

## SECTION I: INSTRUCTION

Section I contains policies on the instructional program: basic curricular subjects, special programs, instructional resources, and academic achievement.

<u>Code</u>	<u>Category</u>	<u>Title</u>
IB	O	Academic Freedom
IC	R	School Year (Also ICA)
ICA	R	School Calendar (Also IC)
IGA	R	Curriculum Development
IGD	R	Curriculum Adoption
IHAЕ	O	Physical Education
IHAK	P	Character and Citizenship Education
IHAL	O	Teaching about Religion
IHAMA	R	Teaching about Drugs, Alcohol, and Tobacco
IHAMC	R	HIV/AIDS Education (Also GBGAA & JLCCA)
IHBA	R	Programs for Pupils with Disabilities
IHBB	O	Programs for Gifted Pupils
IHBBA	P	Limited English Proficiency Instruction
IHBBA-R		Limited English Proficient Programs Parent Notification Forms
IHBCA	R	Pregnant Students (Also JIE)
IHBG	R	Home Education Instruction
IHBG-R		Home Education and Non-Public School Student Participation in Public School Programs
IHBH		Extended Learning Opportunities
IHCD	O	Advanced College Placement (Also LEB)
IICA		Domestic and International Field Trip

### *Categories*

**O = Optional** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

**P = Priority** The subject matter of these policies is required by state and/or federal law.

**R = Recommended** While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

Section I

Updated on 6/8/11

Adopted by WSB on 10/04/05

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<u>Code</u>	<u>Category</u>	<u>Title</u>
IJ	P	Instructional Materials
IJL	O	Selection of Materials
IJL-R		Student use of Library Materials
IJO	O	Community Resources
IJOC	R	Volunteers (Also ABA)
IJOC-R		Coaches Educational Recommendations
IK		Earning of Credit
IKA	R	Grading
IKB	P	Homework
IKE	P	Promotion and Retention of Students
IKF	R	High School Graduation Policy
IKFA	O	Early Graduation
IKG	O	Awards and Scholarships
IL	R	Evaluation of Instructional Programs
ILBAA		High School Competency Assessments
IMAB	O	Teachers Teaching their Own Children
IMBC		Alternative Credit Options
IMC	R	Controversial Speakers/Programs
IMDA	O	Pledge of Allegiance
IMG	O	Animals in the Classroom

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Section I

Adopted by WSB on 10/04/05

## ACADEMIC FREEDOM

The teacher is entitled to freedom in the classroom in discussing his/her assigned subject matter, but shall limit him/her to comments that are directly related to the curriculum established by the Board.

The teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## SCHOOL YEAR

The school year shall be a minimum of 190 days, including a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

**Statutory References:**

*RSA 189:1*

*Ed. 306.02 & 306.03*

*Ed. 306.23 (q) (Daily schedule for Seniors/Graduation)*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## SCHOOL CALENDAR

The school calendar will be developed by the Superintendent and approved by the Board. To the extent possible, the calendar will be coordinated with the school calendars of the area vocational school and regional special education programs.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

**Statutory References:**

*RSA 189:2*

*Ed. 306.02 & 306.03*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## CURRICULUM DEVELOPMENT

Curriculum development must be viewed as an encompassing task involving the total community -- students, teachers, parents, -- working cooperatively to develop a curriculum that offers a wide variety of approaches to education and to provide a more flexible and purposeful approach to the search for an increasingly complex world.

The Board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The Superintendent will spearhead curriculum development for the school system. The Superintendent will establish curriculum committees for the study of curriculum improvements, including the selection of new instructional materials, as found necessary and desirable.

The Board will make final decisions on curriculum change. The Superintendent will submit to the Board recommendations developed by the curriculum committees and the professional staff. The Board in reviewing and evaluating curriculum recommendations may solicit community opinion. Recommendations will be submitted to the Board for its consideration and adoption.

All teachers have professional obligations to the school program beyond regular classroom duties, and these obligations include work on curriculum committees. It is expected that all teachers will make contributions to curriculum development.

### **Regulatory References:**

*Ed. 302.01(f)*

*Ed. 303.01(g)*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## CURRICULUM ADOPTION

It is the policy of the Board that no basic course of study shall be eliminated nor new courses added without approval of the Board, nor shall any significant alteration or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration so that Board members may have opportunity to review the proposed program.

**Regulatory Reference:**

*Ed. 302.02(f)*

*Ed. 303.01(g)*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

**PHYSICAL EDUCATION**

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, subject to Board approval, 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.

**Regulatory Reference:**  
*Ed. 306*

Revised: July, 1998

Adopted by WSB on 10/04/05

## CHARACTER AND CITIZENSHIP EDUCATION

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Each individual has dignity and worth.
2. A free society requires respect for persons, property, and principles, and for self.
3. Each individual has a right to learn and freedom to achieve.
4. Each individual, regardless of race, creed, color, sex, ethnic background, or economic status, has the right to equal opportunity.
5. Each individual has the right to personal liberties.
6. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate
7. Each individual has a responsibility to the group as well as to the total society.
8. A democratic government is established by majority vote.
9. Democratic societies are based on law.
10. Problems are solved through reason and orderly processes.
11. An individual should be tolerant of another's beliefs and should have freedom to express his/her own.
12. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

**Statutory/ Regulatory References:**

*RSA: 186:13, II*

*ED 306:10 (a) (5)*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## TEACHING ABOUT RELIGION

Religious education is the responsibility of the home and church. The Board will ensure that any instruction relating to religion within the District shall conform to applicable legal requirements.

Revised: July, 1998

Adopted by WSB on 10/04/05

**TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO**

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members in conducting alcohol, drug, and tobacco education and dealing with abuse.

Revised: July, 1998

Adopted by WSB on 10/04/05

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, HIV/AIDS POLICY**

## Preamble

Acquired Immunodeficiency Syndrome (AIDS) is a disease in which the body's immune system is impaired by the Human Immunodeficiency Virus (HIV). The virus leaves its victim unable to fight off infections. As a result, persons with AIDS are susceptible to serious secondary infections, such as pneumonia and certain malignancies. Some, but not all, persons infected with HIV develop AIDS. To assist the School District and infected persons, the School District has developed the following policy.

## I. General Principles:

**Blood Borne Pathogen**

(A) HIV is not spread by casual, everyday contact. Therefore, absent a serious secondary infection that may be transmitted to others or a significant health problem that restricts the infected person's ability to attend School, a student who is infected with HIV or AIDS shall attend the School and classroom to which he or she would be assigned, and shall receive the rights, privileges and services to which he or she would be entitled if not infected. Decisions about any changes in the educational program of a student who is infected with HIV or AIDS shall be made on a case-by-case basis.

(B) There shall be no discrimination in employment against a person infected with HIV or AIDS based solely upon said infection. No School District employee shall be terminated, non-renewed, demoted, suspended, transferred or subjected to adverse action based solely upon his/her infection with HIV or AIDS, or the perception that he or she is so infected. However, the School District may take whatever action is appropriate as to an employee who, despite reasonable accommodation, is unable to perform his/her duties due to an illness, including an illness related to HIV or AIDS.

(C) The School District shall provide a sanitary environment and shall establish procedures for handling bodily fluids, pursuant to Section V.

*Also GBGAA and JLCCA*

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, HIV/AIDS POLICY**  
(continued)

(D) The School District shall administer a program of education about HIV or AIDS for students, their families, and School District employees to ensure that they are informed about the following:

- (1) The nature of HIV, including how HIV is transmitted, according to current scientific evidence;
- (2) School District policies and procedures relating to employees and students with diseases such as HIV or AIDS;
- (3) Resources within the School District and elsewhere for obtaining additional information or assistance; and
- (4) Procedures to prevent the spread of communicable diseases at School.

II. Evaluation of Infected Students and Staff

(A) HIV is not transmitted casually. Accordingly, infection with HIV or AIDS is not, by itself, sufficient reason to remove a student or staff member from the School. When the Superintendent has been notified that a student or staff member is infected with HIV or AIDS, the Superintendent shall act appropriately to ensure the safety of persons in the School setting and to plan to support the infected person.

(B) When the School District learns that a student is infected with HIV or AIDS, the appropriate procedures under State and Federal Law with regard to evaluation and educational programming shall be followed if the student is or may be educationally handicapped.

(C) (1) When notified that an employee is infected with HIV or AIDS, the Superintendent shall determine whether the infected person has a significant health problem that will restrict his/her ability to work and shall determine whether the infected person has a secondary infection (e.g., tuberculosis) that poses a medically recognized risk of transmission of disease. The Superintendent shall make this determination by consulting with the infected person's physician and the infected person.

