

Student Handbook
2026-2027

715 Riverwood Drive
Pembroke, NH 03275
(603) 225-2715
www.sfnh.org

❧Our Mission❧

Build early literacy by using the Orton-Gillingham approach and building phonemic awareness so that children are reading at grade level by fourth grade.

❧❧

Incorporate the Core Knowledge Curriculum in grades R-8 in Science, Social Studies, Language Arts, Music, and Art in order to build students' background knowledge and reading comprehension.

❧❧

Create a R-8 school where the entire elementary faculty is trained in and uses the Orton-Gillingham approach so that other schools and districts can make use of the school for training of faculty including elementary teachers, reading specialists, learning disabilities specialists, tutors, and paraprofessionals.

❧❧

Create a learning environment wherein 90% of the student population beginning Strong Foundations in Readiness or Grade 1 will be proficient or advanced in reading by the end of Grade 4.

❧❧

❧Strong Foundations is a Friend of Core Knowledge® School❧

"Educational Excellence and Equity for All Children"

ATTENDANCE 4
ACADEMICS AND HOMEWORK 6
COMMUNICATION 7
ADMISSION 8
SCHOOL VISITORS 9
VOLUNTEERISM 9
CRIMINAL BACKGROUND CHECK POLICY 9
EMERGENCY CLOSINGS 10
HEALTHY SCHOOL POLICY 10
FIELD TRIPS 11
DRESS 11
PETS 12
BEHAVIOR 12
PLAYGROUND RULES 15
NO SMOKING/NO TOBACCO PRODUCTS 15
HEALTH AND SAFETY INFORMATION 15
ILLNESS POLICY 16
ASSESSMENTS 18
SPECIAL EDUCATION 18
ADDITIONAL POLICIES 18
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT 18
NON-DISCRIMINATION POLICY 21
STUDENT MEAL POLICY 21
SECTION 504 POLICY AND PROCEDURAL GUIDELINES 22
DISCIPLINE POLICY 26
DETENTION 27
SUSPENSION AND EXPULSION 28
RESPECT 32
HANDS-ON 33
DRUG-FREE SCHOOL ZONE 33
BULLYING POLICY 33
TECHNOLOGY USE AND ACCEPTABLE USE POLICY 40
ACCEPTABLE USE POLICY 41
STUDENT AND PARENT SIGNATURE PAGE 45

ATTENDANCE

Absences
Regular attendance is critical for school success. Children must attend as many school days as possible. Personal illness, family emergency, and other urgent reasons affecting the child may necessitate absence. If your child cannot attend school, please call the office between 7:30-8:00 a.m. Parents/Guardians will receive a phone call or email from the principal or assistant principal for unexcused absences.
If your child is absent for an illness or medical condition for recurring or extended periods of time, we will require documentation from a healthcare provider on their medical condition that is expected to result in frequent missed days. Without this documentation, prolonged absences will be marked unexcused. Five or more cumulative unexcused absences will result in a truancy letter being sent home.
Please clear absences not due to illness with the Principal. Attendance Procedures:

1. Parents/ Guardians will receive an attendance letter outlining the number of absences/tardies after five unexcused absences and the expectations to rectify the situation.
2. Parents/Guardians will be expected to attend a meeting with the principal and assistant principal if a student has more than seven unexcused absences.
3. Parents/Guardians will be expected to meet with truancy officer and administration when there are more than nine unexcused
4. Teachers are not expected to send classroom work home to parents.

Tardiness
Students must come into the office to sign in when they are tardy. This must be done before a student goes to his/her classroom. Being tardy means students arriving at school **anytime after 8:00 for grades 5-8 or after 8:15 for grades R-4**. The student will be marked as tardy. Unexcused tardies will count by the amount of instructional time missed. Such absences are cumulative during the school year and may ultimately result in the designated truant officer/school administrator, following state rules and law, proceeding with a petition to court regarding compulsory school attendance. Parents/Guardians are asked to make every effort to ensure that children arrive at least five minutes before the start time to make sure their children are not tardy.

We provide a high quality education, and when students arrive late, they affect their own learning as well as disrupting the learning of others. To ensure your child can fully access and benefit from our wonderful education, it is vital that he/she arrives on time and ready to learn. Tardies will be addressed as listed in the absence policy. Acceptable reasons for tardiness include appointments or delays due to weather. Other situations will be considered excused or unexcused at the discretion of the Principal or Assistant Principal and may result in parent meetings and/or meeting with the truancy officer.

Lunch Orders
This year, students, parents, and staff may order lunch through the alma portal. Each day a lunch count will be tallied through Alma at 8:15. At that time the lunch count is sent to Pembroke. Parents and middle school students can submit their lunch choices in advance of the day. For elementary students to order lunch, parents may submit the survey. Teachers will also check the lunch count survey before 8:15 and validate any missing selections. Funds must be available in your account to pay for meals your child orders on the My School Bucks account. Please complete the Free and Reduced Lunch form if family income is an issue. All applications are kept completely confidential.

Early Dismissal
If you wish to have your child dismissed early, please notify the office in writing via note, email, or phone call. It is preferable to have as much advance warning, if possible, to limit disruption to the educational environment. You may request that your child be in the office at the designated dismissal time waiting for your arrival. For safety reasons, children are not allowed to wait for dismissal outside of the building.

Dismissal
K-4th are dismissed between 3:15-4:00
5th-8th are dismissed between 3:00-4:00
If you have children in both age groups, please come for dismissal **after 3:15**. Children in the younger grades are not ready for dismissal before 3:15, and it slows down dismissal for other families.

Clubs and Music lessons dismiss at 3:40. Please arrive by no later than 4:00 in order to avoid an extended day fee. Students who are picked up after 4:00 will need to go to extended day, for which there is a charge. We do not wish to charge families, but the dismissal staff have families to return to, and the extended day staff are contracted and paid to take over student supervision at that time.

ACADEMICS AND HOMEWORK

Academic honesty is important. When producing written work, students need to cite their sources and may not plagiarize. Plagiarism will result in a grade of zero.

Middle School Homework Policy:
Homework must be turned in on time to receive full credit. To receive ***partial credit*** and avoid a zero, assignments must be turned in ***no later than one week and by the start of class*** after the due date. Assignments due in the last week of the quarter must be handed in by the day grades close.

Artificial Intelligence policy

AI Plagiarism is defined as the use of AI-generated content without proper credit, resulting in the misrepresentation of AI-generated work as original human-generated work. This policy applies to all individuals who use AI tools in their academic work. Students need permission from their teachers to use AI and need to follow the procedures below once they get permission:

1. **Citations:** Any content produced by AI tools that is included in academic or professional work must be properly attributed. This includes specifying the AI tool used and clarifying the extent of its contribution to the work. Teachers can ban the use of AI on assignments.
2. **Transparency:** Individuals must be transparent about the use of AI tools in their work. This means clearly indicating when AI has been used to generate ideas, content, or data.
3. **Originality:** AI-generated content should not be presented as the individual's own original work. Any work submitted or presented must include a clear distinction between AI-generated and human-generated content.

Violations of this policy will have the same consequences as plagiarism.

COMMUNICATION

Regular communication between home and school is important so that we can support each other and help our children receive a better education. SFCS is open to speaking with any parent about questions or concerns. We also encourage parents and staff to share the many positive events that occur throughout our day. If parents have a concern, please share it directly with the staff member or members who are directly responsible for your concern. We can build a stronger sense of community by using this kind of direct communication. Objectivity, kindness, and honesty serve to guide our communication.

Please use the following to guide your decision about who to contact:

Classrooms issues - TEACHER
Special Education issues - CASE MANAGER / SPECIAL EDUCATION DIRECTOR
General school-wide issues that extend beyond one classroom - ASST. PRINCIPAL
Serious issues involving school/pupil/staff safety - ASST. PRINCIPAL OR PRINCIPAL
Issues that you feel have not been satisfactorily resolved by the teacher at classroom level - ASST. PRINCIPAL OR PRINCIPAL
Issues that you feel have not been satisfactorily addressed by the Asst. Principal - PRINCIPAL

TEACHER AND/OR SPECIAL ED → ASST PRINCIPAL → PRINCIPAL

Parent and Teacher Code of Conduct:

- Interactions are based on mutual respect. Civility is expected in all interactions. Parents and staff are on the same team for the child.

Email Communication

- Staff members will make every effort to respond to emails within 24 hours Monday-Thursday. Emails received on Friday may not receive a response until the following Monday.
- Email conversations of 2 or more exchanges that contain concerns may need to be resolved in a face-to-face meeting that includes administration.
- Only email the teacher, or if appropriate, the administrator following the above flow chart. Emails sent to the classroom assistant or a paraprofessional will be forwarded to the teacher.

