



Parent/Student Handbook

-updated 2022-

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Section 1: About Us

Mount Washington Valley has a rich history and vibrant out of doors culture which resonates strongly within our community. It is the reason people move to our locale and the backbone of our local economy. Northeast Woodland Charter School is an idea born of a desire to bring together our local natural resources with the growing trend towards student centric, holistic learning.

1 Our Vision and Mission

Our vision at Northeast Woodland is to create an environment of nature-based learning focused on a Waldorf education model with the goal of making this education available to all who wish to attend. As an initiative member of the Alliance for Public Waldorf Education and utilizing the curriculum set forth by this organization, we will bridge the gap between the structure and goals of the Waldorf program as enacted in Waldorf- Inspired Public Schools with the academic content and student goals identified in the Common Core Standards (CC). Northeast Woodland looks to serve grades K-7 in our opening year of 2020 and grow to include 8th grade in the fall of 2021.

Our mission at Northeast Woodland is to awaken children to the wonder and joy of learning through nature combined with the living arts, academics, and the role these elements play in the development of the whole child. Our school will nurture creativity, individuality, and independent thinking to inspire and prepare children to pursue educational excellence and enter their community and the world with confidence, competence, and compassion. By addressing their heads, hands and hearts, the school will encourage students to be lifelong learners and contributors to their communities and society.

2 Independent Charter School

Like all charter schools, Northeast Woodland is a public school that is organized around certain educational methodologies, themes, curricula, and a core mission. Charter schools offer the potential for research and development, providing the public-school environment with space, time, and support to develop practices beyond the traditional methods of education. In exchange for the freedom to approach education differently than traditional schools do, charter schools are required to meet strict state reporting standards and produce successful outcomes for their students.

As a state-issued charter school, Northeast Woodland reports directly to the Department of Education and functions independently of the district where it is located. By law, charter schools are tuition-free for New Hampshire residents. In addition, students are required to participate in state standardized assessment testing. Charters are awarded to schools for five-year periods. At the end of the five-year period, schools must reapply for an extension of their charter contract.

3 Northeast Waldorf Education Foundation Board

Northeast Waldorf Education Foundation (NWEF) is a nonprofit entity established for the purpose of promoting the benefits of Waldorf education by creating and sustaining a Waldorf Inspired Public Charter School in the Mount Washington Valley Region. The NWEF Board are the founding members of the Northeast Woodland Charter School and will therefore serve as Trustees. The

Trustees will serve as custodians of the Mission and Vision for Northeast Woodland, provide high-level fiscal and legal oversight and guidance to the Northeast Woodland Board of Trustees, and foster community support and seek out fundraising opportunities for the school. The Trustees will work with a goal for the transition of direct leadership to take place in the months prior to the opening day of school. Both the Trustees and Northeast Woodland Board of Trustees will regularly meet jointly before, during and after the transition to ensure continuity of Governance from the intended Mission and Vision for the school.

The Trustees shall receive and review regular reports from the Board demonstrating adherence to the mission set forth in the School Charter and a sustainable fiscal trajectory. Following the initial transition period, trustees will continue to meet quarterly or as needed and continue to serve as oversight for the school's health as well as the fundraising foundation for the long-term success of Northeast Woodland.

1 Northeast Waldorf Education Foundation Board

Officers

| | |
|------------|-----------------|
| Chair | Jesse Badger |
| Vice Chair | Ethan McKenney |
| Treasurer | Tara Hartnett |
| Secretary | Spring McKenney |

Directors

| | |
|--------------|--------------------|
| Heidi Miller | Carolyn Harrison |
| | Charles Greenhalgh |

Heather Burnell (PTO Representative)

4 Northeast Woodland Chartered Public School Board of Trustees

In accordance with RSA 194-B: 5, Northeast Woodland Charter School will be governed by a Board of Trustees ("Board") no less than five members and no more than nine whom will be responsible for maintaining oversight of school operations. The Board has a statutory responsibility for reporting progress and achievement of Northeast Woodland's stated goals.

The Board shall have direct oversight of School operations and work through the Head of School to ensure the vision, mission, and financial health of the school supports the values set forth by the founding members in accordance with guidance from the Trustees. The Board shall have the responsibility to enter into contracts for, approve payments from, and borrow against the credit of the school. The Board shall also have the authority to hire and/or terminate personnel.

The President of the Northeast Woodland Chartered Public Board of Trustees will be responsible for the following as described in the NWEF bylaws:

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Northeast Woodland Charter School, subject to the control, advice and consent of the Trustees. The President shall keep the Trustees completely informed, shall freely consult with them in relation to all activities of the Northeast Woodland, and shall see that all orders and/or

resolutions of the Board are carried out to the effect intended. The Trustees may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Northeast Woodland Chartered Public School between meetings of the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Northeast Woodland Chartered Public School, to execute in the name of Northeast Woodland Chartered Public School all contracts and other documents authorized either generally, or specifically by the Board to be executed by the Northeast Woodland Chartered Public School, and to negotiate any and all material business transactions of the Northeast Woodland Chartered Public School.

The Vice-President shall have the powers and duties of the President in his/her absence or for the duration of the disability, and any other powers and duties assigned by the Board.

The Secretary shall keep a true record of each Board meeting, make any required reports to the State of New Hampshire, and carry out duties as required by law.

The duties of the Treasurer of Northeast Woodland Chartered Public School are outlined in the New Hampshire statutes relating to public schools.

The NWEF Trustees are responsible for ensuring that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Staggered terms of two (2) years shall be set for the Trustees with appointments to the Board of Trustees made by a 2/3 majority vote of existing Trustees. In the application for NWCPS, the words "Trustee" or "Trustees" refers to members of this board.

