



World Academy

To each, a world of opportunity.

2011-2012 Handbook Addenda

The following sections index the additions and changes to all previously published versions of the World Academy Parent Handbook. These addenda should be attached to your copy of the handbooks and supersedes any previously published information.

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I. School Information, Program Updates & Staffing News

I.a. School Name, Logo, Tagline, Mascot and general branding

- Small World Country Day School, World Elementary and World Wizards Summer Camp shall henceforth be known as World Academy.
- Teams and mascots are to be referred to as the World Academy ‘North Stars,’ replacing “Wizards.”
- World Academy’s “tagline” shall be “To each, a world of opportunity.”
- Any indications to the school or any programs by a prior name, in this handbook or other publications, are to be replaced by “World Academy.”
- The updated web address is www.worldacademyNH.com

All usage of and/or reference to the World Academy name, tagline, logo, mascot or any other elements of marketing or branding shall be approved by the marketing office at World Academy. Below, for reference purposes, is the official school logo.



I.b. Mission Statement

World Academy has grown to encompass ages ranging from six weeks old through Eighth Grade, and as such the Mission Statement has been revised to read as follows:

“To educate, nurture, and enhance the development of the “whole child”, from birth through Grade Eight, through quality, comprehensive experiences, while supporting and enriching the whole family.”

**The phrase “whole child” refers to all facets of the child’s being including cognitive/intellectual, physical, socio-emotional, cultural and creative aspects.*

I.c. National Association of Independent School

In addition to accreditation by NAEYC and NEASC, World Academy has elected to enroll as a member of the National Association of Independent Schools. Further information about NAIS can be found at the organization’s website [www. Nais.org](http://www.Nais.org)

I.d. Administrative Personnel 2011-2012

The following individuals are the Administrative Personnel of World Academy, along with their title, photo and contact information.



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I.e. Advisory Board 2011-2012

The following are the members of the 2011-2012 World Academy Advisory Board

- Chair **Gina McCulloch** Regional Manager, Mortgage Network, Inc.
- Vice Chair **Joe Carelli** President, Citizen’s Bank NH & VT
- Marketing Chair **Michael Chung** Managing Partner, CFZ Investments
- Secretary **Ann Cohen Williamson** Retired Technology Director, World Academy
- Treasurer **John Stowell** CFO, Integra Corporation
- Building & Facilities Chair **Matthew Ladd** CEO, Sakonnet Associates
- Public Relations Chair **Esther Ross** Special Services Director, World Academy
- Policy Chair **Lynn Ouellette** Director, World Academy
- Martha Maye** Assistant Director, World Academy
- Steve Negron** President & CEO, Integron, LLC
- Geoffrey Lynch** President, Lynch’s Landscaping
- Trevor Carlton** CEO, Atrium

I.f. Part Time Preschool Name: Discovery Program

In keeping with the new school name and branding as referenced in section I.a., the Part Time Preschool Program formerly known as S.W.E.E.P. (or Small World Early Education Program) is renamed The Discovery Program at World Academy. The Three Year Old Program will be known as “Discovery 3’s” and the Four Year Old Program will be known as “Discovery 4’s.” All reference to SWEEP or SWAP Programs in this handbook and all other publications shall be replaced by the proper Discovery terms.

I.g. Emergent Kindergarten Program

The Emergent Kindergarten Program, which began in our 2011-2012 school year, offers an educational opportunity for students four to five years of age. The program is intended to bridge the Preschool and Kindergarten curricula. This provides for students whose chronological or developmental age uniquely positions them as appropriate for the class. World Academy reserves the right to determine eligibility for enrollment in the Emergent Kindergarten based on the staff’s assessment of student as appropriate for the class. The program requires minimum attendance of four days per week (specific days of the week are subject to each family’s discretion). Students who attend the Emergent Kindergarten are intended to enroll in Kindergarten the following academic year.