*Also GBGAA and JLCCA*

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, HIV/AIDS POLICY**  
(continued)

The Superintendent also may consult with public health officials and other persons, subject to the confidentiality provisions in this policy. The Superintendent shall consider methods in which the School District may anticipate and meet the needs of persons infected with HIV or AIDS.

(2) Absent a secondary infection that creates a medically recognized risk of transmission of disease, or a significant health problem, which restricts the infected person's ability to work, the Superintendent shall not alter the job assignment of the infected person. However, the Superintendent shall periodically review the case with the persons described in Section II(C) (1).

(3) If the Superintendent determines that a secondary infection poses a medically recognized risk of transmission of disease in the School setting or that a significant health problem restricts the infected person's ability to work, the Superintendent shall consult with the persons described in Section II(C) (1). After said consultation, the Superintendent shall, if necessary, develop an individually tailored plan to accommodate the staff member if reasonably possible. Additional persons may be consulted if necessary for gaining additional information, but the infected person must approve of the notification of any additional persons who are informed of the infected person's identity. The Superintendent may consult with legal counsel to ensure that any official action is consistent with state and federal law. If an individually tailored plan is necessary, said plan shall be medically, legally, educationally and ethically sound.

(D) Infected students who are aggrieved by the education plan determinations may appeal said determinations pursuant to state and federal special education law if the infected student is eligible for or claims that he is eligible for special education or special education and related services. Infected persons who do not claim that they are eligible for special education or special education and related services, but who are aggrieved by the Superintendent's determinations, may appeal said determinations to the School Board.

(E) Confidentiality shall be observed throughout the foregoing process.

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, HIV/AIDS POLICY**  
(continued)

III. Confidentiality

(A) The identity of a student or staff member who is infected with HIV or AIDS may be disclosed to those persons who determine whether the infected person has a secondary infection that poses a medically recognized risk of transmission of disease in the School setting or whether a significant health problem will restrict the infected person's ability to work or attend class. These persons include:

- (1) The Superintendent or a person designated by the Superintendent to be responsible for the determination, or, in the case of a student who is identified as educationally handicapped or who is claimed or believed to be educationally handicapped, the special services team.
- (2) The physician of the infected person.
- (3) Public health officials, to the extent that their knowledge of the infected person's identity is necessary.

(B) The persons listed in Section III (A) (1) - (2) and the infected person (or his/her parents or guardians) shall determine whether additional persons need to know the identity of an infected person. The identity of an infected person shall not be disclosed to persons who are not listed in Section III (A) without the consent of the infected person, or the infected person's parents or guardians. The persons to whom the infected person's identity may be disclosed with the aforementioned consent include the School nurse, the School Principal or other persons necessary to protect the health of the infected person or to evaluate and monitor the case.

(C) All staff members who know the identity of persons infected with HIV or AIDS shall treat said information as confidential. No information shall be divulged directly or indirectly to any individuals or groups, except as noted in Section III (A) - (B). All medical information and written documentation of discussions, telephone conversations, proceedings, and meetings concerning the HIV or AIDS infection shall be maintained in a locked file. Access to said file shall be granted only to those persons who have the written consent of the infected person or his/her parents or guardians. The names of infected persons shall not be used in documents, except when essential. No document containing the name or other information which reveals the identity of an infected person may be shared with any person for any purposes without the consent of the infected person or the infected person's parents or guardians. Any School staff member who violates the confidentiality provisions of Section III shall be subject to discipline. Test results and medical records shall be disclosed only with the consent of the infected person (or that person's parent if he is a minor), pursuant to a subpoena or order of a court or administrative agency, or otherwise in accordance with law.

**BLOOD BORNE PATHOGENS (i.e.) HIV, HEPATITIS B, HIV/AIDS POLICY**  
(continued)

IV. Testing

Mandatory testing for communicable diseases that are not spread by casual, everyday contact (e.g., HIV or AIDS) shall not be a condition for School entry or attendance, or for employment or continued employment.

V. Control of Infections

(A) HIV cannot penetrate unbroken skin, and there is no evidence that HIV has been transmitted through contact with vomit, nasal discharge, saliva, urine, or feces. However, said body fluids commonly transmit infections such as Hepatitis, colds and flu. Accordingly, direct skin contact with body fluids should be avoided whenever possible.

(B) Staff members shall follow the UNIVERSAL PRECAUTIONS in handling body fluids in the Schools.

(C) The School District shall cooperate with local, state and federal health agencies in controlling infections.

**Statutory References:**

*RSA 193:1*

*RSA 189:1-a*

*RSA 186-C:2,I*

*RSA 193:3*

*Also GBGAA and JLCCA*

## **HEALTH EDUCATION**

The School Board recognizes that (HIV) AIDS education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas.

The District's (HIV) AIDS education program must address, at a minimum, the nature, transmission, prevention, and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the students and the subject matter of the course. Development of the program should take into account the instructional needs of all students in the District.

The Superintendent shall ensure that the information presented as a part of the (HIV)AIDS program is articulated in such a way that transition from grade to grade in the elementary Schools and from elementary to secondary approaches to the material will be appropriate for all students.

The Superintendent shall ensure that all staff involved in teaching the (HIV) AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided. All employees shall have training in Universal Precautions.

Revised: July, 1998

Adopted by WSB on 10/04/05

### **Programs for Pupils with Disabilities**

The Windham School District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, as required under the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The Windham School District is committed to the philosophy of equal opportunity and equal access in all its educational programs, activities and services. All students shall have the opportunity to participate in and receive benefits from all programs or activities including but not limited to course offerings, graduation requirements, athletics, counseling, extra-curricular and other school related activities. No otherwise qualified person shall, by reason of his or her disability, be excluded from participation in or denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the district. Discrimination because of race, color, national origin, ancestry, religion, creed, age, physical or mental handicap, marital or parental status, pregnancy, or sexual orientation is prohibited.

Section 504 of the Rehabilitation Act of 1973 defines a person with a disability as any person who: has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. Major life activities include, but are not limited to, speaking, breathing, learning, working, caring for self, performing manual tasks, walking, seeing and hearing.

It is the intent of the Windham School District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational accommodations and services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities provided in federal and state statutes that govern special education. For those students who are not eligible for services under IDEA but, because of a disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special accommodations or services the district shall establish and implement a system of procedural safeguards. The safeguards shall cover student identification, evaluation and educational placement. This system shall include notice, the opportunity for the student's parent(s)/guardian(s) to examine relevant records, impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and review procedure.

**Programs for Pupils with Disabilities**  
(continued)

Inquiries, complaints, and other communications relative to this policy and to other public laws or federal regulations dealing with non-discrimination on the basis of disability should be addressed to:

Director of Special Services  
School Administrative Unit #28  
19 Haverhill Road  
Windham, NH 03087  
Ph. (603) 425-1076  
Fax (603) 425 1719

**Legal References:**

20 USCA (1401 et seq.)  
RSA 186-C, Special Education

**PROGRAMS FOR GIFTED PUPILS**

The Board recognizes the need for programs for gifted and talented pupils.

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

**LIMITED ENGLISH PROFICIENCY INSTRUCTION**

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specific program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Tests waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
  - A. Their child's level of English proficiency and how such level was assessed.
  - B. The status of their child's academic achievement.
  - C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
  - D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
  - E. Exit requirements for the program.
  - F. If the child has a disability, a statement as to how the LEP will meet objectives of the child's IEP.

**Statutory Reference:**

*P.L. 107-110, No Child Left Behind Act of 2001*

*Appendix IHBBA-R*

LIMITED ENGLISH PROFICIENT PROGRAMS-PARENT NOTIFICATION FORM

Dear Parent/Guardian:

Your child, \_\_\_\_\_, has been identified as needing help to learn English. We have placed him/her in a \_\_\_\_\_ (name of program) to help improve his/her English skills. She/he has been identified as "Limited English Proficient/English Language Learner" (LEP/ELL) student, and in need of help to learn English, because: \_\_\_\_\_

Specifically, your child has the following levels of English Language skills:

We determined those levels in the following ways: \_\_\_\_\_

The status of your child's academic achievement is: \_\_\_\_\_

Please see the attached pages for more specific information on the program we have chosen to improve your child's English skills.

(If applicable: the district offers another program for English instruction. The attached pages explain how the other program is different from your child's program. If this other program is available, you have the right to request that your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.)

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings, we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to learn and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program, or if you would like to change your child's program, we would like you to speak with\_\_\_\_\_. All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

Building Principal

(Attach other pages as appropriate)

PARENT NOTIFICATION FORM  
(continued)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Questions 5, 6 and 7 should be included only if the district offers more than one LEP program. Question 8 should be included only if the student has an Individualized Education Program (IEP).