The NWCPS Board of Trustees will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. The Board of Trustees will be responsible for working with NWCPS staff to ensure that day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision-making authority with recommendation from the Head of School and Faculty Chair, and conflict resolution within the student, faculty/staff, and local education communities. In the application for NWCPS, the words "Board of Trustees" or "Board" refer to members of this board. Please visit our website (see Governance under the About heading) for the current Board membership and contact information.

Officers

| | |
|------------|--------------|
| Chair | Jason Gagnon |
| Vice Chair | Jesse Badger |
| Treasurer | Vacant |
| Secretary | David Paige |

Directors

| | |
|-------------------|--|
| Alec Tarberry | Meredith Wroblewski |
| Spring McKenney | Kelly Gagnon (Upper Grades Faculty Rep) |
| Daniel Palestrant | Christiane Hilbrig-Tauroney (Lower Grades Faculty Rep) |

1 Administration, Faculty and Staff

Administration

| | |
|--------------------------|------------------|
| Head of School | Sarah Arnold |
| Assistant Head of School | Kelly Gagnon |
| Business Administrator | Belle Stafford |
| Administrative Assistant | Michelle Schmidt |

Faculty

| | |
|---|-----------------------------|
| Kindergarten Teacher | Carolyn Harrison |
| 1 st Grade Teacher | Christiane Hilbrig-Tauroney |
| 2 nd Grade Teacher | Lacey Ricker |
| 3 rd Grade Teacher | Dominic Casamassima |
| 4 th Grade Teacher | Jennifer Smith |
| 5 th /6 th Grade Math/Science | Seth Laskin |
| 5 th /6 th Grade Humanities | Jonathan Fenton |
| 7 th /8 th Grade Math/Science | Sarah Davidson |
| 7 th /8 th Grade Humanities | Michael Fitzharris |
| Handwork | Melanie Moore |
| Music/Games & Movement | Cory Waletzko |
| French Foreign Language | Suzie Carrier |
| Outdoor Education | Rachel Freierman |
| Title I Reading Program Teacher | Abigail Fox |
| Student Support Services | Jackie Sparks |

Section 2: Admission and Enrollment

Our admissions process begins through dissemination of information about our mission, philosophy, and curriculum via word of mouth, print, and electronic media. Prospective students and families will have the opportunity to attend informational sessions to ask questions and become more familiar with our educational approach. Families may also request individual meetings with Northeast Woodland faculty, staff, and/or trustees to further inform their decision on school choice.

Northeast Woodland Chartered Public School admission procedures shall not be used to discriminate or violate individual civil rights in any manner prohibited by law. Previous attendance at any other school shall not entitle any applicant to priority admission – we believe that our school community is strengthened by diversity and welcome all students and families wishing to

achieve personal and academic growth through our unique educational offerings. Families wishing to enroll students at Northeast Woodland will be required to submit a complete application that includes an agreement indicating their understanding of the school's mission and other expectations as part of the admissions process.

1 Application and Lottery Policy

In the 2021-2022 school year Northeast Woodland Chartered Public School will serve students Pre-K-8th Grade. Like other New Hampshire public schools, there is no tuition for NH resident students in grades K-8. Our Pre-K program operates as a separate tuition-based program. It is not part of our Charter.

1 Pre-K:

Our curriculum is informed by the practices of Waldorf Early Childhood Education. It is focused on developing the physical body, children's social skills, self-regulation, and their capacity for focusing their attention. Children benefit from the predictable daily rhythm, healthy snack foods, ample time for play, and plenty of time outdoors discovering their world, accompanied by skilled and loving educators. Teachers bring nature stories, as well as simple fairy and folk tales. Songs are woven into activity throughout the day.

Our Pre-K program runs for the nine-month school year. Our school calendar matches the SAU 9.

Pre-K Intent to Return:

To reserve a spot for the following year, all current students who will be continuing at Northeast Woodland in the Pre-K class must submit an "Intent to Return" form and pay their program deposit by February 2.

Pre-K Lottery and Enrollment:

Spaces in our current Pre-K will be distributed by lottery. The Pre-K Lottery will happen following our K-8th Grade lottery for the coming school year and our future Kindergarten years' lotteries (see more info. directly below). A family's space will be secured upon receipt of a completed application and a paid deposit. A birth certificate must be presented upon enrollment.

Future Kindergarten Lotteries:

Each year following the K-8 lottery for the coming school year and prior to the pre-K lottery for the coming school year, we will hold a lottery for spaces in future Kindergarten classes, those in which our pre-K students would be eligible to enroll. This ensures that families who attend our pre-K will know whether they have secured a spot at the school prior to attending pre-K. This also ensures that families who do not attend our pre-K will have an equal chance to attend our school for K-8th Grade. This process is in compliance with Federal guidance for charter schools.

For instance, if the coming school year is the 22–23 school year, first we would lottery any spaces in our K–8th program for the 22–23 school year. Then we would run a future Kindergarten lottery for the 23–24 school year and the 24–25 school year. Finally, we would run a lottery for the 22–23 school year for the pre–K program, which admits both 3 and 4–year–old students.

2 K–8th Grade:

Out of state students:

Each out-of-state student who attends will pay tuition that is greater than the state tuition paid to the school for NH students (\$8,500 2021–2022 school year).

School Information Sessions:

We highly recommend attending an on-line information session prior to filling out an on-line application. The sessions will be recorded and available on our website in case you are unable to attend.

Open enrollment:

Applications will be released at the end of January. Open Enrollment will begin at the beginning of February. Open enrollment for the lottery process will end in the second week of March.

Lottery time and place:

The lottery will be held the week after the open enrollment period ends with results announced following completion.