I.h. Parent Teacher Organization

The Parent Teacher Organization at World Academy exists to support and enhance the positive culture and community that is the students, families, Faculty and Staff of World Academy. All, and especially families new to the school and community are encouraged to attend PTO meetings and events as noted on the school calendar. Parties interested in contacting the existing members of the PTO, or in joining the PTO should email pto@worldacademynh.com or attend the next scheduled PTO Meeting to speak with PTO, Chair, Zakia Hamiroune.

I.i. School Closing Policy

Most likely, in inclement weather, World Academy will be open for Snow Day and Early Childhood Education Programs. There will be a separate announcement for class closings and full school closings. When there will be no classes, the announcement will say “World Academy K-8 and Discovery Program Closed.” When the entire school is closed for all programs, the announcement will say “World Academy Closed.” In addition to notifications posted on our school website, WMUR TV channel 9, and WZID radio 95.7 closings and delays will also be posted on WMLL radio 96.5 of Manchester, NH. Please note that we leave it to your own judgment, and a student will not be penalized, if Nashua schools are closed but we are open, and you choose not to bring your student. Please feel free to call the school after 6:30 am to be certain we are open, if you have any questions.

II. Financial Agreements, Program, Policy & Procedure Updates

II.a. Discipline Policy

The Discipline and Behavior Policy have been updated and read as below. The following shall replace all previously published versions of Behavior and/or Disciplinary Policy.

BEHAVIOR

Behavior management includes positive guidance, redirection, and the setting of clear-cut limits that foster the child's ability to become self-disciplined. These measures are to be clear and understandable to the child, consistent, and explained to the child before and at the time of any disciplinary action. Behavior management practices established by the school are designed to encourage the child to be fair, to respect property, and to assume personal responsibility for self and others.

Children are not to be given medicines or drugs that will affect their behavior except as prescribed by their healthcare provider for the use of the medicine. Children are not to be physically restrained except as necessary to ensure their own safety or that of others, and then only for as long as is necessary for the control of the situation.

The following conduct is prohibited in all child care settings are grounds for immediate dismissal and possible further action:

- Corporal punishment, including hitting, spanking, beating, shaking, pinching, and other measures that produce physical pain
- Withdrawal or the threat of withdrawal of food, rest, bathroom or other basic need opportunities
- Any form of emotional abuse, including rejecting, terrorizing, ignoring, isolating, harassing or corrupting a child

Acceptable behavior guidance opportunities include but are not limited to the following:

- Guiding the children to develop self-control and orderly conduct in their relationships with peers and adults.
- Showing children positive alternatives rather than just telling them "no" and allowing them to decide between good choices
- Rewarding good behavior by positive reinforcement and never with physical punishment or abusive language. Addressing the behavior or situation rather than labeling the child good or bad.

Responding quickly and calmly to prevent children from hurting each other while showing understanding of the children's needs and feelings.

- Encouraging children to express their feeling of affection, joy, delight, sadness, anger, and other emotional responses to everyday events.
- Responding sensitively when children are frustrated, angry, and when they are separating from their parents.

- Welcoming children who come for support with a reassuring and nurturing response.

Teachers are to MODEL behavior expected from the children when interacting with each other, parents, children and all others with whom they come in contact.

Behavior /Discipline Policies

Discipline is a process through which individuals learn and demonstrate expected, appropriate behaviors. It is an orderly, structured environment that is achieved when students, parents/guardians, teachers, administrative and support personnel, and the community accept responsibility for their own behaviors and respect the rights of others. Habits of self-discipline are a benefit to the entire community for the present and for the future.

We believe that discipline helps guide children in learning how to cooperate with others, and how to manage their own behavior. It is a teaching and learning process. At World Academy, we do this through limit setting, clearly stating directions, voice and body position, appropriate daily schedule, a positive room environment, encouragement, conflict resolution, choices, and consequences. Our staff uses positive redirection techniques and plans the day to accommodate needs of the children and offer multiple ways to avoid or to support skill-building in dealing with conflict.