Q1. What is my child's \_\_\_\_\_ (insert name of program) designed to do?

A1. *This program is designed to help him/her learn English by \_\_\_\_\_  
\_\_\_\_\_  
(describe).*

*It will meet your child's educational strengths and needs by \_\_\_\_\_  
\_\_\_\_\_  
(describe). It will help your child be promoted and reach graduation by \_\_\_\_\_  
(describe).*

Q2. What results can I expect from my child in this program?

A2. *By the time your child finishes this program, we expect that s/he will be able to do the following: \_\_\_\_\_*

\_\_\_\_\_ [Describe exit requirements, including "Go from this program into a regular classroom at the following rate: (describe rate)." And for secondary school students, "Graduate from high school at the following rate: (describe rate)."]

Q3. What methods will this program use to help my child improve his/her English language skills?

A3. *Your child's program will use the following methods of instruction: \_\_\_\_\_  
\_\_\_\_\_  
(describe).*

PARENT NOTIFICATION FORM  
(continued)

Q4. Does the district offer other programs for English learners different from my child's?  
A4. *Either "No, we do not" or "Yes, we offer a (name of other program offered)." be).*

*Native Language Instruction:* \_\_\_\_\_ (describe).

Q5. How is the other program different from my child's program?  
A5. *The \_\_\_\_\_(name of the other program) is different from your child's in:*

*Content:* \_\_\_\_\_  
(describe).

*Instructional Goals:* \_\_\_\_\_  
(describe).

*Use of English:* \_\_\_\_\_  
(describe).

Q6. Why was my child placed in this program and not a different program?  
A6. *We have placed your child in this specific program because \_\_\_\_\_*

\_\_\_\_\_  
(explain).

Q7. Can I have my child placed in the other program? How?  
A7. *Choose one:*

*Instead of the Bilingual Education Program, you can request your child be placed in the Free-Standing English as a Second Language Program, or*

*Instead of the Free-Standing English as a Second Language Program, you can request your child be placed in the Bilingual Education Program, if it is available in your child's school, or offered in a different school in the district. If you make this request, your child will be removed immediately from the current program. You must then come to your child's school and meet with the principal to discuss the options.*

Q.8 My child has a disability and has an Individualized Education Program (IEP). How will this English Language program meet his/her special objectives?

A8. *To meet your child's IEP objectives, this English Language instruction program will:*

\_\_\_\_\_  
(describe).

**PREGNANT STUDENTS**

Maternal or paternal status shall not affect the rights and privileges of students to receive a public education.

Pregnant students shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The Board may require a physician's statement of activity limitations.

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## HOME EDUCATION INSTRUCTION

### Eligibility

The Board recognizes the right of parents to pursue home education within the parameters RSA 193-A, the NH Code of Administrative Rules Ed 315, and other applicable state laws and regulations.

### Enrollment Procedures

Any parent commencing a home education program shall notify the Commissioner of the New Hampshire Department of Education, the Superintendent, or a non-public school principal (participating agencies) within five (5) business days of commencing the home education program.

A parent planning to continue a home education program after the commencement of such a program shall notify the Commissioner of the New Hampshire Department of Education, Superintendent or the non-public school principal acting in the role of participating agency by the first day of each school year according to the Windham School District's calendar.

The parents of a student currently enrolled in the Windham School District shall advise the Superintendent of the student's withdrawal on or before the date the home education program shall begin and shall follow the notification procedures set forth in this Policy, RSA 193-A, and Ed 315.

Notification of intent to commence or continue a home education program shall include the name and address of the parents and the names, addresses (including street and town), and birth dates of all children who are participating in the home education program. The notice must also include the date on which the program will begin or has begun and a telephone number at which the parent(s) may be reached during normal business hours. If notice is provided to the Superintendent, then the Superintendent, or his/her designee, will acknowledge receipt of such notification within fourteen (14) days. If the parents intend to use the State or District-wide assessment, then the parents shall also notify the Superintendent at the time the above information is provided.

Upon receipt of notification from the parents, the Superintendent shall review the notification in accordance with Ed 315.05(e).

## HOME EDUCATION INSTRUCTION (continued)

If requested by the parent, the Superintendent or his/her designee will assist parents in making such notification and in complying with applicable statutory requirements including but not limited to RSA 193-A:6.

State attendance laws and District attendance policies shall apply to all students within the District until the Commissioner of Education, the Superintendent, or principal of a non-public school receives notice from a student's parent/guardian of the commencement of a home education program, consistent with the requirements of RSA 193-A:5.

### **Evaluation Procedures**

Parents must maintain a portfolio of records and materials relative to the home education program and must provide for an annual evaluation documenting the child's demonstration of education progress at a level commensurate with the child's age and ability, in accordance with RSA 193-A and ED 315.05-09.

Parents requesting that their home educated child participate in State or District-wide assessments within the Windham School District must notify the Superintendent, or his/her designee, in writing at the time of the notification to commence or continue to provide a home education program. In this case the Superintendent, or his/her designee, shall allow the home educated child to participate in State or District-wide assessments and will notify building administrators accordingly. If the District is not acting as the participating agency, the District shall provide evaluation services at the discretion of the Superintendent.

The Superintendent or his/her designee will develop a form that may be used by parents in filing the results of the outside evaluation. Parents will be provided a copy of the evaluation.

The Superintendent or his/her designee will review the results of the annual education evaluation of children in home educational programs in accordance with Ed 315.08. If the home-educated child has not demonstrated educational progress, the Superintendent will notify the parent in writing that educational progress has not been achieved in accordance with Ed 315.09. Likewise, the Superintendent or his/her designee will notify the parent in writing within 21 days of the evaluation if the child has demonstrated educational progress.

The Superintendent or his/her designee will ensure that the evaluation includes all information, dates and signatures required by RSA 193-A and Ed 315.

**HOME EDUCATION INSTRUCTION**

(continued)

**Voluntary Termination**

Parents wishing to voluntarily terminate an established home education program shall within fifteen (15) calendar days of termination notify the Commissioner of Education and the appropriate participating agency in accordance with Ed 315.04(g).

**Re-enrollment into the District Program**

Parents deciding to re-enroll their children into the District following a period of home education will make arrangements with the Principal/s for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with the any District policies and/or procedures governing student placements for all children and are subject to the same appeal process.

Parents should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the District's curriculum.

**Graduation/Diplomas**

The School Board will not award certificates or diplomas to a home educated student. Students must enter the regular school program and complete all necessary graduation requirements of the District and the State to be eligible for a certificate or diploma.

**Participation in school curricular and co-curricular activities**

Regulations regarding the participation of home education students in District curricular and extra-curricular programs are established in Appendix IHBG-R. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the District.

**Statutory & Regulatory References:***RSA 193-A**RSA 193:1-a II (Dual Enrollment)**Ed. 315.01 - 315.19**Appendix IHBG-R*

Revised: June 2001

Revised: November, 1999

Revised: July, 1998

## HOME EDUCATION AND NON-PUBLIC SCHOOL STUDENT PARTICIPATION IN PUBLIC SCHOOL PROGRAMS

The Board acknowledges the right of every parent to choose to home educate their child (ren) in compliance with RSA 193-A or to send their child (ren) to a nonpublic school. Access of home education and nonpublic school programs will be limited to resident student's ages 6 to 21 years of age who have not graduated from a high school level program of home education or its equivalent.

**Nothing in this policy is intended to impose more restrictive participation requirements on non-public school or home educated students than those that apply to resident students who are enrolled in the public school system.**

### **I. Participation in Classes/Activities**

All requests by home educated or nonpublic school students for participation in an educational program or co-/extra-curricular activity shall be made in writing by the parent/guardian, in duplicate to the principal of the appropriate school and to the Superintendent. After consulting with the principal (who shall consult with appropriate staff), the Superintendent or his/her designee shall, in writing, grant or deny the request. If the Superintendent or his /her designees deny the request, he/she shall state the reasons in writing.

A request by a home educated or nonpublic school student for the following related services of physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, etc., and/or other special education services shall generally be denied.

Home educated or nonpublic school students must have immunizations and medical records on file and meet the same District entrance requirements as non-home schooled or regularly enrolled students.

Resident home educated or nonpublic school students may enroll in specific classes or activities provided the following conditions are met:

#### **A. General Guidelines for Participation**

1. There is space available in the class/activity.
2. There are no extra costs (other than nominal expenses) incurred by the District above and beyond what would be incurred by the participation of a regularly enrolled student.