3 Lottery guidelines/Process:

Intent to return:

To reserve a spot for the following year, all current students who will be continuing at Northeast Woodland must submit an “Intent to Return” form first. This form will be due on a specific day in the second week of February and will be followed up by a contract for the following school year. If a student withdraws from Northeast Woodland and subsequently wishes to return, the student will be considered a new student for admission purposes and may be subject to the lottery, depending on vacancies.

Siblings of existing students:

All siblings of existing students who have completed applications by March 5, 2021, will be placed prior to holding the lottery. If there are more students than there are places, then a sibling lottery will be held. These students’ names will be drawn and placed on a waiting list for the coming school year in the order in which they are drawn.

Children of faculty, staff, and founding Northeast Waldorf Education Foundation Board members:

Children in this category who have completed applications by March 5, 2021, will be placed after the siblings of existing students and prior to holding the lottery. If there are more students than

there are places, then a faculty, staff, and founding members lottery will be held. These students' names will be drawn and placed on a waiting list for the coming school year in the order in which they are drawn.

New Hampshire students:

Beginning with the oldest grade, a blind lottery will be held using a computer program to randomly rank the class candidates. As a candidate is placed into a class, their sibling(s) will also be placed into the appropriate grade if there is a spot, or they will assume the next place on the waiting list for that class. Once there are no more places in a grade, candidates will assume places on the waiting list in the order of the lottery random ranking.

Out-of-state students:

Following the placement of New Hampshire students, a blind lottery will be held using a computer program to randomly rank the out-of-state class candidates. As a candidate is placed into a class, their sibling(s) will also be placed into the appropriate grade if there is a spot, or they will assume the next place on the waiting list for that class. Once there are no more places in a grade, candidates will assume places on the waiting list in the order of the lottery random ranking.

*In New Hampshire, the cost of a student's special education services is born by the sending district. The state of New Hampshire will not pay for an out-of-state child's special education services. Please check with the school district in which you live to see if they will provide your' child's services at Northeast Woodland or cover the cost of your child's services at Northeast Woodland.

4 After the lottery:

Families of admitted students have 48 hours following the lottery to complete their contract. Completion of the contract will result in securing a child's place in the class.

5 Waitlisted students:

If there is no longer space available, the candidate will be placed on the waitlist in the order their name was drawn in the lottery. If an opening occurs in the appropriate grade, students on the waitlist will be contacted according to their order on the waitlist. Students on the waitlist who opt out of enrolling when space is available automatically surrender their place on the waitlist for the current school year.

For any student currently on our waitlist, their name will not be carried over to the waitlist for the following school year. For instance, to be admitted for the 21-22 school year, the student's name must be entered into the lottery with the new applicants. Parents of students waitlisted for the 20-21 school year must notify the school by the end of the open enrollment period, March 12, 2021, if they intend to re-apply for the coming school year. Their child's name will remain on the waitlist for the current school year through June 11, 2021.

Students who apply to Northeast Woodland after the lottery date will be admitted only if space is available. If space is not available, they will be placed on the waitlist in the order that their completed application is received.

6 Entrance age policy:

- A pupil may enter kindergarten if their chronological age will be five years on or before September 30 of the year of entering kindergarten. There are no exceptions to this rule.
- A pupil may enter pre-k if their chronological age will be three years on or before August 31 of the year of entering school. There are no exceptions to this rule.
- A birth certificate must be presented upon registration.
- Incoming transfer students will be initially placed in accordance with the information forwarded by the sending district. Such placement is tentative and subject to reassignment by the Head of School.

7 Application Eligibility Criteria

Students are eligible for enrollment at Northeast Woodland if they:

- Have submitted a complete application for enrollment, including the signed
- agreement acknowledging the mission and educational philosophy of the school, **AND**
- Have provided proof of physical examination, a copy of their birth certificate, and proof of residency.

Section 3: General Policies and Procedures

1 Attendance & Absences Policy

The State of New Hampshire views school attendance as one of the primary indicators of a child's level of success in school. As such, State of New Hampshire RSA 193:1 requires "that every child between six and sixteen years of age [shall] attend the public school at the time the public schools are in session." The law RSA 193:2 further states that "every person having custody of a child shall cause the child to attend such a school during all the time the public schools are in session."

As parents/guardians, you are an important part of your child's success and future achievement. We encourage all parents/guardians to support their children in attending school daily and on time. Students who are absent from school miss important instruction and assignments and are more likely to fall behind and have a hard time catching up. Students who develop patterns of good attendance are much more likely to be successful both academically and socially and have a higher graduation rate.

Absences and/or tardiness negatively impacts the offending child as well as all his/her fellow classmates. Students are expected to attend school on time each day of the school year unless there is an emergency or a personal illness. Please help to ensure the development of your child's social and academic progress by avoiding unnecessary absences, tardiness, and early dismissals.

1 Attendance Tips for Parents

- Plan vacations for non-school days only.
- Schedule all appointments for your child after school, on weekend days, or during your child's vacation, whenever possible.

- Make sure Northeast Woodland has your accurate daytime contact information, including cell phone number and/or email address.
- Let the Northeast Woodland Administration know about any difficulties that may affect your child's attendance
- Make sure your child is ready to attend school at the appropriate time. Preparing school supplies and clothes the night before can go a long way.

Parents and students should be aware that dismissals without documentation will count as undocumented absences for missed classes. Furthermore, per the attendance policy, dismissals due to family vacations, attendance, family obligations or extended illness (without a doctor's note) will count as undocumented absences. Students shall have 7 days from the date of return to document the dismissal.