Meetings:

- When requesting a meeting, teacher/administrator and parents/guardians will need to state the topic for the meeting so the parent/guardian or teacher/administrator can prepare.
- Families will need to schedule a meeting with the teacher rather than dropping in at the door of the classroom or talking with them in the hallway. It is also preferable to schedule a meeting, if needed, with an administrator, as he/she may not be available at the time (unless an urgent safety concern).
- Upon entering the school, all parents, guardians, and family members will check-in at the main office. Individuals who enter the building without stopping in the office will be asked to return to the office. A staff member will accompany the individual to a class/meeting room.**SFCS IS A SECURE CAMPUS, PLEASE DO NOT ENTER THE SCHOOL WITHOUT SIGNING INTO THE OFFICE.**
- The following are our meeting norms:
    - Interactions are based on mutual respect.
    - Meeting members will allow others to speak so that all perspectives may be shared.
    - Concerns will be stated professionally and be solutions-oriented.
    - It is extremely rare, but if an individual becomes disrespectful or threatening, SFCS staff have the option to terminate the meeting.

ADMISSION

SFCS will have an open enrollment period from January 1st through March 31th of each year. During that time, SFCS will accept all applications without discrimination. If SFCS receives more applications than there are openings during that time, a lottery will be held after March 31. Names of applicants will be drawn randomly until all available openings are filled. The remaining applicants' names will be drawn randomly in order to form a waiting list. If there are no openings, applications received on or after April 1 will be placed in order of receipt on a waiting list behind the applicants drawn by lottery. Siblings of students currently attending SFCS will be exempt from the lottery as long as there is an opening in their grade. Previous applicants who have not been accepted will receive priority after siblings in the lottery.

SCHOOL VISITORS

Visitors are welcome at SFCS. ***We require visitors to report to the office and sign-in when they arrive and sign-out when they leave.*** Visitors need to wear a nametag. Parents/guardians who wish to visit a classroom during the regular instructional day should clear the visit with the teacher and the principal. Once a visit is cleared, we can schedule a mutually convenient date and time.

VOLUNTEERISM

Parent volunteerism is an important part of SFCS. We depend on our parents to share their talents and time to help make our school successful. There are many types of volunteer activities.

Volunteers working directly with children must have a criminal background check completed annually. Background checks take time to schedule and 2-3 weeks to complete once they are done, so please get yours done in advance if you think you might chaperone a field trip at some point throughout the year. Information about how to obtain a criminal background check is available in the office. Chaperones wishing to drive are considered volunteers who require a criminal background check. In addition, chaperones must provide **proof of a current driver's license** and a **minimum liability insurance coverage of $100,000/$300,000.** Proof of driver's license and insurance coverage need to be resubmitted yearly.

CRIMINAL BACKGROUND CHECK POLICY

In accordance with NH RSA 189:13-a, Strong Foundation Charter School (hereinafter "SFCS") shall conduct a criminal background check of all school employees and designated volunteers. RSA 189-13-a permits facilities to differentiate between "volunteers" and "designated volunteers". Strong Foundations Charter School has elected

to treat all volunteers as designated volunteers and, as such, all volunteers will be subject to a criminal background check and approval in accordance with this policy.

The criminal background check shall be reviewed by the Chief Executive Officer of SFCS. Pursuant to RSA 189:13-a, "Any person who has been charged pending disposition for or convicted of any violation or attempted violation of RSA 630:1; 630:1-a; 630:1-b; 630:2; 632-A:2; 632-A:3; 632-A:4; 633:1; 633:7, 639:2; 639:3; 645:1, II or III; 645:2; 649-A:3; 649-A:3-a; 649-A:3-b; 649-B:3; or 649-B:4; or any violation or any attempted violation of RSA 650:2 where the act involves a child in material deemed obscene; in this state, or under any statute prohibiting the same conduct in another state, territory, or possession of the United States, shall not be hired [or approved as a volunteer]". Furthermore, any person who has been charged pending disposition or convicted of any felony shall not be hired or approved as a volunteer. Any person who has been charged pending disposition or convicted of a misdemeanor offense may be denied volunteer approval at the discretion of the Chief Executive Officer.

All persons seeking to volunteer shall submit to a criminal background at the time of application. Additionally, all volunteers will be required to submit to an annual background check each year. Failure to submit to the annual background check will result in a loss of volunteer status.

EMERGENCY CLOSINGS

SFCS will post emergency closings on WMUR. We also send out emergency texts/calls through Alma. If in doubt, please check WMUR. We do not necessarily have the same closings or delays as surrounding school districts as there are multiple factors to consider when making such a determination.

We have families driving from many different towns. If the weather is worse in your area and you do not consider it safe to drive, we understand and support your decision. Please notify the office as described under "Attendance."

HEALTHY SCHOOL POLICY

It is our mission to integrate healthy eating habits along with daily exercise as part of our daily routine. We realize that healthy living is an intentional act. We will plan intentional activities throughout the year to educate our teachers, staff, students, and parents on this matter.

Our staff are a valuable key to the success of the Healthy School Policy. Each staff member will be responsible to encourage the students to have healthy habits; they will also be responsible for being good role models.

We strongly suggest that all lunches sent from home contain healthy food items that include protein. Acceptable beverages are water (non-flavored), 100% juice (no sugar added) and milk (white or chocolate). Not permitted to be included in lunches and snacks are candies or soda.

Parties: We love to celebrate! In keeping with our mission we want to celebrate with healthy habits. We allow baked goods and treats for parties, but also encourage parents and staff to think " outside of the box" to try to include healthy party items (i.e. cups of juice decorated with slices of fruit; vegetables decorated with a healthy cheese dip; etc.).

FIELD TRIPS

Each classroom teacher schedules various field trips to interesting and educational locations. Parents are encouraged to chaperone such school activities, but are not permitted to bring younger children due to liability issues. Any person transporting students must provide SFCS with **proof of a current driver's license** and a **minimum liability insurance coverage of $100,000/$300,000.** Proof of driver's license and insurance coverage need to be resubmitted yearly. In addition, chaperones are required to have a criminal background check completed prior to the activity. Field trips are considered an extension of SFCS. Therefore all school policies and rules apply for all students, as well as chaperones. All students who are lawfully required to travel in a car seat must have an appropriate car seat in order to travel by private car. NH Law requires that children up to the age of 7 and up to 57" in height travel in a federally approved car seat appropriate for the child based on the manufacturer's age, weight and height specifications. **Students who do not have an appropriate car seat will not be able to attend the field trip for their own safety and to help protect chaperones against liability.**

DRESS

Student dress is the responsibility of the student and his or her parents/guardians. It is impossible to detail every dress requirement, so a combination of good judgment on the part of the student/parent/guardian and the school's written dress code should be our guide.

Students are expected to wear comfortable, seasonal clothing that is appropriate for school. Any clothing that is offensive, depicts alcohol or drugs, endangers the health and safety of the student, or distracts from the educational process will not be allowed. Straps must be at least three fingers wide, and visible cleavage is not permitted. Strapless clothing, spaghetti straps and open back tops or dresses are not permitted. All skirts, and dresses must be at least as long as the student's fingertips when their arms are by their

sides. All shorts must have at least a 3" inseam. Shirts that show the midriff are not allowed.

Undergarments must not be visible for both boys and girls. **Sunglasses may not be worn inside the building**. Teachers are responsible for ensuring each student is dressed appropriately in the first period.

Students must be dressed appropriately for outdoor activities. See the "Winter Clothing Rules" below for cold weather clothing requirements. Crocs, sandals, and flip flops are not permitted on the playground for students in Readiness through fourth grade.

If a student arrives at school and is not dressed appropriately, a parent may be called to bring them appropriate clothing and in some cases the student may be held at the office if inappropriate clothing would cause a disruption to the learning environment, or is a safety issue.

All students are required to be dressed appropriately for Physical Education classes. Appropriate dress for PE classes will be defined by the teacher.

WINTER CLOTHING RULES-
All students need to come prepared to go out to recess daily, particularly in the winter months. All students will go out to recess when the **"feels like"** temperature is 15 degrees or higher, as determined by administration after consulting a reputable source(s). In cold weather, students must have coats, sweatshirts or appropriately layered clothing. To play on snow-covered areas, appropriate clothing will include all of the following: winter coat, hat (or hood), gloves/mittens, snow pants, and boots. If students are not fully prepared for "snow play," they will go outside, but must stay on the paved area. Students in 5th-8th grade may also go on the plowed mulch area. ***Students will not stay inside for recess unless they have a parent or doctor's note excusing them from recess for health reasons.***

PETS

Student's family pets may not be brought onto school grounds, but they may remain in cars with their owners. Animals brought onto school grounds for educational or therapeutic purposes are allowed with the permission of administration.