**HOME EDUCATION AND NON-PUBLIC SCHOOL  
STUDENT PARTICIPATION IN PUBLIC SCHOOL PROGRAMS**  
(continued)

3. The class/activity is deemed to be developmentally and academically appropriate for the home educated or nonpublic school student as well as other students who will be participating in the educational activity.
4. Prerequisite class/activity requirements are met.
5. Transportation, other than regularly scheduled school bus services, is provided by the parent/guardian.
6. The request for participation may not be so extensive that the home schooled or nonpublic school student should be enrolled as a full-time student in the District.
7. There are no other factors impacting why the request should be granted.

**B. Guidelines for Participation in Regular Class**

1. The student and/or parent/guardian must notify the Superintendent and school principal at least fifteen (15) days in advance of the first class meeting of the desire to participate. A waiver of this notification may be granted in writing by the superintendent of schools, or his/her designee, if evidence or circumstances show that such a waiver is warranted.
2. Requests for home educated or non-public school students to enroll in classes will be processed on a first come first served basis. Decisions regarding enrollment in classes where space is limited will be made using the same considerations that apply to regularly enrolled students. In the case of a tie, requests will be accepted by drawing lots.
2. Attendance is regular, behavior is appropriate, and the parent/guardian and student agree to abide by the District's/school's rules and regulations including but not limited to the code of conduct that applies to regularly enrolled students.
3. The student completes all assignments and tests that are required of other students in the class.
4. Payment of any costs, fees, or supplying materials required for regularly enrolled students.

**HOME EDUCATION AND NON-PUBLIC SCHOOL  
STUDENT PARTICIPATION IN PUBLIC SCHOOL PROGRAMS**  
(continued)

5. Credit/grade is granted only after the successful completion of the class.
6. Home educated students must enroll in the public school system if they seek to attend public school classes for 50% or more of the school day.
7. Students enrolled in non-public schools must meet dual enrollment requirements applicable to all students prior to enrolling in any public school classes.

C. Guidelines for Participation in Co-Curricular Activities  
(Field trips, assemblies, science fairs, etc.)

1. Prior written permission has been given by the principal.
2. Prior written permission has been given by the parent/guardian in the same manner that applies to regularly enrolled students.
3. The student has agreed to abide by the same code of conduct as required of regularly enrolled students participating in the activity.
4. The parent/guardian accepts responsibility for transportation to and from the school and/or activity.
5. Payment of any costs and fees paid or raised by regularly enrolled students.
6. Requests for participation in activities which are purely social, such as school dances, will be determined in accordance with the school's guest policies or practices.

D. Guidelines for Participation in Extra-Curricular Activities  
(OM, band, chorus, school clubs, intramural sports, etc.)

1. The student meets the same academic, physical examination, age and eligibility requirements and standards as regularly enrolled students (documentation of such must be provided when requested by the principal).
2. The transfer student from a home education or nonpublic school program meets the same eligibility requirements of enrolled transfer students.

**HOME EDUCATION AND NON-PUBLIC SCHOOL  
STUDENT PARTICIPATION IN PUBLIC SCHOOL PROGRAMS**  
(continued)

3. The student agrees to abide by the same code of behavior as required of regularly enrolled school participants.
4. The student must travel to and from team events with the team as per the practices and procedures that apply to regularly enrolled students.
5. The student may not be enrolled in another public school.
6. The student and parent/guardian must execute all waivers, permissions, and notices required of regularly enrolled students.
7. Payment of any costs and fees paid or raised by regularly enrolled students.
8. Some extra-curricular activities such as those governed by the rules of the New Hampshire Interscholastic Athletic Association (NHIAA) have eligibility requirements for all participating schools and students. All students seeking to participate in those programs must meet the NHIAA eligibility requirements.

**II. Use of Facilities and Equipment**

Students may use school facilities and equipment on the same basis as regularly enrolled students provided the following conditions are met:

- A. The use does not disrupt regular student, staff, or special program use.
- B. The use has been approved by the building principal prior to use.
- C. The use will not create additional expense to the District.
- D. The use does not involve removing furniture or equipment from the school premises without special, written permission of the school administration unless other special arrangements are made in accordance with the usual practices and procedures that govern all regularly enrolled students.
- E. The student and parent/guardian agree to pay for repair, or replacement costs to the District for all lost or damaged equipment to the same degree as regularly enrolled students.

**HOME EDUCATION AND NON-PUBLIC SCHOOL  
STUDENT PARTICIPATION IN PUBLIC SCHOOL PROGRAMS**  
(continued)

**III. Use of School Texts and Library Books/Materials**

Students may be permitted to use school texts and library books/materials to the same degree as regularly enrolled students provided the following conditions are met:

- A. Sufficient copies are available.
- B. The text is appropriate to the student's age and grade.
- C. The text is signed out to the student and/or parent/guardian for a period equivalent to that of a regularly enrolled student.
- D. Library books are signed out according to the library loan policy.
- E. The student and/or parent/guardian agree to pay the District for all lost, damage and/or non-returned tests and/or library books in accordance with the same procedures that apply to regularly enrolled students. The District may require a security deposit.

**IV. Diploma Eligibility**

The School Board will not award certificates or diplomas to a home-educated or nonpublic school student. Students must enter the regular school program and complete all necessary graduation requirements of the District and the State to be eligible for a certificate or diploma.

## EXTENDED LEARNING OPPORTUNITIES

It is the policy of the Windham School Board to allow extended learning opportunities at the high school level as a means of meeting the diverse instructional needs of students with different talents, interests, and development. The Board's intent is to allow opportunities for extensions beyond those addressed in the regular classroom.

All such opportunities must be aligned with the school's educational goals and objectives. Such opportunities may provide high school credit (under provisions of Policy IMBC) or supplement regular academic courses. Credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, non-required community service, and work study.

Where credit is not granted, such experiences may be used to fulfill prerequisite requirements for advanced courses. The granting of credit shall be based on a student's demonstration of mastery of core competencies, as approved by a certified District educator designated by the principal.

Credit earned will not be figured into the student's grade point average (GPA).

The Superintendent directs the Principal to establish regulations and procedures for the application, approval, and evaluation of Extended Learning Opportunities in accordance with Alternative Credit Options Policy, IMBC.

Unless otherwise recommended by the Superintendent and approved by the School Board, under ordinary circumstances students or their parents/guardians shall be responsible for all related expenses including tuition, transportation, and textbooks.

### ***Legal References:***

*NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Policy Development*

*NH Code of Administrative Rules, Section Ed. 306.26(f), Kindergarten-Grade 8 School Curriculum*

*NH Code of Administrative Rules, Section Ed. 306.27(b) (4), High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program*

*See Also: Policy IMBC, Alternative & Interdisciplinary Credit Option*

Adopted by the Windham School Board on June 7, 2011

## SUMMER ACTIVITIES AND ASSIGNMENTS

The Board seeks to cultivate a love for learning. Accordingly, summer activities allow students to apply and extend their learning beyond the school year. Summer book reading, camp experiences, extended learning opportunities, and other activities are encouraged to support and extend student learning.

To minimize regression over the summer, the schools will provide each year recommendations from teachers at the end of each school year to help students apply and practice important grade-level skills as well as to prepare for schooling at the next grade level.

Any school-assigned summer schoolwork will primarily promote love of learning and student-directed inquiry. Summer schoolwork will involve student choice whenever possible, reinforce previously taught skills, and be designed so that students can perform it independently. Students may be required to discuss or write about summer reading or other assignments during the initial weeks of school, but students will not be required to turn in written assignments prior to, or within the first 2 days of, the first day of a new academic term.

This policy does not apply to continuation of services (i.e. Extended School Year), makeup work or credit recuperation.

### **Legal Reference:**

*NH Code of Administrative Rules Section Ed. 306:14(h), Instructional Program; Summer Activities That Support Student Learning*

New Policy: November 2007

Adopted by the Windham School Board on: June 7, 2011

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### **ADVANCED COLLEGE PLACEMENT**

It is the belief of the Board that any student who is capable of, and wishes to do, college-level work while in high school should be permitted to do so and shall be given assistance in enrolling in advanced courses.

Any 11th- or 12th-grade student whose admission to a college-level course is recommended by his counselor may enroll in a course at an approved college for college credit, at no cost to the District. If the student wishes to receive high school credit for the course, he may request permission from his Principal, through the counselor, to apply the course toward high school graduation requirements.

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY

### **Rationale:**

The Windham School board recognizes that domestic or international field trips are a valuable extension of student learning. Well-executed field trips create a learning experience that cannot normally be replicated inside the District's schools. As such, it is the policy of the Windham School District to permit and encourage field trips, subject to the following policies:

### **Field Trip Defined:**

A field trip is any trip or excursion of Windham students that is led, supervised, or otherwise chaperoned by Windham School District, employees or designees, when such a trip or excursion would not have occurred but for the role of the school in bringing the students and chaperones together. A privately organized or operated trip shall not be considered a field trip unless approved by the School Board.