Excused absences include but are not limited to the list below and require documentation, as noted:

- Illness of student or immediate family member
- Death in the family
- Religious holiday
- Scheduled medical/dental appointments if such cannot be scheduled outside of the normal school hours
- Chronic illness registered with the administration must be verified by an initial note from the direct supervising physician, and regular bi-weekly updates from the direct supervising physician, along with an updated expectation of return date and related restrictions, if any.
- Classes missed due to an IEP or 504 plan
- Extreme weather conditions as discussed with the administration
- The administration shall determine if an absence is excused for any other reason not listed above.

Excessive excused absences will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Those with extensive absences will be notified by the administration.

Examples of unexcused absences include but are not limited to:

- Absences as a result of incomplete immunizations records (without appropriate waiver on file)
- Family vacations outside of the established school calendar
- Leaving school grounds without permission during school hours
- Absences determined by the administration to be unexcused for any other reason not listed above.

Extensive unexcused absences shall be addressed in a case-by-case basis to determine if there is a pattern of non-attendance. Those with extensive absences will be notified by the administration. Please note the following policy on unexcused absences.

- 5 unexcused absences: Parents/Guardians are contacted in writing by the teacher and/or administration regarding the absences.

- 8 unexcused absences: Parents/Guardians are contacted again by the teacher and/or administration and a meeting is scheduled to develop a successful attendance plan. The plan shall include information regarding unexcused absences over 10.
- 10 unexcused absences: Without full and reasonable explanation provided to the administration, documentation may be given to Division for Children, Youth & Families (DCYF) for intervention.

2 Absence Procedures

When a child is absent, the parent/guardian must notify the school. If your child is unable to attend school, please notify the school office by 9:00 am. If the school is not contacted, you will be called inquiring about your child's absence.

If there is to be an extended, planned (more than 1 day) excused absence, a note with the dates of the student's absences should be given to both the student's classroom teachers and the office, as all work together to monitor student attendance.

1 Tardiness

Arriving at school on time is another important factor in a child's daily success. Morning routines and classroom meetings set the stage for what will occur throughout the day. A tardy student who is forced to play catch up begins the day at a disadvantage. The first half hour of class is very important, as that is when teachers and students discuss their plans for the day. Parents/guardians of chronically tardy students will be notified, and the teacher may convene a parent conference to address the pattern of lateness and a plan for remediation.

Please note 5 tardies are equal to one unexcused absence. Accumulated absences, even if arrived at through chronic late arrival, will trigger our absence policy noted above.

2 Early Dismissal

Ideally, children should be in school during all school hours. Please arrange appointments after school hours or on early release days whenever possible. If it is necessary to make an appointment during school hours, please be sure to send a note to school. As stated earlier, to dismiss your child to someone other than a parent/guardian, the authorized person must provide photo identification.

Please note 5 unexcused early dismissals are equal to one absence. Accumulated absences, even if arrived at through chronic late arrival, will trigger our absence policy noted above.

3 Electronic Devices at School

Cell phones and other electronic devices are problematic on school campuses. Ringing or vibrating cell phones are disruptive during class time. Camera phones and text messaging can be used inappropriately. Phones are stolen, loaned to other students, may be lost, or broken and have exacerbated crisis situations. The use of cell phones at school is detrimental to the academic climate because it takes valuable time away from instruction and creates disciplinary problems. For these reasons, we ask parents to set a prime example by not using their cell phones while on campus, especially when in the presence of students.

If a student brings a cell phone or other communication devices to school, they are to do so at their own risk. The device must remain out of sight and must be off for the entire school day (medical exceptions will be granted). Students may not use their devices at any time while on campus. Should a student need to contact their parents or caregivers while on campus, s/he may ask to use the office phone. Likewise, if urgent, parents or guardians may call the school office to deliver a message to their child.

4 Safety & Emergencies

Safety of our students at Northeast Woodland is a top priority. The following procedures have been put in place to ensure staff and student safety:

1 Locked Doors

Entrance doors to Northeast Woodland are locked. Anyone wishing to enter the school must ring the doorbell at the front entrance and wait for a staff person to open the doors. Once inside, the person must sign in clearly stating the reason for their visit to the school. Visitors are not to proceed beyond the lobby without permission by school personnel.

2 Criminal History Record Checks

All staff, volunteers, and parents/guardians with direct involvement in student life, including transportation or chaperone responsibilities, are required by law to have a criminal records check. The results of the background check are received by the school administration and remain confidential and are used to determine suitability of volunteers with respect to their position with children. If you are interested in volunteering, please contact the school.

3 Fire Drills

At the beginning of the year, classroom teachers review fire drill procedures with students. An exit plan is posted in each classroom. Northeast Woodland works with the local station of the Conway Fire Department to hold fire drills throughout the year and is required to follow the instructions and modifications of the local station, including the number of drills each year.

4 Emergency Response

Northeast Woodland has developed an emergency response plan to deal with situations that might require evacuation and/or lock down of the building (e.g., chemical leaks, terrorist attacks or other emergency events) and other sorts of responses. Preparedness drills are held during the school year with staff and students. The plan is reviewed annually by the school's administration and safety committee. The school works with local law enforcement and safety officials regularly.

5 Fire, Weapons, Illegal Substances & Tobacco

Possession or use of fire, weapons of any kind, illegal substances, or tobacco products within the school building, school facilities, or on school grounds or school buses by any individual – including school personnel, students, and parents/guardians – is always prohibited. Such possession on school grounds will result in actions in accordance with the NH RSA 193, sections B and D.