BEHAVIOR

SFCS is a community of learners that prepares students for academic success by offering a high-quality education. Students must access this with ethical and responsible behavior, which includes demonstrating respect for themselves, others, and the educational environment. Students are expected to maintain high standards of respect. Behavior that creates an unsafe environment, either physically or emotionally, will not be tolerated.

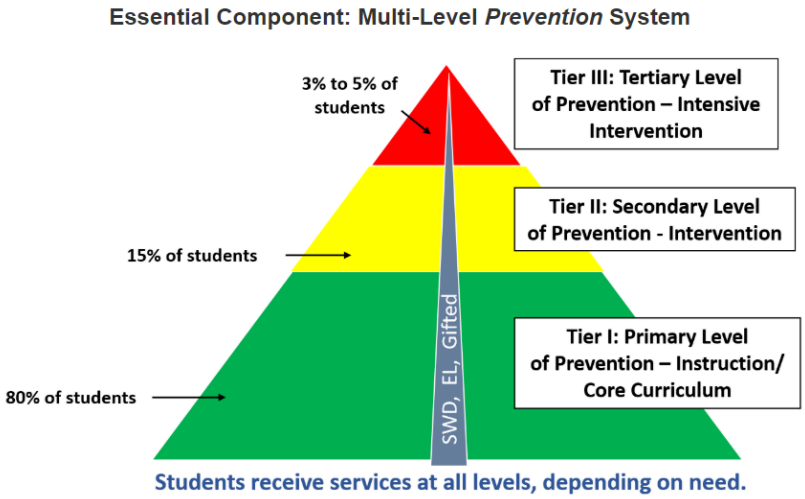
Staff members are trained in the Responsive Classroom approach. Responsive Classroom promotes teaching students to make good choices. Responsive Classroom leads to "greater teacher effectiveness, higher student achievement, and improved school climate" (responsiveclassroom.org).

Positive behavior and negative behavior will be responded to in the following ways, but not necessarily in the order listed:

Positive Behavior	**Negative Behavior**
Awards	Warning/reprimand
Specific praise	Time out, in or out of classroom
Extra recess/activity time	Parent contact by teacher
Administrator referral	Administrator referral
Responsible jobs for students	Parent contact by administrator
Letters to students and parents	Parent/Teacher/Principal Conference
Use of positive reinforcement	Detention (recess,lunch,after school)
	Suspension or expulsion

Strong Foundations Multi-Level Prevention System

Strong Foundations is committed to the success of every child academically, socially and emotionally. Please review our multi-leveled supports for each tier.



Tier 1 at Strong Foundations:

- Highly skilled staff and Core Knowledge Curriculum
- Responsive Classroom is the **core framework** of instruction and strategies in creating a positive, academically challenging and joyous school. Without continuous commitment to the implementation and commitment to the

strategies and teacher language, the Tier 1 approach will move several students up to Tier 2.
- Clearly defined expected behaviors-Student handbook
- Clearly defined unexpected behaviors with disciplinary actions and natural consequences-student handbook
- Choose kindness
- Positive messages created by students posted on the first floor and some on the second floor.
- A bulletin board that focuses on kindness and an inclusive culture
- Guidance lessons and/or meetings
- Teacher meeting with students reviewing their NWEA aim line and goals.
- Weekly goals which are reviewed and posted on a universal banner which all students and staff can see
- Goal Banners
- Music at drop-off and at middle school recess
- Student of the Month
- Data Meetings which include academic proficiency, attendance and recommendations for RTI (Tier 2). See below.
- Community and school events- open house, field day, science fair, etc.

Tier 2 at Strong Foundations:

- RTI - Response to intervention
- Teacher/administration meetings with students
- Administrative parent meetings
- Student meetings with administration
- Targeted small groups or individual interventions with guidance
- Detention
- In-school suspension instead of out-of-school detention-Students are placed with administration.
- Multidisciplinary Team Support
- Restorative Conferences
- Community Work- Example- Sweeping the hall and stairs after stomping their feet with mud.

Tier 3 Strong Foundations-

- Parent Meetings
- Behavioral Plans
- Multidisciplinary team support: Administration, Guidance, and other members as needed
- Re-entry plans for students
- Individual guidance support
- Outside district services for students with IEP's with behavior challenges.

Please see the Strong Foundations Discipline Policy for specific expectations for behavior and disciplinary actions.

Bullying Policy: The full Bullying Policy is contained in a separate section of the handbook.

PLAYGROUND RULES

1. Play safely. Balls may be used in the area of the basketball hoop.

2. Follow directions of duty teachers.

3. Rocks, dirt, sticks, snow, natural elements, bugs, etc. stay on the ground.

4. Use playground equipment as instructed.

5. Respect personal space - control your body.

6. Practice good sportsmanship.

7. Safe ball play (Before school there is limited ball play.)

8. Safe play on the structures

9. Safe winter play

10. Lining Up: Walk while returning equipment and then line up. Once there, voices are off, hands by your side, facing front, ready to enter the hallway.

NO SMOKING/NO TOBACCO PRODUCTS

The use of tobacco products or use of other nicotine delivery devices on school property is strictly prohibited, and is against NH state law. No person shall use any such product in the school building, on the school grounds, or in any vehicles on school grounds.

HEALTH AND SAFETY INFORMATION

Health Care
SFCS has a full-time school nurse. School personnel receive training and certification in emergency first aid, CPR, and use of an Automated External Defibrillator. Serious injuries (such as fractures and lacerations that require sutures) and illness will be treated with emergency first aid and support measures until a parent/guardian can be contacted. When neither a parent/guardian nor the alternate responsible person(s) listed on the emergency card can be reached, the child will be referred to his or her family doctor, or, if unavailable, the ER physician on call at the hospital. **In an emergency medical situation, 9-1-1/emergency services will be contacted.**

Emergency Contact Information
Emergency contact information forms must be completely filled out for each child enrolled in SFCS. It is important that we have the names and daytime phone numbers of two people who are available and have your permission to assume responsibility for your child if neither parent can be reached in the event of an illness or emergency with your child. It is also critical that parents immediately notify the principal or office manager at SFCS if there are any changes during the course of the school year, especially in their daytime phone numbers or the child's medical condition.

Medication
NO STUDENT SHOULD CARRY MEDICATIONS ON THEIR PERSON WITH THE EXCEPTION OF AN INHALER OR EPIPEN, which must also have a prescription - see below. The nurse or designated staff will administer medication according to SFCS policy. The appropriate parent permission must be on file with the health office. Please read "Prescription medication" below for more detail.

Prescription medication must be brought to school by a parent in the original pharmacy-labeled bottle. Written permission signed by the physician or health care provider must be provided in order to administer prescription medications at school. The permission form is available on our website under "Parent Information".
This includes inhalers for asthma, even if the child is self-administering, as well as other types of prescription medications. Please provide the signed forms for asthma and allergy medications on or before the first day of school.

Non-prescription medication may be given by the nurse or designated staff person with the parent's written permission. Any medication must be in the original packaging. Parents must inform the designated staff person in writing of any medication administered prior to the child arriving at school and the time at which it was administered.

ILLNESS POLICY

It is important for the health of all students, staff and families, that you keep your child home when sick. Parents will be contacted if your child is sick at school and unable to be in class due to illness. Please make certain that Strong Foundations has your most recent contact information so we may reach you.

The following guidelines should be adhered to:

FEVER: Any temperature greater than 100º F is considered a fever. Children should be fever free without medication for 24 hours before returning to school. Please note that a child who exhibits symptoms of illness without a fever may be sent home if school personnel feel it is in the best interest of the child and/or the child's classmates.

BACTERIAL INFECTIONS: If your health care provider has prescribed antibiotics, your child needs to remain home for at least 24 hours after starting the antibiotics. This is to avoid exposure to others during the most contagious period.

RETURN TO SCHOOL AFTER ALL ILLNESS : A student may return to school if their symptoms have improved, and they have met school criteria for that illness (e.g., it has been more than 24 hours without fever, diarrhea, or vomiting, etc.). If your child has been vomiting, please make sure your child can eat and drink before returning to school.