### **Purpose:**

Field trips shall be conducted to further the curricular or educational goals of Windham schools.

### **Overnight field trips are of two type:**

1. Domestic – One day or those that are more than one day, but whose itinerary does not include travel outside the United States.
2. International – those that are more than one day and whose itinerary include travel outside the United States.

### **Accommodations:**

It is the policy of the District to make reasonable accommodations for students with disabilities in order for them to participate in a field trip. When a field trip is part of a course curriculum, and a child with a disability is unable to attend, reasonable accommodations shall be made to ensure the child is not penalized academically for their inability to attend the field trip.

### **Goals and Objectives**

The teacher or lead chaperone shall present to the principal a written summary of the objectives to be achieved by the field trip. Such objectives shall relate to and be in furtherance of the curriculum of the school. All field trip activities shall be planned and implemented to further these objectives. It shall be the responsibility of the principal to meet with the lead chaperone(s) to review the goals and the objectives of these field trips. The principal shall review and approve the curricular, travel, and financial aspects of all trips prior to submission to the school board.

**DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY**

(continued)

**Approval Requirements**

1. All school sponsored, DOMESTIC OR INTERNATIONAL OVERNIGHT FIELD TRIPS require School Board approval.
2. The School Board has no role or responsibility for privately organized or operated trips.
3. All field trips require the approval of the building principal prior to submission of field trip materials to the School Board for review.
4. The School Board and the building principal shall consider the appropriateness of the trip to the Grade level.
5. Materials for presentation to the School Board for approval of all domestic or international overnight field trips must be submitted to the superintendent and School Board at least three (3) months prior to the departure date for the field trip. Materials submitted must include all logistical details involving transportation, accommodations, fund-raising required of students (including the manner of fund-raising), and the educational value of the trip in relation to grade level and cost.
  - a. Transportation—Use of private vehicles is strongly discouraged. Financial plans should include projected costs of commercial transportation. All companies and dues are subject to District approval, and must be licensed for passenger transportation by FMSCA with safety ratings above conditional or unsatisfactory. All schedules must leave time for driver's rest per federal regulations.
  - b. Whenever possible, such trips should be scheduled on weekends or vacation periods. Non-academic trips do not meet structural leaving time requirements.
6. As a condition of School Board approval for a domestic or international overnight field trip, evidence of trip cancellation insurance coverage that is consistent with industry standards must be submitted. This insurance coverage should contain trip cancellation benefits at 100% reimbursement due to the following most common cancellation reasons: unforeseen and sudden illness; injury or death (of the insured, family member, caregiver or traveling companion); financial default of the travel supplier; terrorism at the destination or a Travel Warning issued by the U.S. Department of State; bad weather; home or destination uninhabitable; and job loss. This insurance may be obtained through the tour company and/or individually.

**DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY**

(continued)

7. The approval process by the School Board must be completed prior to engaging students in fund-raising activities or other preparations for the trip. This may require that the materials listed in #3 above be submitted to the superintendent before the three-month requirement.
8. Students shall be accompanied by a sufficient number of chaperones (a 5:1 student/teacher ratio or less for elementary schools, and a 10:1 student/teacher ratio or less for middle and high schools), taking into account the trip's scheduling and logistics. All chaperones, including parents and volunteers, must have participated in district requires training and fingerprinted/background checked prior to the field trip. The services of a registered nurse and/or unlicensed staff member or substitute trained in prescription medication administration must also be available during part or all of such field trip.
9. Prior parent or guardian permission is required of all students attending a field trip. All participating students must submit a signed parent/guardian consent form. This form shall include appropriate authorization for emergency medical care and a release from liability and indemnity for the school district.
10. At the time that the request for approval is made, the Domestic or International Overnight Field Trip Permission Form should be completed to the extent possible, and submitted with the above materials.
11. No trip shall be publicized, nor shall student-involved preparations be made or fundraising commenced, until written approval has been secured from the principal and, when required, the Superintendent and School Board. The Domestic or International Overnight Field Trip Form shall be used for all field trips. Students who participate in field trips shall have written permission from their parents/legal guardians; which shall be submitted to the District in advance of departure, on such date as is set by the District.

**Foreign Travel Field Trip Expectations:**

In determining whether a field trip furthers the curricular or educational goals of the school in a manner that safeguards student well-being, the principal shall consider the following field trip expectations:

**DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY**

(continued)

**Chaperone Expectations:**

- Shall be assigned in a ratio of at least one adult to ten (10)
- Should be qualified employees of Windham School District, if possible.
- When such qualified chaperones are not available, then non-employee chaperones may supervise, provided that they are deemed by the principal to be otherwise qualified.
- Shall be of sufficient experience and maturity (minimum of 21 years of age) to provide sound leadership and guidance.
- Shall be assigned in a manner to provide personal, private guidance to students, as appropriate.
- Shall not consume alcohol or drugs not prescribed by a physician.
- Shall structure the trip itinerary to limit the amount of free time. Free time is defined as a time when students are not under direct and immediate adult supervision.
- Shall set clear expectations of behavior, address any infractions appropriately on the trip, and report any such infractions to the administration.
- Shall review and maintain accurate medical records of student health factors and keep such records immediately available.
- Shall not leave the group or deviate from the itinerary.
- All non-employee chaperones are subject to fingerprinting/background checks and must engage in any District requirement training prior to the field trip.
- Shall be subject to the supervision and direction of the lead chaperone (as approved by the Principal).
- Shall be familiar with the School's disciplinary standards.

**Student Expectations:**

The behavioral expectations and consequences shall be the same as those in the District's schools, as stated in the in the District's student handbook.

- Consumption of alcohol, though otherwise legal in some jurisdictions, is not permitted.
- Alcohol purchase for import is prohibited.
- Drug use, except that which is properly prescribed by a physician, is prohibited.
- Body piercing, tattoos, or other potentially dangerous activities are not permitted.
- Students shall respect the culture of their host country.
- Student shall not change hotel room assignments without the permission of the lead chaperone.
- Students shall respect the rights of all hotel guests.
- Students shall never travel alone.
- Students shall immediately follow all reasonable instructions from a trip chaperone.
- Students shall not leave the group or deviate from the itinerary.

**DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY**

(continued)

- Students must participate in all pre and post trip academic study.
- Students shall have a demonstrated record of responsibility and good citizenship.
- Student rosters shall be submitted to the principal for approval.
- Parents and students shall attend a mandatory meeting prior to any commitment to travel to review all expectations.
- Shall bring all required money and pack as required.
- Parents and students shall submit all necessary pre-trip paperwork and documentation.

**Field Trip Transportation:**

The purpose of this section of the Field Trip Policy is to establish transportation guidelines for Windham School District field trips. These guidelines are to be followed for all domestic and international trips.

**On School Buses:**

These guidelines should be applied whenever bus transportation is provided by local providers (i.e., SAU 28 contracted bus service provider), or by other private contractors utilized for the purpose of transportation to the site of the field trip.

- The transportation company must be properly licensed for the purpose of carrying passengers.
- The transportation vehicles must have valid, current inspections and meet all current state-mandated safety requirements.
- All drivers must possess current, valid, and appropriate class of license for the type of vehicle to be used in transport.
- The transportation company must be able to provide documentation of the item listed above.
- If the trip involves travel outside of the United States where English is not the first language, the driver should be familiar with the local language, road signage, and driving laws of the country.
- All fees must be pre-approved by the District.

The following are guidelines related to the seating capacity/arrangements that must be utilized to determine the number of buses that must be approved and provided for the field trip:

- There will not be more than two (2) students assigned per seat.
- Seating capacity shall not exceed the stated known capacity provided by the bus manufacturer.

**DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY**

(continued)

- There should be a twelve inch (12) clear aisle to rear emergency exit at all times (whether the bus is in motion or at rest with students inside).
- Luggage, baggage, and other material taking up seat space shall reduce the capacity accordingly.

**By Private Transporters:**

Private transporters may be used for transportation of students on trips provided the following guidelines are met:

- The driver of the vehicle must have a valid driver's license.
- The driver must have insurance in the amount of \$100,000 and \$300,000 for bodily injury and \$50,000 for property damage and provide documentation of such coverage to the principal. The principal shall keep all such documentation on file.
- The number of students being transported may not exceed the number of available seat belts in the private vehicle.
- Parents must have authorized their child's use of private transportation.
- The driver has been subject to a criminal records background check.
- The use of private vehicles is strongly discouraged.