6 Child Abuse & Neglect

To comply with the Child Protection Act (RSA 169C, 1979), it is the policy of the school that any teacher or other school employee or volunteer who suspects that a child's physical or mental welfare may be adversely affected by abuse or neglect must report such abuse. There are two ways to go about reporting. We prefer that you seek the assistance of our Head of School, who will then call the Division of Children and Youth Services and/or the student's local police department. If you prefer to report on your own, we do request that you notify the Head of School of your action, which will of course be kept confidential. Under RSA 169C, school personnel, who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

7 Harassment & Discrimination

Northeast Woodland is committed to protecting the rights and dignity of all members of the community including both children and adults. The school prohibits acts of harassment, discrimination, intimidation or bullying. Any actions that disrupt the safe learning environment of Northeast Woodland will not be tolerated. Such incidents will be treated on a case-by-case basis led by the administration and if need be, the Board of Trustees.

8 FERPA

Northeast Woodland abides by the Family Educational Rights & Privacy Act (FERPA), which protects the privacy of students' education records.

5 Sexual Harassment and Misconduct Policy

It is the policy of Northeast Woodland Chartered Public School to maintain a working and learning environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation (actual or perceived), or gender (actual or perceived). For that reason, it is a violation of state and federal laws and a violation of District policy.

Northeast Woodland considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee, or the suspension or expulsion of the offending student.

Any student or employee of our School who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper authority (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Northeast Woodland prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

The definition of sexual harassment is any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting (whether it occurs between individuals of the same sex or individuals of the opposite sex), under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not necessarily limited to, the following:

- Verbal: Unwelcome conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); use of sexual innuendoes or slurs; making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual: Unwelcome conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; the use of graffiti and/or computer-generated images of a sexual nature; and/or the use of obscene gestures, leering, or staring.
- Physical: Unwelcome conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or physical interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss and/or offers of benefits in return for sexual favors.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

6 Student Information Files

Your child's school file must be complete upon their enrollment. The file must include at a minimum: your child's medical form including their immunization records (or related waiver); parent/guardian proof of residency; records form from your child's previous school; a copy of your child's birth certificate; Northeast Woodland emergency contact form; medication release form (if applicable); and the race/ethnicity form as required by the state. If you anticipate any delay or require assistance completing the paperwork, please let us know.

7 Suspension and/or Expulsion

Grounds for immediate suspension or expulsion may occur for incidents involving an illegal act, the student will immediately be suspended from school pending a more thorough investigation. If

necessary, the administration shall take steps to protect the reputation and rights of students under the law while fully cooperating with the police. Illegal acts include:

- Theft
- Intentionally setting off the fire alarm
- Vandalism
- Use of cigarettes, drugs or alcohol
- Using or possessing a weapon
- Assault or Sexual Harassment
- Arson

Section 4: Health Related Policies and Procedures

1 Administration of Medications at School

If your child is on medication and the dose schedule cannot be worked around school hours, the following procedures must be followed:

- The school office must receive the medication in its original container (this applies to both prescription and non-prescription items).
- You must contact the school office to sign the permission form and to deliver the medication. Please do not send medication to school with your child.
- A written statement from the prescribing physician, stating name of the medication, dosage, and time to be given.
- Non-prescription medication must be in the original container with the student's name and date clearly marked on the container. Please note this includes cough drops.
- Parents/guardians of children with asthma, allergies, or any other special medical needs, must submit their doctor's Emergency Treatment Plan for that child, which is to be kept on file at the school and reviewed and/or updated, minimally, each school year.

Only a member of the school administration may assist in administration of medication. Children are not permitted to have medicine in the classroom or on their person. Parents/guardians must deliver the medication to the school office where it is kept in a secured place. By state mandate, non-prescribed oral medication, such as aspirin or ibuprofen, will not be made available by the school.

2 Allergies

If your child has food or other allergies, contact the main office for information on how an individualized plan can be developed for your child to keep him/her as safe as possible while at school, given this important health concern. Any medications that your child's doctor has prescribed for the treatment of food allergies must be kept in the school office along with a doctor's instructions. Additionally, a signed release form stating permission for school personnel to administer medication needs to be signed by the child's parent/guardian and presented at school.

For allergy concerns, and other reasons, please note we request that students not share food.

3 Illness & Infectious Disease

Our main concern when a child becomes ill is his/her comfort, well-being, and readiness of the individual child to learn, as well as the health of the other children and members of the school. The following guidelines should be observed by parents/guardians:

Please DO NOT send your child to school if he/she has:

- • Fever of 100.3 or greater
- (Temperature should be normal for at least 24 hours before returning to school.
- Often temperatures are lower in the morning but rise in the afternoon.)
- • Vomiting within the past 24 hours
- • Diarrhea within the past 8 hours
- • Rash not previously diagnosed by your child's doctor and determined not to be contagious
- • Severe cold or cough
- • Conjunctivitis with drainage from the eye
- (Child may return after 24 hrs. of antibiotic treatment)
- • Impetigo (may return after 24 hrs. of antibiotics)
- • Strep throat (may return after 24 hrs. of antibiotics)
- • Any acute illness that does not allow them to fully participate in school activities

If these symptoms persist or are severe you should check with your child's health care provider.

It is essential that sick children receive proper care and that the rest of the school population is protected from contagious diseases. When a child becomes ill at school, the parent/guardian or his/her designee is responsible for taking the child home as soon as possible. To dismiss your child to someone other than a parent/guardian, the authorized person must provide photo identification.

If you have questions regarding the advisability of sending your child to school, please ask your health care provider. If your child is unable to attend school, please call the school office at 9:00a.m. If the school is not contacted, you will be called inquiring about your child's absence.

4 Injury

As a charter school, Northeast Woodland is not required to have a nurse on staff, nor is there one in the building. However, our staff has been trained in CPR and first aid response. Procedure dictates that any event that creates serious injury or concern requires a call to emergency services (911/ambulance) for immediate support; less serious issues usually result in a call to the student's parent(s)/guardian(s).