RETURN TO SCHOOL AFTER COVID INFECTION: Covid testing is **NOT** required for illness symptoms, however, if a test is done and a student has a positive result, they may return to school after 5 days of isolation if their symptoms have improved and they have been fever-free for 24+ hours without the use of medication. The day of the positive test is day 0, return on day 6. CDC guidelines are to wear a mask days 6-10. If you retest during that time and the repeat test is negative, no mask is necessary.

Quarantining due to covid exposure is no longer recomended.

HEAD LICE: Children with head lice need to remain home until they have been treated and there are no live lice, and all nits (eggs) have been removed. For more information on head lice and treatments, see the following website: http://kidshealth.org

RASH: Keep your child home if he/she has a new rash associated with fever or severe itching/discomfort, and seek medical care for diagnosis.

Please note: if your child is absent for an illness or medical condition for recurring, or extended periods of time, we will require documentation from a healthcare provider on their medical condition that is expected to result in frequent missed days. Without this documentation, prolonged absences will be marked unexcused. Five or more unexcused absences will result in a truancy letter being sent home.

Notification of Management Plan Availability

As part of fulfilling a requirement of all public schools, Strong Foundations wishes to inform you that there were no asbestos-containing materials used in the construction of the building. We are required to have an asbestos management plan on file and to make it available for review. In our case, our management plan is simply to state that there were no asbestos-containing materials used in the construction of the building.

The legal reference for the Asbestos Hazard Emergency Response Act is 40 CFR 763.93 (g)(4).

ASSESSMENTs

As a condition of enrollment in SFCS, students are required to participate in all assessments given school-wide. Increased accountability for increased freedom is an important component of charter schools. Students will be assessed with a general reading and math assessment three times per year.

Strong Foundations Charter School participates in the statewide State Assessment System for grades 3, 4, 5, 6, 7, and 8. We also administer the NWEA Math, Reading, and Language Arts tests for grades K-8 times 2 per year to all students for more immediate results. This is a requirement of enrollment at Strong Foundations.

Report cards will be sent home four times per year. Midterm progress reports will be sent home for students in grades 6-8 four times per year.

SPECIAL EDUCATION

The staff of SFCS is committed to educating all children who are enrolled at our school. If a child has an IEP, or while enrolled at SFCS it is determined that a student is entitled to special education services, the resident district is responsible for providing services to the child. By working cooperatively, resident districts and the staff of SFCS will work out a plan for each child to receive a “free AND appropriate public education.”

ADDITIONAL POLICIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 14 days after the day the SFCS receives a request for access. Parents or eligible students who wish to inspect their child’s or their education records should submit a written request that identifies the records they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend their child’s education record should submit

a written request to the building principal clearly identifying the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to request a hearing regarding the request for amendment. A request for a hearing must be submitted in writing to the building Principal, within 30 days of the date of the decision denying the requested amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. The rights pertaining to access and challenging described herein are transferred to the student on the attainment of his/her 18th birthday.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if he/she needs to review an education record (or to receive personally identifiable information from an education record) in order to fulfill his/her professional responsibility. School officials include persons employed by SFCS administrator, supervisor, instructor or support staff member (such as guidance, health or medical staff and the district's law enforcement personnel, if any); members of the School Board; persons or companies with whom the School District or school administrative unit has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, experts, or therapists); and volunteers who are under the direct control of SFCS with regard to education records. Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. The School will make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.

4.The right to file a complaint with the U.S. Department of Education concerning alleged failures by SFCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII (identifiable information) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas,

disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35,
- in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10)
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

If you do not want SFCS to disclose directory information from your child's education records without your prior written consent, you must notify the Principal in writing.

Families are provided notice of this policy through the Student Handbook. The Student Handbook is emailed to families in the Fall of each school year and is also available on the school's website: sfnh.org.

NON-DISCRIMINATION POLICY

SFCS has a nondiscrimination policy and will not discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, sex, sexual orientation, religion, or handicap.

STUDENT MEAL POLICY

My School Bucks:
This service allows you to pay for school meals online using a credit/debit card or electronic check.

What is MySchoolBucks?

MySchoolBucks is an online payment service that provides parents the ability to securely pay for meals, monitor student cafeteria purchases and receive email notifications for low account balances.

How do I Enroll?

1. Go to www.myschoolbucks.com and register for your free account.
2. Add your students using their school name and student ID.
3. Make a payment to your students' accounts with your credit/debit card or electronic check.

4. *A program fee may apply. You will have the opportunity to review any fees and cancel if you choose, before you are charged.*

If you have any questions, please visit www.myschoolbucks.com and click Help or call MySchoolBucks Customer Support at 1-855-832-5226.

Food Services
USDA Nondiscrimination Statement
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

SECTION 504 POLICY AND PROCEDURAL GUIDELINES

I. Policy Statement

It is the policy of Strong Foundations Charter School (SFCS) to ensure that students who are disabled within the definition of Section 504 are identified, evaluated, and provided with appropriate educational services. The due process rights of disabled students and their parents/guardians under Section 504 will be enforced. Mrs. McClure is the Coordinator of Section 504 activities.

II. Overview of Section 504

Section 504 of the Rehabilitation Act of 1973 is major federal legislation that impacts entities that receive federal funding. It is a civil rights legislation for persons with

disabilities, which is designed to prevent any form of discrimination based on disability. Individuals with disabilities, who are otherwise qualified, are protected.

Section 504 states:
"No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal assistance."

Under Section 504, a person is considered "disabled" if that person:
1. has a physical or mental impairment which substantially limits one or more of such person's major life activities,
2. has a record of such an impairment, or
3. is regarded as having such an impairment.

A "physical or mental impairment" is defined as:
(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or
(B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The second part of the definition relates to the impact of the disability or condition on a "major life activities: "...functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working."

III. Eligibility for Services

Section 504 applies to persons considered to have a disability as defined in the Act. As a result, the question of eligibility is a critical issue. When determining the eligibility of individuals for Section 504 protections and services, the following questions must be addressed:

A. Is there a physical or mental disability?
B. If so, does that specific disability significantly impair a major life activity?

IV. Student Identification and Referral Procedures

A. Students who are in need or are believed to be in need of services under Section 504 may be referred for evaluation by a parent/guardian, teacher, other school personnel, or medical or mental health professional.

B. SFCS will consider the referral, and based upon a review of student records, including academic, social, testing, and behavioral records, determine whether an evaluation under

this procedure is appropriate. Any student, who because of disability, needs or is believed to need special services will be referred for evaluation.

V. Student Evaluation and Placement

A. The purpose of student evaluation shall be to determine eligibility for accommodations as a disabled person.

B. For students who have been identified as disabled under Section 504, SFCS shall determine what special general education accommodations are needed to ensure that the student receives a free, appropriate education.

C. In interpreting evaluation data and in making educational decisions, SFCS shall:

1. Draw upon information from a variety of sources including achievement testing, anecdotal records and teacher recommendation, social and cultural background, and adaptive behavior.
2. Ensure that all valuation data is documented and carefully considered.
3. Ensure that decisions are made by a group of persons knowledgeable about the student, the meaning of evaluation data, and placement and accommodation options.
4. Ensure that the student is educated with non-disabled students to the maximum extent appropriate to meet the student's individual needs.

D. With regard to a student who is determined to be disabled under Section 504 of the Rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, SFCS shall periodically conduct a re-evaluation of the student:

1. Prior to any significant change in placement, including grade to grade and level to level;
2. If the student's parent or the teacher reasonably requests a re-evaluation; or
3. More frequently if conditions warrant.

E. Parents will be notified in writing of:

1. The intent to evaluate
2. Their rights under Section 504
3. Notice of meeting to discuss eligibility decisions and create or review accommodation plan.
4. Intent to re-evaluate
5. Change in placement

F. SFCS may also determine that no 504 accommodations are appropriate.

VI. Procedural Safeguards

With respect to actions regarding the identification, evaluation, or educational placement of a person who, because of a disability, needs or is believed to need special instruction or related services, the following procedural safeguards shall be provided:

A. Notice of any decision regarding the identification, evaluation, or educational placement of the student.

B. An opportunity for the parents or guardian of the student to examine relevant educational records

C. A formal grievance procedure.

VII. Grievance Procedures

If any person believes that the school or any of the school's staff have inadequately applied the regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, or (3) Section 504 of the Rehabilitation Act of 1973, or (4) Americans with Disabilities Act, he/she may bring forward a complaint, which shall be referred to as a grievance, to the School's Section 504/ADA coordinator. It should be understood by the individual(s) involved that a complaint can be made to the Office for Civil Rights without going through the school's grievance procedures. The grievance procedures are to provide for a prompt and equitable resolution of a complaint.