**General Expectations:**

No teacher, chaperone or student shall be permitted to embark on an international field trip without proof positive to the lead chaperone of all required immunizations, permission forms (including the Domestic or International Overnight Field Trip Form,) and travel documents. No student shall be permitted to embark on a field trip without having paid all requisite fees, without any necessary minimum required monies, clothing, permission slips, medications, medical accommodations and disability accommodations in place. No student or chaperone shall be permitted to go on a field trip without adequate emergency contact information on field with the District. No parent shall be allowed to go on a field trip without pre-approved.

No field trip shall be approved which contemplates travel to a country for which the Department of State has issued a current travel prohibition or travel warning which presents a unique risk to student safety. The District reserves the right to cancel a trip which, due to international threats, political unrest or terrorist threats presents an unreasonable risk to the safety participants. Refunds to parents and guardians shall only be made to the extent the District has not expended monies paid by participants or the District has received a refund of expended funds. A student who is suspended from school during any period of time which includes the day of departure shall not be permitted to participate in the field trip.

**DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY**

(continued)

As a condition of School Board approval for a domestic or international overnight field trip, evidence of trip cancellation insurance coverage that is consistent with industry standards must be submitted. This insurance coverage should contain trip cancellation benefits at 100% reimbursement due to the following most common cancellation reasons: unforeseen and sudden illness; injury or death (of the insured, family member, caregiver or traveling companions); financial default the U.S. Department of State; bad weather; home or destination uninhabitable; and job loss. This insurance may be obtained through the tour company and/or individually.

When medical needs warrant, the services of a registered nurse or trained staff member or substitute trained in prescription medication administration shall be provided by the District. Parents are responsible for timely informing the District of all known medical needs of their children. The District reserves the right to prohibit a child who is exhibiting signs of an acute illness from participating on a trip in accord with the District's student illness policy.

**DOMESTIC AND INTERNATIONAL OVERNIGHT FIELD TRIP POLICY**

**Teachers requesting a field trip must sign and submit this cover letter along with the documents and information listed above. The teacher signature indicates that all of the above requirements have been fulfilled. Principal's signature must appear on this form as well as on the Field Trip Permission Form.**

\_\_\_\_\_  
Teacher Signature/Date

\_\_\_\_\_  
Principal Signature/Date

\_\_\_\_\_  
Teacher Printed Name

\_\_\_\_\_  
Principal Printed Name

**DOMESTIC OR INTERNATIONAL OVERNIGHT FIELD TRIPS  
WINDHAM SCHOOL DISTRICT FIELD TRIP PERMISSION FORM**  
(to be completed by teacher)

Date of Request: \_\_\_\_\_ Dates of Field Trip: \_\_\_\_\_

Location and Purpose of Field Trip: (attach itinerary) \_\_\_\_\_

Method of Transportation: \_\_\_\_\_ Total Cost of Field Trip: \_\_\_\_\_ Other Fees: \_\_\_\_\_

Departure Time/Date: \_\_\_\_\_ Return Time/Date: \_\_\_\_\_

Chaperones:

- 1. \_\_\_\_\_ (In-Charge) 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

Please list additional chaperones on next page.

Total Number of Adults Attending: \_\_\_\_\_ Total Number of Students Attending: \_\_\_\_\_

Safety is a prime factor on field trips and adequate caution, supervision, and care will be employed by attending chaperones. The item on "Field Trips" in the Faculty Handbook is to be reviewed by the teacher sponsoring the field trip.

\_\_\_\_\_  
Sponsoring Teacher's Name

\_\_\_\_\_  
Teacher's Signature (once printed)

\_\_\_\_\_  
Principal's Name

\_\_\_\_\_  
Principal's Signature (once printed)

Please Note: Double side this form for photocopying and distribution to students.

**DOMESTIC OR INTERNATIONAL OVERNIGHT FIELD TRIPS  
CONSENT FORM, RELEASE FROM LIABILITY & INDEMNITY AGREEMENT**  
(to be completed by parent)

I/We, the undersigned parent(s) or guardian(s) of \_\_\_\_\_, a minor, do hereby CONSENT to his/her participation in day or extended long distance field trip to \_\_\_\_\_ (hereafter referred to as the "Field Trip") planned for \_\_\_\_\_, 20\_\_ , and sponsored by the Windham School District. I/We RELEASE and discharge the Town of Windham and its departments, officers, employees, and agents (hereinafter collectively referred to as "WINDHAM"), from any and all claims, damages, losses or expenses of whatever kind or nature which I/we may have or acquire as the parent(s) or guardian(s) of said minor arising out of or resulting, directly or indirectly, from said minor's participation in the Field Trip. I/We also RELEASE and discharge Windham from any and all claims, damages, losses or expenses of whatever kind or nature which said minor may have or acquire arising out of or resulting from, directly or indirectly, his/her participation in the Field Trip. I/We furthermore agree to defend and INDEMNIFY Windham against any claim, damage, loss or expense of whatever kind or nature that Windham may have to pay that arises from said minor's intentional, grossly negligent, or reckless acts or omissions while participating in the Field Trip.

I/We hereby authorize Windham School District's employee(s) or agent(s) who is supervising said minor to act on our behalf in authorizing and consenting to emergency medical care for said minor if he/she becomes ill or is injured, and we authorize and consent to the administration of medication by said employees or consent, on our behalf, to the administration of medication by a third party if such minor becomes ill or is injured while participating in the Field Trip. This Authorization and Consent may be presented to the appropriate emergency medical staff at such time as emergency medical care is required. I/We hereby RELEASE and discharge Windham from any and all claims of any nature whatsoever, which may arise out of the decision to provide emergency medical care.

\_\_\_\_\_  
Signature of Parent or Guardian                      Date                      Relationship

\_\_\_\_\_  
Signature of Parent or Guardian                      Date                      Relationship

**THIS FORM MAY NOT BE ALTERED**

The superintendent reserves the right to cancel any field trip up until the time of departure.

## INSTRUCTIONAL MATERIALS

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students and:

Enrich and support the curriculum;

Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;

Provide background information to enable students to make intelligent Judgments;

Present opposing sides of controversial issues;

Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;

Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society.

Be matched to the appropriate skill levels of pupils.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies should be reviewed at intervals not exceeding five (5) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.

**Reference:**

*ED 306.18 (a) (5)*

***New policy November, 1999***

Adopted by WSB on 10/04/05

## SELECTION OF MATERIALS

### I. OBJECTIVES OF SELECTION

The primary objective of the Library Media Center is to provide students and staff with instructional and recreational materials which reflect the philosophy of the district's schools and enriches all parts of its program.

The Windham School Board asserts that the responsibilities of the professional staff are:

- \* To provide instructional materials that support the curriculum, taking into consideration varied interests, abilities and developmental levels of students served.
- \* To provide information that stimulates growth in factual knowledge, aesthetic values, ethical standards, and literary appreciation.
- \* To provide information which will enable students to become information literate and make intelligent judgments in their daily lives.
- \* To provide comprehensive materials so that students may develop, under guidance, the practice of critical analysis of all media.
- \* To provide materials representative of the many religious, ethnic and cultural groups, and their contribution to our American heritage.
- \* To place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for all users of the Library Media Center.

(Documents subscribed to: ALA Council *Library Bill of Rights*, American Association of School Librarians *School Library Bill of Rights*, ALA and Association of American Publishers *Freedom to Read*)

### II. RESPONSIBILITY FOR SELECTION OF MATERIALS

The Windham School Board is legally responsible for all matters relating to the operation of the schools. The responsibility for the selection of materials is delegated to the professionally trained personnel employed by the school board. Selection of materials may involve: principals, department heads, teachers, students, community members, district library media specialist and other media staff. The responsibility for purchasing and coordinating the selection of materials for the Library Media Center rests with the district library media specialist. Responsibility for instructional materials selection rests with each building principal and his/her instructional staff.

**SELECTION OF MATERIALS**

(continued)

**III. CRITERIA FOR SELECTION OF MATERIALS**

The prime consideration in the selection of materials is curriculum needs. Materials for purchase are considered on the basis of:

- \* overall purpose
- \* overall value to the existing collection
- \* timeliness or permanence
- \* importance of the subject matter
- \* quality of writing/production
- \* readability/view ability
- \* popular appeal
- \* authoritativeness
- \* reputation of the publisher/producer
- \* reputation and significance of the author/artist/composer, etc.
- \* format
- \* ease of use
- \* price

All materials shall support and be consistent with the curriculum and educational goals and objectives of the Windham schools. Materials shall provide information on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis.

Additional materials shall be purchased as deemed necessary to meet the needs of the schools by the district library media specialist. Replacement copies of worn or missing materials shall be purchased as necessary.