Section 5: School Information

1 Academic Achievement Data Management System

Northeast Woodland Chartered Public School intends to use software which has been developed with a specific focus for use in Waldorf schools and encompasses a wide variety of measurement

metrics. With BigSIS (www.bigsis.com) software, teachers work online through the teacher portal to write grades and reports, curriculum summaries (descriptions), and allows proofreaders direct access. Parents and students may be able to access through Google classroom.

The Student Reports & Grades module is part of the teacher portal. Teachers may log in, view their courses, and write narrative progress reports (alternatively, end-of-year reports, end-of-semester reports, or report cards) for each student, including an option to fill out a rubric-style matrix assessment.

These reports are stored in the student's record and may be printed out for parents with ease or released to the parent portal to give parents access to them online. Finally, class teachers, room parents, and advisors may be given access to view reports for an entire grade as well as email parents and students.

2 Appropriate Dress

The general atmosphere and environment of the school must be conducive to optimal learning. Dress can affect behavior and influence both the atmosphere and learning environment. When considering school clothes please remember Northeast Woodland's educational philosophy is a hands-on learning process, and students are active outside in all weather. Below you will find suggested guidelines for appropriate dress at Northeast Woodland Chartered Public School.

1 GUIDELINE 1: Clothes Meant for Movement

Students should dress appropriately for their active day at School. Students shall wear clothing that is simple, functional, and that easily allows for movement, staying on the student's body. Footwear must be worn at all times and be safe for physical activity. Backless footwear (such as flip flops) and open-toed shoes are discouraged. Students will be outdoors in all weather. On rainy days, children are required to wear a rain jacket with a hood and rain boots.

2 GUIDELINE 2: Simple Accessories

Jewelry shall be limited to accessories that do not restrict the student's ability to engage in play or participate in class activities. Students should not wear jewelry that poses a safety risk to the student or others. Watches or other devices should be limited to those that do not make noise and are not connected to the internet. School accessories, such as backpacks, lunch boxes, and bedding (for kindergarteners), should be free of logos and images. Hats should not be worn indoors unless there's a previously agreed upon accommodation.

3 Philosophy of Student Governance and Discipline

Northeast Woodland believes that there is an innate desire in all students to be contributing members of their community. School culture will focus on students taking responsibility for their actions through recognition of the effects of their actions on the community at large.

4 Behavioral Expectations

Waldorf Education is a developmental pedagogical approach to working with children. We cultivate a growth mindset towards and among the students in our care. Each class group is a

community that will travel through many years together. As the children learn, grow, and mature they will acquire skills and behaviors that will serve them in the physical world, emotional world, social world, and the intellectual world. Our primary goal is that children do not just learn what is right to do, but why it is right to do it. In short, we see discipline as a learning experience not a punitive experience.

We have two main behavioral expectations that guide the work and social life in every classroom:

- Be kind and respectful to peers and teachers
- Actively engage in the work of the classroom

5 Process for Dealing with Disruptive Behavior

The road to new knowledge is paved with successes, mistakes, and failures. Northeast Woodland works to create an atmosphere that recognizes mistakes and failures are part of the learning process. Teachers will work with children to address all issues of misbehavior so that no further steps need to be taken. If the initial intervention does not stop the behavior, teachers will then follow the steps listed below to address these issues:

1 Step 1:

When an incident occurs, the teacher explains or reviews the expectations and logical consequences with the student and describes why these expectations exist. * If the teacher deems the incident serious in nature, the teacher may refer the incident immediately to the Head of School or the Assistant Head of School. Additionally, middle school students may be asked to write a reflection and participate in other restorative practices.

2 Step 2:

If the incident occurs again, the teacher:

- communicates with the child's parent(s)/guardian(s);
- applies appropriate logical consequences;
- documents incident and parent/guardian communication;
- informs the administration of behavior through written communication.

3 Step 3:

If a third incident occurs:

- the student meets with the teacher and the administration;
- the administrator sends a written report home and/or calls parents/guardians;
- at the discretion of the administrator, a meeting with parents/guardians is scheduled to discuss behavior/incident as well as develop a behavior plan.

*When a behavioral incident is deemed serious in nature, the Head of School may apply more serious consequences immediately, including suspension or expulsion.

6 Anti-Bullying Policy

NH Law 193-F deems bullying a crime. Northeast Woodland will not tolerate any unlawful or disruptive behavior that interferes with student learning and orderly school operations. This includes any form of bullying, cyber-bullying or retaliation. The Head of School and Assistant Head of School are responsible for implementing this policy but may delegate specific responsibilities to others as they see fit.

1 Definitions of Bullying and Cyberbullying

Bullying is defined as aggressive behavior that involves an incidence of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

Bullying behaviors may include, but are not necessarily limited to, the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber Bullying: Sending insulting or threatening messages by phone, e-mail, web sites, or any other electronic or written communication.

Bullying shall include actions motivated by an *imbalance of power* based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying applies to conduct defined above undertaken through the use of electronic devices. Electronic devices include, but are not limited to: telephones, cell phones, computers, pagers, electronic mail, instant messaging, text messaging and websites.

Bullying is more than misconduct. In evaluating whether conduct constitutes bullying, special attentions should be paid to the words chosen and/or the actions taken; whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim; as well as the motivation, either admitted or appropriately inferred, of the alleged perpetrator.

A determination that conduct does not constitute bullying under state law or school policy, however, does not restrict the right of the administration to impose appropriate disciplinary consequences for student misconduct.