The school's 504 coordinator, on request, will provide a copy of the school's grievance procedure and investigate all complaints in accordance with this procedure. The grievance procedure should include a statement that a copy of each of the acts and the regulations on which this notice is based, may be found in the coordinator's office.

The person who believes they have been discriminated against based on disability shall discuss the grievance and give the completed grievance form to the school Section 504/ADA coordinator who shall in turn investigate the complaint and reply with an answer to the complaint.

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the school Section 504/ADA coordinator within ten business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within ten business days.*

Step 2

If the complainant wishes to appeal the decision of the school Section 504/ADA coordinator, he/she may submit a signed statement of appeal to the Chair of the School's Board of Trustees within ten business days after receipt of the coordinator's response. The coordinator and the Chair cannot be the same individual. The Chair shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten business days.*

Step 3

If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the SFCS Board of Trustees within ten business days of the receipt of the Chair's response in Step Two. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representative within forty days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten business days of this meeting.

Step 4
The complainant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures: Office for Civil Rights:

Office for Civil Rights
U.S. Department of Health and Human Services
Government Center
J.F. Kennedy Federal Building - Room 1875
Boston, MA 02203
Voice phone (617)565-1340
FAX (617)565-3809
TDD (617)565-1343

**If the Chair also serves as the Section 504/ADA coordinator, the appeal must go to another individual or the school board.*

DISCIPLINE POLICY

The SFCS discipline policy was created because we value respect, fairness, tolerance, communication, teaching self-respect and responsibility, life skills and the need to ensure that all students, faculty and staff have a safe and supportive environment in which to learn and teach. We will strive to help students become aware of the reasons behind the rules and logical consequences. Information about the discipline policy as it applies to specific situations are below. The Discipline Policy works together with the Bullying and Technology policies to outline the expected behaviors. It is important to note that certain offenses committed at the school may result in an oral and written report to the Pembroke Police Department, as per state law, NH RSA 193-D:1 - 9.

The following offenses, with certain exceptions, that are committed on school property, must be reported to the Pembroke Police Department:

I. "Act of theft, destruction, or violence" means an act set forth in the following statutes regardless of the age of the perpetrator:
(a) Any of the offenses enumerated in RSA 189:13-a, V.
(b)(1) Any first or second degree assault under RSA 631.

(2) Any simple assault under RSA 631:2-a.
(c) Criminal mischief under RSA 634:2.
(d) Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159.
(e) Arson under RSA 634:1.
(f) Burglary under RSA 635.
(g) Robbery under RSA 636.
(h) Theft under RSA 637.
(i) Illegal sale or possession of a controlled drug under RSA 318-B.
(j) Criminal threatening under RSA 631:4.

WEAPONS

Strong Foundations Charter School has a zero tolerance policy for possession of a weapon or a weapon-like item. Weapons include, but are not limited to:

Guns, knives, explosives, martial arts weapons, and aerosol self-defense spray weapons. Simulated weapons, such as but not limited to, cap guns and homemade martial arts weapons, are also prohibited on school property. Possession of a weapon or a simulated weapon will result in disciplinary action, up to and including long-term suspension and a report to the Pembroke Police Department.

DETENTION

Teachers, staff, and administrators have the authority to issue a lunch, recess or before/after school detention for a violation of any rules addressed in this policy or posted in their classroom, particularly if a warning has already been given, or if the infraction warrants a higher response than a warning. Detentions, at the school's discretion, may be served with the classroom teacher, school administrator, or designee. Students may be given community service to complete during detention time. Notice of a detention will be sent to parents/guardians via email or phone. Please notify the office of any updates to contact information. Failure to appear for a detention, or failure to adhere to the rules during detention, may result in enhanced disciplinary action, including in-school suspension.

Under most circumstances where a student violates a school rule, a teacher, Assistant Principal, or Principal will contact a parent/guardian via the email or phone on record. The student may be invited to participate in the conversation for complete transparency if the student is still in school and there would not be a disruption in his/her learning.

Any detentions are under most circumstances a step prior to an in/out of school suspension, depending upon the seriousness of the offense, or extensive discipline history.

Other Behaviors

The Strong Foundations Discipline Policy outlines the most common misbehavior and their consequences. However, it is not possible to anticipate everything in a policy. The Administration reserves the right to make a considered judgment about behaviors and consequences for students that are not outlined in this policy. The Discipline Policy works together with the Bullying and Technology policies to outline the expected behaviors that will help maintain a safe learning environment for all students.

Gum Chewing (K-8)

Gum chewing is not allowed. Students chewing gum without permission will be asked to get rid of the gum and will be assigned a cleaning job to help within the school, since gum is often not disposed of correctly and leaves a mess that custodians must be cleaned up.

Homework

When a middle school student does not complete their homework, they will write it again in their agenda book for that day. Students are responsible for completing the missing assignment, ensuring that a parent or guardian knows about the missing work, and showing the assignment to their teacher the following day. If the missing homework is not returned to school the next day, the consequences are outlined below.

The first missing homework assignment in a class results in a written reminder on a student's agenda book. If a student has a second missing homework assignment, or if the first missing assignment is not returned the following day, the student will be issued a lunch work session. If a student has a third missing assignment, the student will be issued an additional work session and a parent will be contacted. Any further missing assignments will result in a referral to the Assistant Principal, and a parent will be contacted.

In the elementary school, a student will complete the missing assignment during part of their recess time. Elementary teachers will contact parents if students are not completing homework assignments.

SUSPENSION AND EXPULSION

<u>Suspension for 10 Days or Less</u>
The principal or designee may suspend students for a period not to exceed 10 school days for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school (See Student Handbook). Educational assignments shall be made available to the suspended student during the period of suspension. (RSA 193:13-I.(a))

Overview of the short-term suspension process: The principal or designee meets with the student. This meeting functions as an informal hearing. Ordinarily, this meeting occurs before the student is suspended. However, if a student's presence in school poses a continuing danger to persons or property, or is an ongoing threat of disrupting the academic process, the student may be removed from the school immediately and prior to the meeting. In such cases, the informal hearing ("rudimentary due process") will be held as soon as practicable. The process below can occur in a single meeting. This process is as follows:

1. Principal or designee meets with or speaks with parent/guardian.
2. Principal or designee meets with the student.
3. Principal or designee provides the parent/guardian and student with oral or written notice of the charges. These oral or written charges will inform the student:
    1) of the stakes - a possible suspension, and
    2) that the student is entitled to present his or her side of the story.
4. If the student denies the charges, the principal or designee will give the student an explanation of the evidence and an opportunity to present his or her side of the story.

Long-Term Suspensions of More Than 10 Days

The school board, or a representative of the school board designated in writing of the school board is authorized, following a hearing, to continue the suspension of a pupil for a period in excess of 10 school days. The school board's designee may be the principal or any other individual, but may not be the individual who suspended the student for the first 10 days. (RSA 193:13-I.(b))

If the school board or the school board's designee cannot conduct a formal hearing before the short-term suspension expires, the student may return to school upon the expiration of the short-term suspension and pending the formal hearing.

Any suspension in excess of 10 school days made by any person other than the school board may be appealed to the school board, as long as the principal or designee received the appeal in writing within 10 days after issuing the decision being appealed. The school board shall hold a hearing on the appeal, but shall have discretion to hear evidence or to rely upon the record of a hearing conducted by the school board's designee. The suspension shall be enforced while that appeal is pending, unless the school board stays the suspension while the appeal is pending. (RSA 193:13-I.(c))

Due Process for Long-Term Suspensions or Expulsions

1. The accused student and at least one parent or guardian shall be furnished, either in person or by mail directed to the student's last known address, a letter

with written notice of the charges and of the nature of the evidence against the accused student. The written notice will inform the parent or guardian of the stakes, either the length of the long-term suspension or of a request for an expulsion.

2. The accused student and at least one of his or her parent or guardian shall be offered a formal hearing after sufficient time to prepare a defense or reply. Sufficient time for the purposes of this policy shall be no more than three days unless the parent or guardian provides an explanation for requesting more time.

3. The decision of school officials to impose such discipline shall be based upon a dispassionate and fair consideration of substantial evidence that the accused student committed the acts for which suspension is to be imposed and that such acts are in fact a proper reason for suspension.