Teachers label the behaviors rather than the child, while providing intervention and redirection. They are encouraged to be consistent and keep a sense of humor. Teachers will inform parents of any behavior problems and work closely with parents to maintain consistency. The ultimate, unique achievement of good discipline is to encourage responsibility and self-discipline on the part of each student. Experience tells us that not all groups, nor all individuals, are likely to become completely self-disciplined within the elementary school years; yet, that is the goal toward which we, as teachers and parents, must strive.

Behavior Standards Rationale

The school seeks to foster an environment that is conducive to learning. Each and every student deserves a school that is free from any distractions that take away from the ability to learn. Good behavior and classroom discipline are vital if learning is to take place. Student Behavior Standards ensure that everyone maintains a safe and orderly environment. As students grow and mature, they are expected to accept greater behavioral responsibilities. These standards are designed to guide students through the process of learning good discipline and to outline what is “unacceptable behavior”. The school’s view of appropriate student behavior includes a sense of orderliness that pervades the entire school day.

These standards are in effect for all students at any school function, school-sponsored event, field trip and/or bus ride. These offenses will be dealt with following the protocol of our Card Change/Demerit Program combined with appropriate “teacher-initiated” strategies. This is designed to help the student understand consequences and to take responsibility for one’s behavior. These guidelines address classroom behaviors that do not involve serious infractions. Serious infractions will be reviewed on a case-by-case basis.

Behavior Standards for Students

Students, according to age and developmental level, are expected to:

- Act in a courteous and responsible manner to all adults and peers.
- Act appropriately as an individual and as a member of the group.
- Follow all school rules and procedures.
- Strive toward good study and work habits.

- Properly regard the property of the school and others. (Examples of unacceptable behaviors are: swearing, harassment, unacceptable gestures, arguing with/yelling at adults, yelling at other students, littering, destroying property, stealing, ridiculing others, rudeness, defacing school property, making unnecessary noises, cheating, deliberate disruption, using inappropriate grammar in disrespectful ways, etc.)
- Dress in accordance with the spirit and letter of proper dress guidelines.
- Be responsible and accountable for your actions – good and bad.
- Be in his/her assigned place at all times.
- Use “I” statements, be honest, admit our mistakes, be concerned about and aware of our own behaviors, and not give excuses for “inappropriate behaviors” such as, “He hit me first.”

Consequences

The most rewarding consequence for appropriate behavior is the satisfaction that comes with functioning independently. At all times, the school administration and staff seek to recognize good behavior and accentuate the positive. Experience and research show that children thrive when they clearly understand what behavior is expected of them and are given the opportunity to make behavior choices. Depending on the age of the student, consequences for inappropriate behavior may include conferences, removal from the group or suspension. At the discretion of the school, the privilege of attending the school may be reviewed and withdrawn at any point in the school year.

Specific behaviors for which students will receive disciplinary action, include, but are not limited to:

- Irresponsibility in reference to property and actions
- Discourteous or disruptive behavior
- Lack of cooperation
- Violation of social habits (bullying, name calling)
- Cheating

The Principal/Head of School/ Director have the ultimate authority and responsibility for discipline in the school. If a teacher determines that a child’s behavior is serious enough and/or a repeated negative behavior has not improved after continued action by the teacher, the student will be sent to the office for discipline and a contact will be made to the parents. The Executive Director, Director, Principal, or his/her designee will administer disciplinary action that, may include, but is not limited to:

- Student counseling
- Parent conferences
- In-school observations and/or outside referrals for observation and support (with parental permission)
- Permanent referral to other programs/schools which have more resources to address the issues

Discipline Protocol and Policy for Grades Kindergarten through 2

When it becomes necessary to implement a redirection for a student’s behavior, we follow a Card Change System in order to be fair and consistent with our messages to the student about his/her responsibility regarding his/her behavior. The following is an explanation of the CARD CHANGE SYSTEM for World Academy. All teachers should follow this consistent plan for discipline that takes the students through various stages of a disciplinary process. Each student has a pocket with different colored cards within personal reach in the classroom.

