer to the WSD Policy, *Admission of Non-Resident Students (and Tuition)*, [JFAB](#)

Adopted 5/2014

Please see below the WSD Policy, *Admission of Homeless Students*, [JFABD](#)

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodation for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Are migratory children living in conditions described in previous examples?

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.

The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may act as barriers to the enrollment of homeless students.

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.

STUDENT INFORMATION SYSTEM - PowerSchool Registration Verification

Prior to the start of the school year, a PowerSchool 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 system. If your email has changed since registering your student or from the previous school year, please contact the Golden Brook School office staff.

Once the verification process is complete, your student's classroom teacher will be listed on the confirmation page. The parent access ID and password for the PowerSchool Unified Classroom will be available upon completion here as well. If you do not receive a Registration Verification email, please contact the GBS Office.

POWERSCHOOL UNIFIED CLASSROOM

PowerSchool, the school district student information system, allows parents a portal to their student's information and classes via Unified Classroom. Attendance records, teacher's classroom pages, grades and announcements can be viewed in Unified Classroom on a real-time basis.

Each student is assigned a unique Access ID and password that is used to link them to one or more parent portal accounts. The access information will be provided on the confirmation page after the student information has been updated during the Registration Verification process. This is the same page where parents can view their student's homeroom teacher assignment. Directions on how to establish a Unified Classroom Parent Portal account [for the first time](#), as well as [how to link a student to an already existing](#)

parent account, are also available for download from the confirmation page. If parents already have an account from previous school years, no action is required. Only new students to the district need to be added with an access code. For those who have additional questions, more information on this process will be made available from the school at the beginning of the school year and is also available on the District website under the "For Parents - PowerSchool/Unified Classroom" section. http://www.windhamsd.org/for_parents/ps_uc

MISCELLANEOUS

LOST & FOUND

There is a Lost and Found area located in the Golden Brook School cafeteria accessible before and after school hours only. 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. Please label you student's clothing with their name to avoid misplacement of items. We usually have a large pile of unlabeled clothing that is never claimed. Periodically, unclaimed clothing is sent to a charitable organization.

STUDENT FUNDRAISING

Students can participate in school-sponsored fundraising activities if approved by the superintendent. Please see further details in the policy cited below.

Revised 7/7/05

Please refer to the WSD Policy, *Student Fundraising*, [JJE](#)

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.

COMMUNICATION WITH PERSONAL ELECTRONIC DEVICES

The Board recognizes that communication with personal electronic devices is a rapidly changing field and the district's procedures and practices need to adapt to these changes. Personal electronic devices can be important communication tools for students and parents. They can also be disruptive to the educational process and create challenges to students' and employees' expectations of privacy. This depends on the time, place and manner of their use.

Elementary and Intermediate Schools

The use of personal electronic devices by any student in a Preschool – grade 6 school or while attending any school function during the school day is prohibited unless specifically authorized by a school official.

Middle and High Schools

Personal electronic devices may not be used in bathrooms or locker rooms. In general, they will not be used in classrooms during the school day. They can be used in classrooms only at the discretion of the teacher. They may be used only in designated areas at appropriate times.

Student Handbooks shall include the rules for the use of personal electronic equipment based on this policy including designated areas for the middle and high schools.

Use of Recording Devices

Any use of a personal recording device including applications on cellular telephones, and/or other electronic devices to knowingly intercept telecommunication or oral communications will be strictly prohibited on school property. Nonconsensual recording of teacher-classroom discussions, student discussion, and/or personal matters; including releasing student information without consent; is in violation of the Family Educational Rights and Privacy Act (FERPA) as well as NH state law, RSA 570-A. Any person who intercepts this kind of communication without the consent of all parties to the communication could be found guilty of an unlawful act.

Exceptions of school-approved devices based on student's needs include:

- IEP that requires a personal device
- 504 that requires a personal device
- Medical reason that requires a personal device

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.

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 and runs Book Fairs

during parent/teacher conferences. 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

Golden Brook 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.

VOLUNTEER ASSURANCE FORM FOR VOLUNTEERS AND CHAPERONES

Volunteers need to complete the Volunteer Assurance Form and be fingerprinted in order to volunteer and/or chaperone students.

1. The web site is: <http://windhamsd.org>
2. Scroll down and select the "Volunteer Forms" link
3. Please download and complete the forms then return to the school office or you may drop off your forms at the SAU office.

Revised 5/7/19

Please see below the WSD Policy, *Volunteers*, IIOC

The District recognizes the valuable contribution made by volunteer assistance of parents and other citizens. The Superintendent is responsible for developing and implementing procedures for the selection and utilization of volunteers. School district employees who desire the assistance of a volunteer should request a volunteer through proper administrative channels.

Designated Volunteers

Designated volunteers will be required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who in the performance of his/her duties, comes in direct contact with pupils for any period of time. Designated Volunteers are subject to the provisions of policy GBCD and are accepted on a conditional basis, pending a successful background check.

Coaches

Volunteer coaches of individual sports must be certified in that sport and be in compliance with all other regulations and standards as set by NHIAA. Coaches are subject to the provisions of policy GBCD and are accepted on a conditional basis, pending a successful background check.