Grounds for Expulsion

The school board (or a subcommittee of the board) may expel a student for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school (See Student Handbook), or for an act of theft, destruction, or violence as defined in RSA 193-D:1, or for possession of a pellet or BB gun, rifle, or paint ball gun. (RSA 193-D:II)

The school board (or a subcommittee of the board) shall expel a student for at least 12 months if the pupil, without prior written authorization from the principal or designee, brings or possesses a firearm as defined in RSA 193-D:1. (RSA 193-D:III)

Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the school board to the state board of education. (RSA 193-D:II)

The principal may modify the expulsion requirements in RSA 193-D:II and III on a case-by-case basis. (RSA 193-D:IV)

Special Education Students: Considerations for Suspension and Expulsion

Short-term Suspensions:

Special education students may be suspended up to 10 days per school year provided the reasons for suspension apply equally to non-disabled students. The 10-day maximum may be either 10 consecutive days or 10 days total. *Note: If a student has a behavior plan with provisions that conflict with the school's suspension policy, the student's behavior plan will be followed.*

Longer-term Suspensions and Expulsions:

A suspension of a special education student for more than 10 consecutive school days constitutes a change in placement. Students will be provided with special education services during suspensions of more than 10 consecutive school days. The IEP team will

meet to determine how to deliver the student's services. (34 C.F.R. § 300.536; Ed 1124.01)

If a decision is made to change the special education student's placement by suspending the student for more than 10 days, either consecutive or cumulative:

- The school will provide the parents with a statement of procedural safeguards on the date the decision is made to impose a suspension that constitutes a change in placement. (34 C.F.R. § 300.53(h))
- Relevant members of the IEP team will convene within 10 school days of the date such a decision is made. Definition of "relevant members of the IEP team:" A member of the school's administration, the parent, and relevant members of the child's IEP team as determined by the parent, SFCS administration, and the student's resident district LEA.
- At the meeting the Team will make a manifestation determination. In order to do so, the team will ask:
    1. if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
    2. if the conduct in question was the direct result of the local educational agency's failure to implement the IEP. (20 U.S.C. § 1415(k)(1)(E)(i)); 34 C.F.R. § 300.530(e)(1); Ed. 1124.01)
- If the behavior that led to the suspension **is not** a manifestation of the disability, then the same disciplinary procedures apply as would apply to non-disabled students, with the additional consideration of provision of services. Services should include behavior services designed to prevent the behavior from recurring.
- If the behavior **is not** a manifestation of the disability, the student may also be subject to expulsion.
- If the behavior **is** determined to be a manifestation of the disability, then the child's behavior and placement will be addressed using the special education team process. Because SFCS is a NH charter school, SFCS will work with the district of residence for all special education matters.
    - The child will be returned to the placement from which the child was removed unless the parent, administration, and resident district agree to a change in placement as part of the modification of the behavioral intervention plan. (See 20 U.S.C. § 1415(k)(1)(F)(iii); 34 C.F.R. § 300.530(f)(2); Ed. 1124.01)

Exceptions to Returning a Student to the Placement when Behavior is Determined to be a Manifestation of the Disability:

The school may order a child to be out of school for 45 school days if placing the child back in the current placement if:

- It is likely to result in injury to the student or to others.
- The student possessed illegal or controlled drugs.

- The student possessed a dangerous weapon. Definition of "dangerous weapon:" A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury.

(Adopted March 20, 2019)

RESPECT

Students are expected to show respect to all students and adults while at school. After de-escalating, a student who has not shown this expected behavior will need to return to the adult they have been disrespectful towards, explain why their behavior was unacceptable, and model the appropriate interaction. If the inappropriate behavior was directed toward another student, an adult mentor will accompany the student as they explain why their behavior was inappropriate and model an appropriate interaction - if such response is acceptable to the student who is the recipient of disrespect. This procedure will be followed for all unkind, disrespectful, or offensive behavior and comments. At the discretion of a teacher or staff member, a letter or "Apology of Action" may be used in addition to modeling the appropriate behavior.

Disrespect includes using inappropriate language. There is a zero tolerance policy for inappropriate language at SFCS, including profanity, rude or violent language, inappropriate innuendo or metaphors, and any language that is disrespectful or unkind.

A student who uses language that is deemed inappropriate at SFCS will write a letter following the Responsive Classroom model explaining the incident and what they will do differently next time. A parent/guardian will be notified of the infraction via email or phone. If it is noted that the student is repeatedly using inappropriate language, this email or phone call will take place immediately following the incident, and the student will also participate in an "Apology of Action", such as helping with a job that must be done at SFCS.

Unkind or disrespectful behavior toward staff or other students can indicate that a student does not know how to initiate an appropriate interaction. This includes behaviors such as teasing, using inappropriate language, or touching in a way that has potential for harm. Responsive Classroom advocates that students who demonstrate these behaviors spend time thinking, writing letters, and developing strategies to help them gain understanding and make better choices in the future. At SFCS, we will follow the Responsive Classroom approach but will also help these students gain necessary social skills by working with them to model and practice appropriate interactions.

We will also track behavior violations to help us identify situations and times that may be challenging for a student so we can work with them to gain the skills needed to manage the situation appropriately. This will also help us as staff to prevent bullying and identify students who may need additional services and instruction.

HANDS-ON

We understand that sometimes a high five is a normal and appropriate interaction for students. However; at SFCS we do not tolerate any hands-on behavior that has the potential for harm. Severe hands-on behavior will result in an immediate consequence. In the case of less severe behavior, the student will receive one reminder to keep their hands and body safe. If the behavior happens again, the student will use some of their unstructured time (recess, study hall, etc.) to work with an administrator and discuss with a parent if needed, to create a plan for appropriate, safe behavior. Students will be referred immediately to an administrator and a parent will be called for any behavior, such as hitting or kicking, that is intentional and potentially harmful or is intended to bully another student. Public displays of affection, such as hand holding and kissing for middle school students, are not permitted while at school.

Expected Behavior for Common Areas

It is expected that students will follow directions given by an adult when in a classroom or any common area including the bathroom, multi-purpose room, hallways, stairways, and playground. It is also expected that students will respect school property and the belongings of others, walk safely, use an indoor voice, clean up after themselves, and keep their hands and bodies to themselves. It is expected that everyone at SFCS will work together to keep our school community clean and safe. Students who choose not to follow these expectations will be given time to reflect on and practice them. Students who are destructive to school property will be required to stay after school and work with an adult to repair any damage they have done.

DRUG-FREE SCHOOL ZONE

We are a smoke-free and drug-free school zone. Drugs and alcohol are not permitted on school property, and students may not come to school under the influence of drugs or alcohol. Violation of these rules will result in suspension and possible expulsion.

+

BULLYING POLICY

Bullying Prevention:

The intent of this policy is to be in compliance with NH RSA 193-f and the Technical Advisory written by the NH Department of Education (2010). This document is intended to be a living document and changes may need to be made as directed by NH State law and/or the Administration of SFCS.

Strong Foundations Charter School (SFCS) believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

Prohibition of Bullying/Cyberbullying Protects All Students
SFCS prohibits bullying and cyberbullying against all students. Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories. The goal of this policy is to protect our students from the physical, emotional, and psychological violence caused by bullying and cyberbullying.

Definition of Terms and Grounds for Determination of Bullying
Bullying is defined in RSA 193-F:3 as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

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

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 is bullying activity that is conducted with an electronic device and/or in an electronic medium, e.g. telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

The following additional definitions apply:

- Perpetrator: a pupil who engages in bullying or cyberbullying
- School property: all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans
- Victim: a pupil against whom bullying or cyberbullying has been perpetrated

A determination of bullying or cyberbullying may be made by SFCS when the action or actions occur on or are delivered on school property or at a school-sponsored activity or event on or off school property. In addition, a determination of bullying or cyberbullying may be made by SFCS when the action or actions occur 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.

Protection Against Retaliation and False Accusations
SFCS staff will make reasonable efforts to keep reports of bullying and the results of the fact-finding confidential. Students whose actions have been determined to be bullying will be instructed that any retaliation, whether verbal, physical, or emotional, will result in additional and more severe consequences.

False accusations are considered a form of bullying. Therefore, the SFCS staff in good faith will perform due diligence to determine the authenticity of the accusations by the victim. Bullying may occur with no witnesses other than the perpetrator and the victim. There is also the possibility that false witnesses may come forth. Such contexts make it especially difficult to conduct fact-finding. In such situations, SFCS staff will make a reasonable effort to assess the facts and may take into account previous history and behavior of the students involved.

Consequences for Bullying/Cyberbullying Behavior
Students whose actions are determined to have been bullying will receive consequences in proportion to the severity of the action. Students who have been repeat offenders may receive more severe consequences. Consequences will be determined on a case-by-case basis by the Principal, Assistant Principal, or Designee. Consequences are not limited to the following, but may include one or more of the following. The list below is not intended to be a direct progression of consequences.