**IV. PROCEDURES FOR SELECTION**

In selecting materials, the district library media specialist evaluates the existing collection, and then may consult subject specialists within the schools for recommendations, as well as reputable, unbiased, professionally prepared selection aids. Whenever possible, purchase of materials shall be done only after personal evaluation by the district library media specialist or other professional staff or if favorably reviewed in one or more of the aforementioned selection aids.

Out-of-date or no longer used materials shall be withdrawn from the collection according to acceptable professional practices in an on-going basis. Such materials shall be disposed of at the discretion of the district library media specialist in consultation with subject specialists.

**SELECTION OF MATERIALS**

(continued)

Gift materials are judged by the same standards as materials for purchase, and are accepted or rejected by those standards. These donations will be accepted on the condition that the district library media specialist has the authority to make whatever disposition of the materials deemed advisable.

Evaluation of the collection will be an on-going process. The district library media specialist will evaluate the collection for areas of weakness through the use of: circulation data, student and teacher requests, professional staff input, and suitability and sufficient quantity of materials to supplement the curriculum. Input and requests from the staff will be considered prior to ordering new materials to determine subject area or specific items desired for addition to the collection. Requests shall be fulfilled when considered to be of value to the collection and when monies are available.

**V. CHALLENGES TO THE CURRICULUM OR MATERIALS**

Despite the care taken to select materials for student and teacher use, it is recognized that occasional objections may be raised by community members, students, parents, or school staff. The Windham School Board recognizes that the final authority as to what materials an individual student will be exposed to rests with the student's parents or guardians. However, at no time shall the wishes of one child's parents or guardians to restrict his/her reading or viewing of a particular item infringe on another parent's rights to permit his/her child to read or view the same material.

In the event a complaint is made the following procedures shall apply:

1. The complaint shall be heard first by the staff member providing the materials in question. An effort will be made to resolve the issue informally. Staff members receiving verbal complaints shall promptly notify the building principal regardless of whether the issue has been resolved.
2. If the issue has not been resolved, the complainant shall be referred to the building principal who will provide the complainant with the *Selection of Materials* policy. If the complainant decides to pursue his/her complaint after reviewing this policy, he/she will be asked to fill out the *Request for Review of Materials* form and submit it to the principal. A copy of the completed form will be submitted to the superintendent of schools and district library media specialist
3. Upon receipt of a completed *Request for Review of Materials* form, the district library media specialist shall then appoint a review committee composed of the following persons to consider the complaint: district library media specialist who will act as the chair of the committee, the building principal, one classroom teacher at the appropriate grade level, the department head or a specialist in the subject area of the challenged material, one community member, and one student at the appropriate grade level.

**SELECTION OF MATERIALS**

(continued)

4. The review committee shall:
  - \* read/view and examine the materials referred to in the *Request for Review of Materials* form,
  - \* check general acceptance of the materials by reading reviews,
  - \* weigh values and faults against each other and form opinions based on the materials as a whole and not on passages or portions pulled out of context, keeping the best interests of the students, curriculum and community in mind,
  - \* meet to discuss the materials and prepare a written recommendation on it within fourteen (14) calendar days of the filing of the complaint,
  - \* forward the written recommendation to the complainant and the superintendent of schools.
5. Notwithstanding any procedure outlined in this policy, the complainant shall have the right to appeal any decision of the review committee to the Windham School Board as the final review panel.
6. Should the complainant decide to appeal the decision of the review committee, the superintendent of schools will arrange a meeting of the school board, complainant and review committee at which time both parties will present their cases. After hearing the presentations, the school board will have a period of five (5) working days to present a finding. The superintendent of schools will inform both the complainant and the review committee of the final decision of the school board.
7. No materials shall be removed from use until the final decision as to the disposition of the complaint has been made.

REQUEST FOR REVIEW OF MATERIALS

Title \_\_\_\_\_

Author, Editor or Producer \_\_\_\_\_

Publisher \_\_\_\_\_

Format of material \_\_\_\_\_

Request initiated by:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Complainant represents:

Himself/herself \_\_\_\_\_

Name of organization \_\_\_\_\_

1. To what material do you object? (Please be specific; cite pages, video segments, etc.)

\_\_\_\_\_

2. What do you feel might be the result of a student becoming exposed to this material?

\_\_\_\_\_

3. Would you recommend this material for a different age group? \_\_\_\_\_

4. Is there anything of value present in this material? \_\_\_\_\_

5. Did you read the entire book/examine all of the AV material? \_\_\_\_\_

If not, what sections did you look at? \_\_\_\_\_

6. Are you aware of the judgment of this material by reviewing sources? \_\_\_\_\_

7. What do you believe is the theme of this material? \_\_\_\_\_

8. What would you like the school to do with this material?

\_\_\_\_\_ Do not permit my child to view/read it.

\_\_\_\_\_ Provide my child with alternative materials.

\_\_\_\_\_ Withdraw it from all students.

9. In place of this material could you recommend other material, which you consider to be of equal or superior educational quality? \_\_\_\_\_

10. Other comments: \_\_\_\_\_

Date

Signature of Complainant

**Student use of Library Materials**

Dear Parent/Guardian:

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

Transition and Grade One – One book or magazine for one week

Grade 2 – two books or magazines for one week

Grades 3 - 5 – three books or magazines for two weeks

Grades 5 – 8 – four books or magazines for four weeks

Overdue fines are not charged in the Windham School District. If a student has a book and/or 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.

I have read and understand the procedure described above and agree to abide by it.

---

Name

Date

Adopted by WSB on 10/04/05

## COMMUNITY RESOURCES

The Board encourages the use of community resources and citizens to assist in furthering the educational program. Each Principal should study the needs of his or her individual school and survey the resources available in the school community. Opportunities may include school-to-work programs, community service projects, school-business partnerships, artists and writers in residence, etc.

Use of outside people will conform to rules approved by the Superintendent and Principal.

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## VOLUNTEERS

The District recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. In working with volunteers, a designated staff member shall clearly explain the volunteer's responsibility.

The voluntary help of citizens should be requested by staff through administrative channels to assist in conducting selected activities and/or to serve as resource persons.

Volunteers shall:

- A. Volunteers who serve on an on-going basis, who have regular contact with students, or who have duties involving one-to-one contact with students, shall be screened through the District's regular background checking process and the Criminal History Records Check Law procedure.
- B. Serve in the capacity of helpers and not be assigned to roles which require specific professional training. Instructional services shall be rendered under the supervision of certificate staff.
- C. Refer any student problem, which arises, whether of an instructional, medical or operational nature, to a regular staff member.
- D. Receive orientation, including:
  1. General job responsibilities and limitations.
  2. Information about school facilities, routines, and procedures, including safety and evaluation.
  3. Work schedule and place of work.
  4. Expected relationship to regular staff.
- E. Be provided appropriate training at the building level, consistent with their tasks and existing District standards. This training shall be developed under the leadership of the Principal or designee.
- F. Receive acknowledgment for their services.

Volunteers should only function under direct supervision of a school employee.

\* See Appendix: IJOc-R

Reviewed: July, 2004

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

**COACHES EDUCATION RECOMMENDATIONS**

Appropriate procedure will be developed with the Athletic Director.

## **EARNING OF CREDIT**

Students can earn course credit by demonstrating mastery of the required coursework and material in accordance with Policy IKF, High School Graduation. Mastery is defined in accordance with Policy ILBAA, High School Competency Assessment as: sufficient evidence of attainment of the required content, concepts, and skills of a particular course. Student assessment of mastery is the responsibility of the building principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards. No partial credit will be awarded for courses that have not been completed.

### **Legal References:**

*NH Code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit*  
*NH Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit*  
*NH Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies*

Adopted by the Windham School Board on June 7, 2011

## GRADING

The Windham School District recognizes the value of grading and report cards as critical parts of a comprehensive, multifaceted system of reporting on student performance.

The main purpose of a report card is to communicate to parents and others regarding student achievement and responsibility. Report cards also serve to provide incentives and feedback to enhance student learning, and to identify or select students for certain educational courses or programs. Finally, report cards may be used to evaluate the effectiveness of instructional programs.

Academic grades will reflect the degree to which students have met the stated learning goals of a class/course and the timeliness of submitted assignments. Other academic information, such as student effort, behavior, work habits, attendance or other attributes not related to content skills and knowledge will be reported separately as deemed appropriate to grade level.