Revised 5/7/19

Please refer to the WSD Policy, *Background Investigation and Criminal Records Check*, [GBCD](#)

GBS PBDC Referral FormTrimester: ☐ 1 ☐ 2 ☐ 3

INCIDENT No. _____

Recorded

☐

Golden Brook Elementary School

PBDC Referral Form

Student _____ Date _____ Time _____ Grade _____

Referring Staff _____ Classroom Teacher _____

This Student was not _____ Safe _____ Responsible _____ Respectful

Location:

☐

classroom

☐

cafeteria

☐

bus dismissal area

☐

playground

☐

hallway

☐

bathroom

☐

bus

☐

Other: _____

Problem Behavior**Minor**☐

inappropriate verbal language

☐

property misuse

☐

pushing/pulling

☐

throwing of an item

☐

defiance/disrespect/noncompliance

☐

inappropriate use of playground equipment

☐

inappropriate behavior at bus dismissal

☐

other: _____

☐**administration intervention needed****Major**☐

abusive/inappropriate language

☐

fighting/physical aggression

☐

defiance/disrespect/noncompliance

☐

harassment/tease

☐

property damage

☐

disruption

☐

lying/cheating

☐

theft

☐

other: _____

Description of Incident: _____

_____**Others involved**☐

none

☐

peers

☐

staff

☐

other: _____

☐

substitute teacher

☐

bus driver

☐

volunteer

CONSEQUENCE**Minor:** Think Spot Date (5 minutes) _____☐

Already Served Think Spot

Major: Administrator Consequence _____

Comments:

All minors are filed with the classroom teacher.

All majors require administrator consequence and parent contact.

PBDC Bus Report

Name of Student: _____

Bus Number: _____ **Date:** _____

Person Reporting: _____

The incidents listed below will require the student to sit at the **Outdoor Think Spot**:

1. Pushing/pulling another student
2. Standing on the bus
3. Yelling on the bus
4. Changing seats
5. Throwing of any item, i.e., hats, gloves, toys
6. Taking another child's belongings, i.e., backpacks
7. Disrespectful behavior, i.e., inappropriate language
8. Hanging/Kneeling on seats
9. Other: _____

Comments: _____

The incidents listed below will require the student to be **sent directly to the office**.

1. Fighting
2. Bullying/Teasing (as defined as repeatedly targeting one child).



Convenient

Submit changes from your computer or smartphone.



Flexible

Make plan changes days, weeks, or months in advance.



Better Communication

Tracking of student plans is more accurate and efficient.



Safe & Secure

Student data is secure and the program is managed entirely by our school staff.



PickUp Patrol eliminates the need to write notes or make phone calls when changing your child's dismissal plans.

REGISTER

- When it's time to sign up, you'll receive a Registration Email. Use the provided link to create a password.
- Already registered? Add app.pickuppatrol.net/parents to your home screen for easy access.



MAKE A PLAN CHANGE

Submit a plan change whenever there is a change to your child's regular schedule. Select:

- 1 A date
- 2 Your child
- 3 A plan change option and a message if needed
- 4 Hit submit and that's it!

AFTER YOU HIT SUBMIT

- Our school will be notified of the plan change
- Teachers will relay the information to your child on the day the change occurs
- You'll receive a confirmation email for each change

CONFIRM YOUR CHILD'S DEFAULT PLANS

A Default Plan is the regular dismissal plan your child follows when no changes have been submitted. For example:

- Katie rides Bus #2 every day
- Jacob goes to Aftercare M, W, F, and is a Pickup every T, H

Please confirm your child's Default Plan the first time you log in.

To learn more visit www.pickuppatrol.net



PERMISSION TO PUBLISH FOR STUDENTS

Permission to Publish Student Work

As part of your son's/daughter's educational program, (s)he will have the opportunity to publish documents and participate in projects on the World Wide Web. We think this is an exciting and enriching opportunity for our students. These documents might include:

- A story, article, or poem
- Artwork
- A science or research project
- A photograph from an activity, a sport, or a club
- A collaborative project
- Student's name (Middle and High School only)

We will publish these documents only with your written permission. Please consider the following Windham School District Guidelines:

- Published documents may not include a student's phone number, street address or box number.
- Documents may not include any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in after school activities.
- Documents must conform to Windham School District Policy and established school guidelines.

Additionally, documents to be published on the World Wide Web must be edited and approved by a referring teacher and school principal before publication.

- * Select one ☐ My child has my permission to publish documents on the World Wide Web as described above.
- ☐ My child does not have my permission to publish documents on the World Wide Web as described above.

Student Photo/Video Release

Many school-related activities (e.g., **concerts, field trips, sporting events, and various classroom activities**) are often videotaped/photographed in order to share via social media (e.g., **Twitter, Facebook, and School/District websites**) throughout the schools during the course of the school year. Names are not published on social media. Occasionally, local newspapers or television stations may come to report on special activities. Local media may request names for publication. In order to protect your child's right to privacy, we must request that you select one of the choices below. Thank you for your cooperation.

- * Select one ☐ Yes. I hereby do allow my child to be videotaped/photographed during required school related activities. I understand that such productions are being utilized for Windham public access programming and/or related school related purposes and may be shown throughout Windham and/or on other media sources. I also understand that these programs will not be duplicated or sold for profit.
- ☐ No. I DO NOT wish to allow my child to be videotaped/photographed in any required school activity which might be aired publicly.

Parent/Guardian Signature

Date

STUDENT TECHNOLOGY CONTRACT



When using my Golden Brook 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: _____

Teacher Signature: _____

Date: _____

Click the policy ID to link to the full version of the policy embedded in the handbook or link directly to the Windham School District website.

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EEAEC	Student Conduct on School Buses	Website link
EF	Food Service Management	Website link
EFA	Availability, Distribution and Education Surrounding Healthy Foods	62
EFAA	Meal Charging	Website link
EFC	Free and Reduced-Price Lunch Policy	63
EGA	Intranet/Internet Acceptable Use	Website link
GBEF	Staff and Students' Acceptable Use of Technology	28
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