- Temporary exclusion from extracurricular activities
- In the case of a class officer or NJHS member, temporary or permanent removal from office
- Increased and ongoing supervision during unstructured times
- Detention(s)
- In-school suspension
- Out-of-school suspension
- Expulsion

Dissemination of the Policy to the Whole School/Community
The Bullying policy will be disseminated in the following ways:

- Inclusion of the full policy in the student and staff handbooks
- Annual parent meetings to review the policy with parents and staff presenting
- Posting of the full policy on the SFCS website
- Annual staff training on the policy
- Annual training of the student body on the policy and on bullying prevention with community members and staff. Staff members not at the training will take an outside training such as the one offered by the NH Dept. of Ed. online training.
- Inclusion of the Bullying policy with the report provided to the perpetrator's and the victim's family after a determination of bullying behavior

Procedure for Students, Staff, Families, and Others to Report Incidents
Reports of possible bullying behavior will be handled promptly. Reports received at or near the end of the school day may be acted upon during the next school day. Reports can

be made to any adult working at SFCS, who should then direct the report to the administrative level to the Principal, Assistant Principal, or Designee for fact-finding and determination.

Procedure for Internal Reporting of Incidents
Staff members who receive reports of possible bullying behavior should immediately report the incident to the Principal, Assistant Principal, or Designee. When an administrator receives a report, he or she will inform the other member of the administrative team of the report as soon as reasonably possible. The Principal, Assistant Principal, or Designee will make every effort to report the outcome to the staff member who made the internal report.

Process for Notification of Parents/Guardians of Perpetrator and Victim
Once a report is received, the fact-finding process will begin in a timely manner. It may take time to conduct initial fact-finding interviews of students and adults. Notes will be taken during the interviews. These notes will form the basis of the determination and of summaries and reports. Notes are for the personal use of the interviewer. Such interviews are typically conducted individually to protect student confidentiality and prevent fear of retaliation.

Procedure to Grant Waiver of 48-Hour Notification
If the Principal or Designee determines it is in the best interest of the victim or perpetrator to waive the 48-hour notification period, the waiver will be granted in writing. The waiver will be kept in the school's records of the fact-finding. It will be available for review by SFCS staff and the SFCS Board. It will not be available to Parents/Guardians if it would violate confidentiality or potentially result in retaliation. The following information will be included in the waiver:

- The date and time of the initial report
- The reason for the granting of the waiver
- A dated signature line for the person granting the waiver
- The projected date of notification or conditions under which notification will occur. The waiver will not delay notification beyond the date of completion of the investigation and determination.

Investigation of Reports
The investigation of a bullying allegation will be initiated within 5 school days of the initial report unless the principal or designee grants up to an additional 7 school days to initiate the investigation. If additional time is granted, the victim, the victim's family, the perpetrator, the perpetrator's family, and the staff involved in the investigation will be notified by phone, email, in person, or in writing.

Parents/Guardians are not included in the interview in order to protect student confidentiality when other students are mentioned during the interview. It is likely that staff will not be able to inform parents prior to speaking to their child. Parents/Guardians will be notified at any point during the process below, but within 48 hours of the report

unless a waiver is granted by the Principal or Designee. Notification of a bullying fact-finding will generally be made by phone but may also be made in person.

If the fact-finding is not completed by the end of the school day, the Principal, Assistant Principal, or Designee will usually, but not always, contact the Parents/Guardians of the Victim and Perpetrator to notify them that a bullying fact-finding is being conducted and that their child is a possible victim or perpetrator. This will better allow the Parents/Guardians to anticipate their child's needs after being dismissed from school.

The expected procedure is as follows:

1. The person responsible for the investigation will be identified within 48 hours of the initial report. The name of the person responsible will be relayed to the parents/guardians of the victim and perpetrator as their point of contact.
2. Staff members who have knowledge of the incident are interviewed.
3. The reporter is interviewed. Potential witnesses are identified.
4. The victim is interviewed. Potential witnesses are identified.
5. Witnesses are interviewed.
6. The perpetrator is interviewed. Potential additional witnesses are identified.
7. Additional witnesses are interviewed.

Interviews will normally be conducted individually with the person responsible for the investigation and the interviewee. In some instances another staff member may be present if the topic is of a sensitive nature. Written notes will be made to document the fact-finding. Notes will include the applicable areas in the fact-finding template. Notes taken during fact-finding will only be made available to the staff involved in fact-finding.

Parents/Guardians are asked to understand that the Principal, Assistant Principal, or Designee will be unable to provide complete details because of the ongoing nature of the fact-finding, the need to protect student confidentiality, and the need to carefully consider all of the information gathered. SFCS staff understands the emotional nature of such a situation and requests that staff and parents/guardians observe objectivity, mutual respect, and consideration for the process. It is an uncomfortable process for all the individuals involved. SFCS staff is committed to thoroughness and professional conduct.

Response to the Incident

One goal of identifying a bullying incident is to prevent additional incidents from occurring. If a determination is made that the incident is bullying, the principal or designee will state in writing and in person to the perpetrator that retaliation to the victim, witnesses, or other involved parties would lead to more severe consequences, including suspension, expulsion, and/or report to the Pembroke Police Department as dictated by state law.

In extreme cases, the principal or designee may assign supervision of the perpetrator by an adult during transition times or unstructured times in order to prevent retaliation or further instances of bullying behavior of the perpetrator against others.

Consequences assigned to the perpetrator include, but are not limited to, the following, and in any order:

- Exclusion from extracurricular activities
- Additional supervision
- Limited access to unstructured times
- Community service
- Detention(s)
- In school suspension
- Out of school suspension
- Expulsion

Internal Communication

The Assistant Principal or Designee will report any substantiated incidents of bullying to the Principal within 24 hours of the time of determination. It is preferable for the Principal, Assistant Principal, or Designee to remain in contact throughout the process of a bullying fact-finding.

Communication with Parents/Guardians

Once the investigation is complete, an administrator or designee will communicate with the parents/guardians of the victim and perpetrator within 10 school days of the completion of the investigation. This communication will include:

- Remedies the school is taking to ensure the safety of the victim, perpetrator, or others involved in the fact-finding investigation.
- Assistance the victim or perpetrator will receive to help them move forward in a positive way. This assistance can include time with the guidance counselor or meeting with someone whom they respect.
- The communication will be typed and dated on school letterhead. It will be signed by the person responsible for the investigation. A copy of the summary of the fact-finding and determination will be provided to the families of the victim and the perpetrator.

Responsibilities and Titles of Personnel Implementing the Bullying Policy

The Assistant Principal has primary responsibility for handling bullying reports. They interview staff and students and contact parents/guardians. They write up the bullying fact-finding summaries for the file and for the families of students involved. They review the consequences students receive and communicate with teachers. In conjunction with the Principal, they determine whether bullying has occurred and meet with families if a bullying determination is made.

Principal: The Principal supports the Assistant Principal when they are unavailable at the time a report of possible bullying is brought to the administration's attention. The Principal assists in interviews of staff and students and assists in contacting parents/guardians as needed. They review the fact-finding summaries. In conjunction with the Assistant Principal, they determine whether bullying has occurred.

The Special Education Case Manager is a designee to assist in all aspects of fact-finding and communication with parents and students. They are a designee when either the Assistant Principal or the Principal are not available.

Grievance Procedure

By involving students and families throughout the process, SFCS staff hopes that everyone will have a thorough understanding of the events that transpired, the reasoning behind a determination, and the consequences chosen. If parents or guardians disagree with a determination, they have the right to use the following grievance procedure:

Step 1
Parents or guardians will meet with the Principal to discuss their reasoning for disagreeing with the determination or other facet of the process. The parents or guardians will provide to the Principal a signed written statement explaining their grievance. The Principal will further investigate the reasons for the grievance and reply in writing within 10 business days of receiving the grievance.

Step 2
If the parents/guardians wish to appeal the decision of the Principal, they may submit a signed statement of appeal to the Chair of the School's Board of Trustees within ten business days after receipt of the Principal's response. The Chair shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten business days.

Step 3
If the parents/guardians remain unsatisfied, they may appeal through a signed written statement to the SFCS Board of Trustees within ten business days of the receipt of the Chair's response in Step Two. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representative within 40 days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 business days of this meeting.

Step 4

The parents/guardians may file a complaint with the NH State Board of Education at any time during the grievance procedures. As an alternative, parents/guardians may request a mediated discussion with the NH Department of Education.