- 1) Step 1- (classroom) Verbal Redirection – No card change

Teachers will take appropriate action with each behavior issue based on classroom and school guidelines. They will discuss the matter with the student, and warn the student that the continued misbehavior will result in the consequences outlined below.

- Second Verbal Redirection – Card change to orange
Teacher may proceed to use appropriate teacher initiated actions to curb misbehavior, such as develop a student behavior contract, have the student write a letter home about the behavior, etc.
- Reflecting Time in Classroom – Card change to purple
If student does not respond to the above attempts, the student shall be isolated within the classroom in a designated place to reflect on the seriousness of the situation.

2) Step 2 – (outside of classroom) Removal from classroom to an alternative location (such as another pre-arranged classroom) – Card change to yellow

- If reflection time in class does not stop the misbehavior, the student shall be removed to a pre-arranged, alternative area with another teacher to discuss the situation for the final time before being sent to the office.

3) Step 3 – Behavioral Referral - Final card change to pink

If none of the above steps curbs the misbehavior, the student is then sent to the office and the teacher fills out a Behavior Referral. At the office, an administrator will read the report with the child, discuss the details and call the parents in the child's presence. Actions will then be taken consistent with the infractions as follows:

- The Principal/Administrator and teacher will have a conference each time a child is sent to the office with a Behavior Referral to develop a strategy and plans for behavior modification. A copy of this will be sent home to parents and a copy will be placed in the student's file.
- If a child receives three Behavior Referrals within a consecutive three-month period, a school-initiated parent/guardian conference is scheduled within one week of the date of the last incident. The parents/guardians, teacher, and principal/administrator will discuss strategies for simultaneous behavior modification plans at home and at school. There will be no excuse for a parent's absence and/or refusal to meet. This may result in the child being asked to withdraw from the program due to lack of support of school policy.

Discipline Protocol and Policy for Grades 3-8

Discipline is a process through which individuals learn and demonstrate expected, appropriate behaviors. It is an orderly, structured environment that is achieved when students, parents/guardians, teachers, administrative and support personnel, and the community accept responsibility for their own behaviors and respect the rights of others. Habits of self-discipline are a benefit to the entire community for the present and the future.

This is a time in the life of our third, fourth, fifth, sixth, seventh and eighth graders that we begin to more seriously address personal accountability on the part of our students. While the core of expected behaviors remains the same for all students beginning in Kindergarten, we find it important to move up to a 'Tally & Demerit' system for this age group.

In offering more responsibility to our students we find it important to establish a system of consequences so that students are clear as to our expectations. One of the hardest disciplines to abide by in the life of the growing child is to stick to the classroom/school rules as one becomes comfortable in safe surroundings and feels the need to consistently test the waters.

The Discipline Protocol will function as follows:

World Academy Student Behavior Standards will be clearly posted in each classroom, and reviewed at the start of the school year by all teachers and students. Students will also complete a Behavior Standards Agreement that is based on Student Behavior Standards.

Tallies and Demerits

The first time a student is demonstrating unacceptable behavior, they will be given verbal redirection. This may be during class and/or transition time.

The second time a student is spoken to, they will be asked to place a 'Tally' in his/her agenda. Having the student stop, take out his/her agenda and document in it, serves as a moment of self-reflection. It is also a means of communicating with parents about behavior incidents at school. Students will be asked to write a brief explanation of what happened to warrant the tally.

When a student receives a total of '3' Tallies (during a quarter) in a specific class or from a specific teacher, the teacher will issue a 'Demerit Ticket' and the student will serve a detention.

The student will take a copy of the Demerit Ticket home to be signed by the parent and then return it to the issuing teacher. If the student receives a Demerit Ticket for misbehavior, the student will meet with the Principal and complete 30-45 minutes of community service (detention) within the school. The purpose of the meeting is to allow students the chance to talk about the action and consequences. The principal, teacher and student will work on together to create a plan to improve behavior.