Northeast Woodland reserves the right to address bullying and/or cyberbullying, and impose discipline for bullying and/or cyberbullying that: (1) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (2) occurs off of school property

or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

2 Administrator Responsibilities:

- Create an environment where the school community understands that bullying is inappropriate and will not be tolerated.
- Communicate and ensure that staff, students, and parents are informed of the school policy and procedures regarding bullying.
- Develop and incorporate anti-bullying procedures into behavior or discipline codes. Review and revise these annually, as appropriate.
- Provide in-service training to certificated and classified staff to ensure that staff is clearly familiar with and able to identify the indicators of bullying and understand their individual responsibilities to respond to and report bullying behavior

3 Faculty Responsibilities

- Create an environment where students understand that bullying is inappropriate and will not be tolerated.
- Discuss with students all aspects of the anti-bullying policy and strategies to prevent bullying.
- Encourage students to report bullying incidents.
- Learn to recognize the indicators of bullying behavior.
- Intervene immediately and take corrective action when bullying is observed. Report the behavior to the Head of School in a written report.
- Understand individual responsibility not only to intervene when bullying is observed, but also to report incidents and actions to appropriate administrators.

4 Student Responsibilities:

- Take responsibility for helping to create a safe school environment.
- Avoid engaging in or contributing to bullying behaviors, actions, or words.
- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior or ask of, encourage, or consent to anyone's taking retaliatory actions on your behalf.

5 Complaint Process

Formal Complaints

Students and/or their parents or guardians may file written reports of conduct they consider to be bullying. These written reports must be reasonably specific as to the actions giving rise to the suspicion of bullying; including time and place of the conduct alleged; the number of such incidents; the target of the suspected bullying; the alleged perpetrator as well as the names of any

potential student or staff witnesses. These complaints can be filed with any teacher, who will forward them to the Head of School, or directly to the Head of School, for review and action.

Informal Complaints

Students may make informal complaints of conduct that they consider to be bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of the suspected bullying, and the names of any potential student or staff witnesses. The individual who receives the informal complaint shall promptly forward a written complaint, including the information provided to the Head of School for review and action.

Anonymous Complaints

Students who make an informal complaint as set forth above may request that their name be maintained in confidence by the teacher(s), administrator(s) who receive the complaint. Should anonymity be requested, the Head of School shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

6 Investigation of Complaint

Once a complaint has been reported to the Head of School, appropriate measures will be taken to investigate the complaint within five days, although, if necessary, an additional seven days may be granted to determine whether bullying has occurred, including the following:

- The Head of School may review student records; interview students and staff witnesses; interview both perpetrator and victim.
- Both parents of the alleged perpetrator as well as the victim will be made aware of the investigation and notified within 48 hours of the written complaint according to the Family Educational Rights and Privacy Act. This requirement may be waived should the Head of School deem it vital to the best interest of either the perpetrator or the victim.
- Upon completion of the investigation written communications will be furnished to parents/guardians of both parties detailing the outcome of the investigation, including any necessary remedies and/or assistance. This communication shall occur within ten days of completion of the investigation.

7 Consequences of Actions

After the investigation is complete, the responsibility of determining consequences lies with the Head of School. Consequences will be determined for the individual(s) on a case-by-case, age-appropriate basis. Bullying takes on many forms and can vary dramatically, depending on the nature of the bullying, recidivism of the perpetrator as well as the impact on the victim. There is no “one size fits all” solution. Conduct that reaches the level of “bullying” will most often lead to

disciplinary action against the perpetrator; however, whether and to what level of disciplinary action is subject solely to the discretion of the Head of School. It is the goal of Northeast Woodland to have the student achieve redemption; learn from his/her mistakes and to stop bullying. The following are possible consequences/interventions that may be considered to enforce the prohibition of bullying:

8 Non-disciplinary Intervention

(a) When confirmed acts of bullying have been identified early and when such acts do not require disciplinary action; students may be counseled as to the definition of bullying, state and school policies on bullying and their responsibility to refrain from participating in any act(s) that could be considered bullying.

(b) Non-disciplinary remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying. Examples of non-disciplinary remedial measures include but are not limited to making a written apology to the victim, completing hours of community service, or receiving behavioral strategies.

9 Disciplinary Interventions/Consequences

When a determination has been made that bullying has occurred and a disciplinary response is warranted, students are subject to a wide array of disciplinary consequences including, but not limited to, the following:

- Making amends with the victim
- Working to repair the social community that has been damaged
- Peer Support Groups
- Behavioral Management Plan
- In-School Community Service
- Loss of Recess or other privileges
- Detention
- In-School Suspension
- Out-of- School Suspension
- Expulsion

10 State Reporting Obligations

In accordance with NH RSA 193-F:6 Northeast Woodland “shall annually report all substantiated incidents of bullying or cyberbullying to the Department of Education. Pursuant to the Family Educational Rights and privacy Act, 20 U.S.C. 1232g, such reporting shall not contain any personally identifiable information pertaining to any pupil.”

7 Field Trips

Part of the Northeast Woodland Chartered Public School’s curriculum includes the tradition of leaving the security of the classroom and going out into the world for intellectual exploration, physical challenge, service, etc. Northeast Woodland class teachers periodically organize such

field trips, as well as trips organized by the Outdoor Education Teacher, to provide students with cultural, scientific, social, or educational experiences.

Notices are sent home in advance, describing the objectives of the field trip, and requesting drivers, if needed. Parents/guardians who volunteer to chaperone for field trips are expected to adhere to chaperoning guidelines and must first be cleared through criminal records check and vehicle compliance checklist (if they will be driving) before they are able to chaperone.

No student may go on a field trip unless his/her parent or guardian has signed a permission slip before departure. The slip will include any special conditions such as cost and lunch arrangements when appropriate. Families for whom any expense of a field trip is a hardship are encouraged to speak to the administration so that financial assistance can be provided.