A score of 50, on a 100 point scale, is the minimum score that can be recorded for any student who has completed and submitted a summative (graded) assignment. The Superintendent directs the principal to create and implement building-wide consistent late work regulations and procedures which shall include:

- Parent contact for missing summative assignments
- Opportunities to make up missing summative assignments

Students who have not demonstrated competency on a summative (graded) assignment will be allowed to take or redo the assignment, if feasible, in order to increase their knowledge and skills to a proficient level; students must complete or engage in supplementary instructional/learning activities determined by the teacher prior to any retake or assignment revision that will allow them the opportunity to raise their performance and grade to a proficient level.

Homework will collectively constitute no more than 15% of a final grade in any course/class.

Building principals will ensure that each school, grade level, or department within a school will collaboratively develop consistent practices and procedures that fall within the guidelines of this policy; grading practices will be clearly stated and communicated to students and parents, and will be available for public review.

Due process procedures, as published in each school's parent-student handbook, apply.

Revised: May 27, 2010

Revised: July 26, 2010

Adopted by the Windham School District on 5-3-11

## 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.

Teachers assigning homework are required to have a clearly written description of homework expectations and procedures that is distributed to students and available for review by parents and school administrators.

Teachers must clearly post homework assignments including the purpose, the requirements, and the due dates of the assignments.

The amount of homework assigned will vary according to the ages and developmental needs of the students. As general guideline, an average of 10 minutes of homework per grade level per evening will be taken into consideration when homework is assigned; the level of the course, the needs and abilities of the students, and the overall student academic load should also be considered when homework is assigned.

Homework will collectively constitute no more than 15% of a final grade for any course; grade levels or departments within schools will develop and adhere to consistent expectations and procedures aligned with this policy.

### **Regulatory Reference:**

ED 306.18 (a) (2)

Revised: 05/21/10

Adopted by WSB: July 26, 2010

**PROMOTION AND RETENTION OF STUDENTS**

The Superintendent and the building principals shall develop rules for the promotion and retention of students, and the rules shall have the approval of the Board. These rules shall be published in the Parent-Student Handbook.

**Regulatory Reference:**

*Ed. 306.18 (a) (4) & (6)*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## HIGH SCHOOL GRADUATION POLICY

### ACADEMIC REQUIREMENTS

Credits – Twenty-four (24) credits are required for graduation.

Required credits are as follows for all students:

Arts Education	1 Credit
Information & Comm. Tech.	.5 Credits
English	4 Credits
Mathematics (must include 1 unit of algebra)	3 Credits
Sciences (must include at least 1 Credit of Physical Science and 1 Credit of Biological Science)	3 Credits
Social Studies (must include 1 Credit of Western Humanities and 1 credit American Studies)	3 Credits
Human Performance	1.5 Credits
Wellness	.5 Credit
Open Electives	7.5 Credits
40 hours of Service Learning	

In addition to the above requirements, the School Board may approve other academic requirements for graduation.

### Awarding of Credit

Credit will be awarded in accordance with Policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

### Transfer Credits

The Principal or designee shall evaluate the transcripts of students who transfer into Windham High School from another educational program or school in or out of state in order to determine previous educational experiences toward meeting WHS graduation requirements in accordance with Policy.

**HIGH SCHOOL GRADUATION POLICY**

(continued)

**Alternative Credit Options**

The Superintendent may approve the granting of credit by the Principal earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Policy IMBC, Alternative Credit Options and other applicable Board policies.

**Diploma Options****A. Windham High School Diploma**

All students, regardless of disability, must earn the credits required above and satisfy other academic requirements for graduation established by the School Board in order to receive a Windham High School diploma and be eligible for participation in graduation.

**B. Certificate of Completion**

A Certificate of Completion is not a diploma and is awarded to any student who has successfully completed an individual program of studies not leading to a standard diploma. Student eligible for special education that are pursuing a certificate of completion may participate in one graduation ceremony in the year determined most appropriate by the student's IEP team. For students eligible for special education, participation in graduation will not end the student's eligibility for a free appropriate public education. Students eligible for special education may continue in an approved program until such time as the student has earned a regular high school diploma or has attained the age of 21, whichever occurs first.

**Legal References:**

NH Code of Administrative Rules, Section Ed 306.04(a)(14), How Credit Can Be Earned

N.H. Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit for Required Subjects and Open Electives

N.H. Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

N.H. Code of Administrative Rules, Section Ed 306.27(m), Credits Required for Graduation

**Regulatory Reference: ED.306.23 (f)**

Revised: July, 1998

Revised: August 2008

Reviewed: July 2004, August 2006

Revised: November 1999, July 2005, October 2005

## EARLY GRADUATION

The Board may adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the High School Principal shall approve such requests if he/she determines that all state and local graduation requirements shall be met and that early graduation shall be related to career and/or educational plans of the student making said request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

### **Regulatory Reference**

*ED 306.23(p)*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## **AWARDS AND SCHOLARSHIPS**

The Board may offer a variety of awards and scholarships sponsored by groups and individuals. Any new award or scholarship must be approved by the Board. No offer of award will be accepted which is discriminatory on the basis of race, color, creed, national origin or sex.

Revised: July, 1998

Adopted by WSB on 10/04/05

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent will cause the evaluation of the instructional programs annually in accordance with local and state guidelines. S/he shall have the responsibility to report periodically to the Board on the progress the District is making towards the attainment of its educational goals.

Revised: July, 1998

Adopted by WSB on 10/04/05

## HIGH SCHOOL COMPETENCY ASSESSMENTS

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

**Course Competency:** the expected content, concepts, and skills to be mastered in a course.

**Competency Assessment:** the process by which a student demonstrates sufficient evidence of learning in course competency.

**Mastery:** a student presenting sufficient evidence (based on current grading structure) of attainment on the competency assessment of the required competencies.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part, shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area prerequisite in the course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal, and shall be responsible for ensuring that all high school courses include one or more common competency exam(s) or other assessment. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy IL.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

### **Legal References:**

*NH Code of Administrative Rules, Section Ed. 306.27(d), Mastery of Required Competencies*

*Revised: August 2006*

*New Policy: October 2005*

**TEACHERS TEACHING THEIR OWN CHILDREN**

In the event that a parent of a child attending the same school is also a teacher, the Principal shall adjust teaching assignments in order to minimize the amount of time that the teacher spends during any school day instructing his/her child. Ideally, the amount of classroom time that a teacher spends instructing his/her own child will be eliminated completely. Recognizing that this will not always be possible, a goal of not more than one instructional period per day will be acceptable. Exceptions will be made based on extenuating circumstances. Such exceptions shall require the approval of the Board.

Revised: July, 1998

Adopted by WSB on 10/04/05

### ALTERNATIVE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

- The request is submitted in advance with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Principal to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year - school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress

**ALTERNATIVE CREDIT OPTIONS**

(continued)

- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, Charter School, or an approved private school
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities
- College Credit/Dual Credit

**Funding**

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

**Legal Reference:**

*NH Code of Administrative Rules, Section Ed. 306.04(a)(6, 12, 14), Policy Development*

*NH Code of Administrative Rules, Section Ed. 306.26, Kindergarten - Grade 8 School Curriculum*

*NH Code of Administrative Rules, Section Ed. 306.27(c), High School Curriculum, Credits, Graduation Requirements, and Co curricular Program*

*NH Code of Administrative Rules, Section Ed. 306.27(d), High School Curriculum, Credits, Graduation Requirements, and Co curricular Program*

New Policy: July 2005

## CONTROVERSIAL SPEAKERS AND PROGRAMS

A goal of education is to prepare our students to participate constructively in a democratic, pluralistic society, a society in which many different opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem alien to them. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, files, and other media are valuable for giving students exposure to many differing ideas; but for effective learning, it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following guidelines.

The teacher/sponsor and the building principal are expected to exercise judgment and to investigate fully those proposed resource persons to whom questions may arise.

When appropriate, teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive and balanced understanding of the topic/issue.

The ideas presented and the resource person invited to present them will have demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.

Prior to the speaker's appearance or participation, he or she will agree to abide by the following board regulations.

- a. Profanity, vulgarity, and lewd comments are prohibited;
- b. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering to the health and safety of students and staff.

Revised: July, 1998

Adopted by WSB on 10/04/05

**PLEDGE OF ALLEGIANCE**

During the homeroom period each morning, the Pledge of Allegiance to the flag will be given. Everyone is urged to rise and participate. People in corridors or areas where there are no flags should show proper respect by remaining still and silent.

**Statutory Reference:**

*RSA 194:15-a*

Revised: November, 1999

Revised: July, 1998

Adopted by WSB on 10/04/05

## **ANIMALS IN THE CLASSROOM**

The Windham School board recognizes that animals in the classroom may be detrimental to the health and safety of students.

Animals are allowed in classrooms on a very limited basis with the approval of the Superintendent.