Students receiving more than one Demerit Ticket during a quarter will be required to attend a conference with their parents, teacher and school administration.

How Tallies Impact Student Grades

- Each student begins each quarter with 100 behavior points in each class.
- Each tally results in a 2 point loss in a student's behavior points.
- Each Behavior/Conduct score will count directly towards a percentage of a student's grade in each class so that students and parents will know, in advance, the value of conduct toward that class grade.

SAMPLE DEMERIT TICKET

Student's Name _____ Grade _____ Date _____

Teacher issuing Demerit _____

Dear *(Parent/Guardian)*:

After receiving 3 Tallies in _____ class, I have earned a Demerit Ticket.

Comments: _____

Student's Signature

Parent's Signature

II.b. Bullying Policy

World Academy Bullying Policy and Protocol

World Academy focuses on promoting a positive climate and culture throughout our entire school as a means to prevent an atmosphere of negativity and to stem bullying. We are committed to providing a safe environment for all students. This requires the efforts of all—teachers, administrators, support staff, parents and students—to get all on board with our philosophy of respect and safety. We pro-actively educate all in recognizing the signs of bullying, how it impacts all and the methods of prevention. Periodically, we send out surveys and questionnaires to all invested to gauge their sense of safety at our school. We will also be utilizing peer reporting, expand our peer mediation group, offer workshops and trainings, and continue to reach out and offer personal support to all, as tools to keep bullying at bay. While developing this policy we determined simple, clear rules so that all can be aware of expectations regarding bullying and help those who are bullied. These rules will be clearly posted throughout the school and discussed often.

Intentionally, our school is uniformly adopting the Responsive Classrooms Approach which will be consistently supported from grade to grade. This way of teaching emphasizes social, emotional and academic growth in a strong, safe school community. We are using this as a basis for supporting the positive climate and culture that is intended to discourage bullying and support respect for each other throughout our curriculum, school wide.

As new ideas and studies on the most effective means to deal with inappropriate behavior become available, our policies will evolve. At this time we feel that promoting our positive school climate and the culture of respect is successfully managing bullying in our school.

RATIONALE:

THE BEHAVIORS OF BULLYING

Bullying is defined as a single significant incident or pattern of incidents involving a written, verbal, or physical act, or gesture, or any combination thereof directed at another pupil or any electronic communication that:

1. Physically harms a student or damages the student's property.
2. Causes emotional distress to a student.
3. Interferes with a student's educational opportunities
4. Creates a hostile educational environment; or
5. Substantially disrupts the orderly operations of the school or school sponsored event.

This definition includes four important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves unprovoked actions or threats
3. Bullying usually involves a pattern of behavior repeated over time.
4. Bullying involves an imbalance of power or strength.

Four Types of Bullying

1. **Physical Bullying**- hitting, kicking, or any physical aggression.
2. **Verbal Bullying**- Teasing, name calling, put downs, or other behavior that would deliberately hurt others' feelings or make them feel bad.
Teasing other children and making remarks about their culture, religion, ethnicity, weight, physical appearance, disabilities, or medical conditions.
3. **Emotional or Exclusion Bullying**- starting rumors, telling others not to be friends with someone or other actions that would cause someone to be without friends.
Making up stories to get other children in trouble
Damaging or hiding other children's property
Picking on other children, even when they're upset
Making threats to other children
Manipulating others, getting them to do things that they may not want to do
4. **Cyber-bullying**- Using electronic device mediums such as but not limited to computers, cell phones, and pagers to bully (bullying defined above) others through methods such as posting comments, statements, or pictures on blogs or websites, text messaging, instant messaging, and email.

WHY STUDENTS BULLY & THE IMPACT OF BULLYING

Information about bullying suggests that there are three interrelated reasons why students bully.

1. Students who bully have strong needs for power and (negative) dominance.
2. Students who bully find satisfaction in causing injury and suffering to other students.
3. Students who bully are often rewarded in some way for their behavior with material or psychological rewards.