New Hampshire law requires that any child under 7 years old or less than 57 inches tall (whichever is reached first) must be secured in an appropriate child restraint while traveling in a motor vehicle. Any child who is required to have a car seat according to this law, must provide a seat on any day when travel to a school activity is to be by motor vehicle. Failure to provide a car seat may result in your child not being able to participate in the school activity.

8 Food: Snacks, Lunch, & Food Allergies

1 Snack

Northeast Woodland defines healthy snacks as fruits and vegetables, whole grains, and other items that have limited sugar. Procedurally, each classroom has its own time and set-up for snacks. Throughout the year, however, teachers may choose a more managed approach for snacks to better accommodate their classroom's academic activities.

2 Lunches

Providing a healthy lunch for your child each school day is the responsibility of the family. Lunch times are scheduled in class and paired with recess. Students who forget to bring a lunch should notify their teacher early in the day so that a suitable arrangement can be made. Please note the school does not have facilities to heat up or prepare hot student lunches.

3 Allergies

Northeast Woodland is a peanut and tree nut free environment. Please avoid sending snack and lunch items which contain peanuts and tree nuts on the ingredient list. *If your child does not have an allergy, it is okay to send food which states **this may** contain peanuts and tree nuts. Do not send items for the class to share which state **this may** contain peanuts and tree nuts

9 Personal Property

Students are not to bring electronic devices or other personal property such as toys, dolls, etc. to school, unless, of course, they relate to a student's special needs.

There will be no use of personal electronic devices at any time without previous permission while on school property. This includes, but is not limited to e-readers, digital players, other music

listening devices, gaming devices, pagers, etc. Additionally, students are not to use trading cards and collectable card games such as sports cards and other trading/gaming cards at any time while on school property.

Violation of these guidelines will result in confiscation of the items. We are not responsible if the items are broken, lost, or stolen.

10 School Closure or Delay

Northeast Woodland utilizes Rained Out to communicate with families about school closures, delays or early releases. Families may sign up for notifications by texting “NORTHEASTWOODLAND” (all one word no spaces) to 84483 or by visiting <https://bit.ly/37jK9sl>

11 School Committees

Northeast Woodland currently has the following committees: Finance, EDI, Facilities, Fundraising, Curriculum, HR and our PTO (Parent Teacher Organization). If you have questions about joining a committee please reach out to the school board chairman jason@northeastwoodland.org

12 School Supplies

We supply all supplies that students need for classroom work from paper to paints, pencils etc. With the substantial amount of time that students spend outside we do ask that you send students with appropriate attire for outside time during the various seasons. We do have an extensive extras closet for students who need extra or dry layers. We ask families to pack a lunch and water bottle each day for their students. Please send one change of clothes per season to live at school, so your child has something to change into should they get wet or muddy during our time outdoors. If you have questions or concerns regarding any supplies your student may need assistance with please contact our head of school Sarah Arnold saraharnold@northeastwoodland.org

13 Special Education

“In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district.”

- From RSA 194-B:11

For students with an IEP (Individual Education Program) attending Northeast Woodland, individual student plans are implemented in partnership with the student's district of residence, which maintains the legal responsibility for ensuring the delivery of programs and services described in the IEP.

To that end, when a new special needs student is admitted to Northeast Woodland with an existing IEP (Individualized Educational Program), a team meeting will be held as soon as possible with members of the Northeast Woodland faculty, the sending representative(s) from the district

and the child's parent(s)/guardian(s) as well as the existing special education team from the resident district. The convened special education team created in partnership with the sending district and the family, will review the current IEP to determine how the agreed upon goals and services may be best delivered in an inclusive setting. The team may suggest amendments, further testing or other suggestions based on the findings. The special education team will reconvene as often as necessary to monitor the student's progress. Following that initial meeting, the child's classroom teacher and parents/guardians may also meet to determine how best to attend to the child's needs in the new school setting.

Additionally, Northeast Woodland will work with parents/guardians who wish to refer their children to the resident district for evaluation and/or services. In certain circumstances, teachers and/or administration may recommend that a child not currently on an IEP be evaluated for services.

1 504 Plans

The "504" in "504 Plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment, which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies, and diabetes; and learning problems. A 504 Plan provides accommodations to ensure student has access to learning. A 504 Plan will be developed, as needed, to create specific reasonable accommodations to assist the student in the classroom.

14 State Standardized Testing

Measurement of student achievement will comply with RSA 194-B:8, V, which states "At least annually, and near the end of each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3 II(h). Such evaluation shall include, but not be limited, to the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state."

Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades three through eight, with accommodations for students with learning challenges.

In addition, assessments at Northeast Woodland Chartered Public School are used to advance learning by providing useful feedback to teachers and students that are built into the process of teaching and learning. A variety of formative assessments are used throughout the school year, embedded into each learning block. Achievement tests will be developed by faculty in concert with Alliance for Public Waldorf Education guidance and used to measure academic and social developmental goals to include objective measures of literacy and numeracy competencies, spelling, reading, expository writing, history, geography, science, and mathematics. Achievement tests and/or formative assessments are used together with a full evaluation of each student's progress provided in the form of an end of year narrative assessment in all subject areas. These

assessments are supported by mandatory parent/teacher conferences and class meetings throughout the year.

15 Student Progress Reporting & Portfolios

Students will demonstrate competency in all subject areas of the Common Core State Standards, which will be monitored using a variety of formative and summative assessments. A collection of students' works will be documented in both their main lesson books as well as saved to a digital portfolio that will travel through the grades with each student. There will be two parent teacher conferences each year, and mid and end of year reports will be provided to parents via their BigSIS portal.