Impact of Bullying

A single student who bullies can have a wide-ranging impact on the students they bully, students who observe bullying, and the overall climate of the school and community.

Students Who are Bullied

Students deserve to feel safe at school. But when they experience bullying, these types of effects can last long into their future:

- Depression
- Low self-esteem
- Health problems
- Poor grades
- Suicidal thoughts

Students Who Bully Others

Students who intentionally bully others should be held accountable for their actions. Those who bully their peers are also more likely than those students who do not bully others to *:

- Get into frequent fights
- Steal and vandalize property
- Drink alcohol and smoke
- Report poor grades
- Perceive a negative climate at school
- Carry a weapon

* Not all students who bully others have obvious behavior problems or are engaged in rule-breaking activities, however. Some of them are highly skilled socially and good at ingratiating themselves with their teacher and other adults. This is true of some boys who bully but is perhaps even more common among bullying girls. For this reason it is often difficult for adults to discover or even imagine that these students engage in bullying behavior.

Observers of Bullying

Observers of Bullying - Students who see bullying happen also may feel that they are in an unsafe environment. Effects may include feeling:

- Fearful
- Powerless to act
- Guilty for not acting
- Tempted to participate

SUPPORT & HELP

Support for Targets

We support targets of bullying when we:

- Mentor them and connect with them.
- Increase supervision to protect them from future verbal and physical aggression and make sure adults welcome and act on their reports of future bad treatment.
- Help them develop an answer to the question: "why did he/she do that to me?" The answer should **NOT** be one that encourages them to blame themselves. One such answer is "some people like being mean to others."
- Involve them in expressive education/therapy where they can act, write, draw, and talk about their experiences.
- Help them get support from others with similar histories.
- And — most importantly — help them connect with a network of peer support and friendship.

Help for Youth Who Bully

Remember that youth who bully may come from homes where there is little warmth and parental attention, and where parents discipline inconsistently using physical punishment and emotional outbursts. They may have little empathy or trust and little ability to delay gratification.

Structured counseling and education that stresses acknowledging actions, empathy development, and restitution is likely to be effective if it follows consistent negative consequences for the aggressive behavior. Bullying youth often need to recognize that their behavior will continue to lead to consequences until they change it before benefiting from any counseling. Asking why, requests to apologize for bullying, attempts at self-esteem-building and expressions of frustration are unlikely to help curb bullying and may make things worse.

Useful questions to ask youth who bully:

- What did you do?
- Why was that a bad thing to do?
- Who did you hurt?
- What were you trying to accomplish?
- Next time you have that goal, how will you meet it without hurting anybody?

Empowering Bystanders

We empower bystanders to action when we:

- help them see that their silence makes aggressive students more powerful and contributes to the harm done to the target;
- model positive behavior for them through our own actions;
- protect them from retaliation;
- discourage them from confronting aggressive youth directly about their behavior in most situations, and instead, help them find a wide range of safer and more effective interventions to use;
- encourage them to tell adults about the cruel behavior they see;
- and help them find ways to reach out in friendship to targets of bullying and isolated peers.

INTERVENTION AND REPORTING PROCEDURES

School personnel

- It is the responsibility of all staff members to document and investigate all incidents of bullying and take appropriate action, whether they personally observe incidents or are made aware of them by some other means.
- Reporting, investigation, and action must occur even if the victim does not file a formal complaint, and even if the victim does not express any overt disapproval of the bullying/intimidating act.
- Document the incident utilizing a 'Behavior Incident Form'
- File the form with the Principal or School Administrator

Repeated or severe incidents of bullying/intimidation require a mandatory administrative referral. Information concerning any complaints of bullying/intimidation shall be treated confidentially.

Parents and Guardians

Speak directly to supervising staff or to classroom teacher and/or Administration.
Complete Bullying Incident Form and file the form with the Principal or School Administrator.

Students and Peer Witnesses

Speak directly to supervising staff or to classroom teacher and/or Administration.
Complete Behavior Incident Form (or ask a teacher for help) and file the form with a teacher, the Principal or a School Administrator.

Intervention Procedures

Staff members will intervene immediately or in a timely fashion to address the behavior.

The intervention will consist of:

- Identifying the inappropriate behavior
- Stopping the behavior
- Debriefing the student(s) about his/her role
- Conference with the student or students
- Complete and file Behavior Incident Form
- Review and apply consequences according to the school-wide Bully Behavioral Policy
- Initiate an Administrative Referral if deemed warranted (student involved in more than 1 incident or if considered by staff to be a severe offense)

Consequences

Consequences are a work in progress as we will be addressing each case by the unique circumstances. Some established actions already in place are:

- 1st offense - Verbal warning/reprimand
Complete Behavior Incident Form
*if considered a severe offense- documentation in student file and parent/administrator conference
- 2nd offense- Written warning and parents notified in writing
Community Service within the School
Initiate *Administrative Referral
*if considered a severe offense- documentation in student file and parent/administrator conference
- 3rd offense- Written warning/reprimand entered in student's file and parent/student/administrator conference for additional action.

*Administrative Referral is the Formal process which includes documentation of details including a summary statement from witnesses

References

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- Identifying Bullying (2004) The National PTA Web Page. Retrieved July 22, 2004 from <http://www.pta.org/bullying/identify.asp>
- Olweus, D. (1993) *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell.
- Bullying Tool Box for Schools. Responding to NH Bullying Law (RSA193-F)

II.c. Biting Protocol

- Prevent biting whenever possible. Try to become aware of the child's increased muscle tone just prior to his biting. When you see his tone increasing "swoop in" and redirect him, preventing a bite from occurring.
- Respond to biting the same way every time: Firmly grasp the child on the arms (to obtain eye contact and to provide tactile input) and say, "No-No Biting-Biting Hurts-we don't bite our friends" and then redirect to an activity. There should be no further discussion about the biting at this point.
- Engage the child in a new activity. Provide specific, positive feedback as quickly as possible to teach the child positive behaviors ("You shared the book with Timmy. That was a very friendly thing to do!")
- Attend to the child who was bitten with care and sympathy but no blame expressed regarding the child who bit.
- Provide lots of opportunities for oral motor stimulation like teething rings, frozen face cloths, very chewy foods, etc.
- Keep track of the number of bites that occur each day-be sure to celebrate any decrease that occurs!
- Share these strategies with the child's parents and encourage them to use the same approach at home.

II.d. New Student Health Form Protocol

Health forms must be received by the Office Manager within 24 hours of a student's enrollment in any program, including: Early Childhood, Elementary and Middle School, Big Kid's City and Summer Camp Programs. A copy of the student's most recent medical examination/physical as well as the record of immunizations administered since birth is required for all new students.

II.e. Tuition Deposit

The Tuition Deposit, taken in July prior to the start of the school year shall apply to June of that same school year; however, there may be a balance due depending on the length of the school year.

II.f. Curriculum Guides

Curriculum Guides for our Early Childhood Education and Elementary Programs are available. Copies of the Guides are obtainable in the main hallway, located just before the right-hand turn into the Great Room, as well as by request from at the front desk or from the Marketing Office.

II.g. Dress Code

Student dress code and expectations are based on World Academy's widely shared belief that students learn best when their attire and that of their peers is befitting to an educational environment. Attire should be in no way disparaging to others, distracting from the focus of the class or other opportunities to learn. At all times, students and staff alike shall be dressed in a manner that demonstrates respect for the community and pride in World Academy.

II.h. School Closings

SNOW POLICY -We intend to be open at all times for child care and Snow Day programs, but when we feel it is too dangerous for class children and staff to add their cars to the mix, we will cancel classes by posting the following by 6 am: “World Academy K-8 and Discovery Program Closed.” This will indicate we are still OPEN for Snow Day Programs and child care. A simply stated “World Academy Closed” will indicate a full facility closing. These messages can be accessed on our school website, WMUR TV channel 9, WMLL radio 96.5 and WZID radio 95.7. Please note that we leave it to your own judgment, and a student will not be penalized, if Nashua schools are closed but we are open, and you choose not to bring your student. Please feel free to call the school after 6:30 am to be certain we are open, if you have any questions.

II.i. Admissions and Re-Enrollment Fees

Admissions Fees. All applications to Kindergarten through Grade Eight classes shall require a \$100 Application Fee. All previously published fees for applications shall be replaced by this information. Application fees include grade-based Admissions testing and are separate from Gessell Test administration for Early Admittance consideration. A student who applies for and chooses not to enroll after receiving an acceptance decision, but who then wishes to apply for alternate grade levels in subsequent years, must complete the application process in full and subject to all fees.

Re-Enrollment / Re-Registration Fees. A student who withdraws from any program and then wishes to re-enroll later in that same program year must first contact the Admissions Manager to determine availability in the desired program. If availability exists and the student chooses to enroll, they must once again submit all registration fees and forms in full, including the non-refundable registration fee for the desired program.

II.j. Withdrawal Policy

A family who withdraws a student from any program, at any point, after having either begun in their program or confirmed an anticipated start-date in the program, shall forfeit the place and schedule in that class. Should a family provide notice of withdrawal and then wish to rescind that notice, they must first contact the Admissions Manager to determine availability to remain in the class. Written notice of such withdrawal must be provided thirty days in advance of withdrawal. If a student does not attend for the entirety of the thirty day period, they shall receive no refund or credit for tuition which applies to the days they did not attend. Only tuition for attendance beyond the thirty days of required notice shall be eligible for refund, provided there is no outstanding balance on the family’s account. Tuition for The Discovery Program is non-refundable if a family chooses to withdraw from that program. Families who withdraw a student and then wish to re-enroll are responsible for all applicable application and registration fees. Families who withdraw a student within thirty days and maintain an outstanding balance will be billed accordingly.

II.k. Tuition Credit and Attendance Policy

Program and licensing requirements mandate that World Academy engage appropriate staff based on the number of children enrolled in any given class. We cannot provide refunds for or allow credit for a student’s absence for vacations, holidays, illnesses or extended time-out for any reason.

II.I. (ESL) Students for who English is a Second Language Protocol

World Academy recognizes that for many student's whose home language is other than English, the transition into an environment where English is the primary language can be a challenging one. We work determinedly to ease these transitions. Families wishing to enroll a student for who English is not the home language should be sure to inform the Admissions Manager during the application or registration process. World Academy Faculty and Staff follow a detailed protocol to address the needs of ESL Students on an individual basis, influenced by the student's and the family's unique circumstances. Parties interested in learning more about the ESL Protocol should contact either the Admissions Manager or the Early Childhood Education Coordinator.

II.m. Infant Admittance Procedure

Families who enroll their infant at World Academy should coordinate with the Infant Room staff or the Admissions Manager to determine a date and time for a Preliminary Admittance Meeting. At this time, one or both of the parents shall meet with an assigned "Primary Caregiver" from the Infant Room staff to review eating, sleeping, soothing and playing habits, family goals and concerns for the child, as well as additional information as determined by the parents and staff as vital to ensuring the most positive transition into the Infant Room for the child. The Primary Caregiver who meets with the family shall not solely care for this child, and so, shall share the information recorded at this meeting with entire Infant Team and provide a copy of the meeting record for the child's student file.

II.n. Developmental Information

A developmental history form is to be completed for every student at the time of initial registration, and for all students annually at re-enrollment. Information provided by parents on this form, during enrollment visits and in teacher meetings is assumed to be fact. If a child's needs are ascertained, by World Academy staff, to be beyond our resources, continued enrollment will not be guaranteed.