Possible Steps for Intervening in Bullying Situations

- Intervene immediately to stop the bullying.
- Talk to the bully and the victim separately. If more than one student is involved in bullying behavior, talk to each separately, in quick succession. Expect bullies to minimize or deny their actions.
- Remind the bully about school and classroom rules, reiterate what behavior is expected, and discuss sanctions that will be imposed for future bullying behavior.
- Reassure the victim that everything possible will be done to prevent the bullying from happening again.
- Make other students aware of the consequences of the bullying behavior. Reiterate the school's policy of zero tolerance toward bullying.
- Phone the parents of both the bully and the victim as soon as possible. If possible, involve the parents in designing a plan of action.
- Continue to monitor the behavior of the bully and the safety of the victim.
- Consult administrators, teachers, and staff members to alert them to the problem and to get a better understanding of it.
- If the situation doesn't change, remove the bully, not the victim, from the classroom.

SEXUAL HARASSMENT POLICY

The Principal is designated as the Title IX Coordinator who may be contacted at 715 Riverwood Drive, Pembroke, NH 03275, (603) 225-2715, mbelanger@sfnh.org

The entire policy can be found here.

TECHNOLOGY USE AND ACCEPTABLE USE POLICY

Overview

Students may use school computers and school iPads in compliance with the SFCS acceptable use policy and at approved times. Students may not take pictures of other students or staff. No other electronic devices are permitted to be used in school, including personal laptops, cell phones, iPods, air pods, headphones, tablets, or smart watches. If any of these electronic devices are brought to school, they must be turned into the homeroom/advisory teacher when the student arrives at school, and picked up only when the student is being dismissed. Cell phones may not be used while on school grounds. Any photography or videotaping while on school grounds without prior consent of Administration is prohibited, and there shall be NO cellphone use during after school

detentions. Please contact a teacher or school administrator with any questions about electronic devices.

Students who choose not to follow this rule will have their phone taken by a teacher. If this is the first offense, the student will be given a warning by the teacher. The teacher will contact the parent by email or phone. If there is a second offense, the student will serve a detention. The device will be confiscated and returned at the end of school day, and the parent will be notified. If there is a third offense, the student will hand the phone to an administrator for 5 school days. Subsequent offenses, the student will hand it to an administrator for an additional 5 school days. We cannot control and monitor messaging and apps on personal devices in the same manner that we can on SFCS devices. Messaging, taking pictures, etc. are not only a distraction to learning, but could lead to bullying. Students do not need a personal device because they each have a school-issued device. If parents/guardians need to contact the student during the school day, they may call the school office.

ACCEPTABLE USE POLICY

Purpose of This Document
To establish a policy that outlines efficient, safe, ethical and legal use of network and Internet resources within the Strong Foundations Charter School. These policies apply to users of electronic information resources located or accessed in Strong Foundations Charter School. Strong Foundations Charter School provides a network to facilitate communication and sharing.

Qualifying for Use
The privilege and responsibility of using our network and Internet Resources is based on the concept of a qualified and informed user. Access to and use of these resources entails a great responsibility. Inappropriate use may result in disciplinary action, which may be suspension or revocation of privileges. A current copy of this agreement, annually signed by all system users (and a parent, if the student is under 18 years of age) must be on file to use the Strong Foundations Charter School Network.

Internet Access and Safety Policy

Technology Protection Measure:
The Strong Foundations Charter School Internet filtering and security software that filter materials that are profane, obscene, unlawful, discriminatory, violent, or hateful. It is recognized that neither is infallible, and we rely on the responsible use of the Internet by our students and staff. Students are monitored by teachers and staff when using computers.

Internet Safety Policy:

Email, blogs, social networking, wikis have transformed how the world communicates and learns. These exciting and innovative communications often have educational value and cannot be completely filtered. Strong Foundations Charter School educates its students about appropriate online behavior, including cyber bullying, and interacting with individuals. To insure safety and promote reliable Internet use, all users must adhere to the following code of conduct when accessing online resources.

Code of Conduct
Security within the Strong Foundations Charter School network is a maximum priority. Network users are expected to behave appropriately and respectfully and agree to the following parameters and conditions:

Procedures and Proper Usage
Students:

- Will not evade, change or exceed resources quotas or disk usage as set by the Technology Department.
- Will not eat or drink in the immediate vicinity of any computer or network asset.
- Must register all personal computers and devices with the Technology Department before using them in the school.
- Will not set up or participate in Internet or LAN-based proxy or sharing applications.
- Must notify staff about security problems, unacceptable Internet sites or inappropriate communication.
- Shall not install/upload software to school computers or iPads or store software on network servers.
- Recognize that Network Logs vary depending on the server and are kept for no more than 45 days.
- Are responsible for making back-up copies of their critical documents.
- Will refrain from cyber-bullying, which is engaging in social cruelty by using technology to harass or harm another person.
- Will not reveal personal information on the Internet or plan to meet people contacted through the Internet.
- Will not access or create profane, obscene, unlawful, discriminatory, violent, or hateful content, or ANY content that is not related to an academic pursuit AND not authorized by a faculty member as a legitimate.

Privacy

- No guarantee of privacy is given to any function of the network including files and communication.
- Network data storage areas are to be treated as school property.
- Software is employed that enables remote control and monitoring of computers and iPads while in use.

- Parents have the right to review the contents of their child's files and communications.
- All users must respect the privacy of other network users and the confidentiality of passwords.

Copyright and Plagiarism
Violation of copyright and/or software agreement is considered a violation of this policy.

- Explicitly copyrighted materials will often have conditions describing how they may or may not be used.
- Plagiarism , including the use of AI to plagiarize, is expressly forbidden. (Plagiarism is the claiming of another person's work as your own.)
- Proper citations will be used when citing electronic information.

School Website

- Web pages display school activities and projects and may include photos, student names, and work.
- Web pages are considered a public document and comply with Federal School Guidelines.
- Web pages shall not encourage the use of tobacco, alcohol, or controlled substances or otherwise promote any other activity prohibited by school policy, state, or federal laws.

Vandalism

- Vandalism is defined as any malicious attempt to damage the physical computers, software, network systems or data of other users.
- Vandalism will result in disciplinary action, which may include suspension of computer services and possible referral to legal authorities.
- Individuals will be held financially responsible for damages *including*:
    1. Attempts to move, remove, or damage software, hardware, or files.
    2. Attempts to hack into any network or computer environment.
    3. Physical damage to a computer while it is assigned or checked out to them.

Email/Direct Communication
a. Network users will abide by netiquette in their electronic communication.
b. School email accounts are maintained and/or archived in accordance with applicable policies.

Research & Reference
With the information that abounds on the Internet, it is important for our students and staff to recognize authoritative and respected sources of information. To this end, students and staff will give preference to:

- Subscription resources that have been reviewed by educators.
- Teacher reviewed and evaluated sites and materials.

- Information from educational, government and non-profit websites (.edu, .gov, .org).

Violations of the Acceptable Use Policy
The Strong Foundations Charter School places a high value on the appropriate and responsible use of its network and Internet resources. A violation of any of the rules outlined in this agreement will result in the following consequences:

- **First Infraction:** warning and email or phone call home to parent/guardian
- **Second Infraction:** e-mail or phone call to parent/guardian and a detention
- **Third Infraction or More:** email or phone call to parent/guardian, detention(s) and/or an in-school suspension, depending upon severity and number of infractions.

All infractions of the policy will result in parental/guardian contact and may result in further disciplinary action based on the rules of the Student Code of Conduct. Any illegal infractions will be reported to law enforcement. School administrators reserve the right to modify the consequences outlined above if deemed appropriate.

For Parents of Younger Students:
This is a legal document and must be signed by parents and students. We understand that legal language is confusing for younger students. Please review the following points with your younger children:

- All language on the computers must be polite.
- No eating or drinking
- Respect other people's work and privacy.
- Treat computers with care to prevent damage.
- Use computers only with the permission and supervision of an adult.
- Do not install software on any computers.
- Do not give anyone information about yourself on the Internet.
- Copyright and Plagiarism:
    - It is against the law to copy another person's published work and is considered stealing.
    - When you use another person's ideas or pictures, give credit by including them in a "Works Cited" page.

Legal References:
IJNDB: School Internet Access For Students JICE: Student Publications
EHAA: Computer Security, E-Mail And Internet Communications KDC: Website Publishing Policy
EGA: Internet Access For Students RSA 194:3-d, School Computer Networks
Children's Internet Protection Act (CIPA)

STUDENT AND PARENT SIGNATURE PAGE

PLEASE MAKE SURE YOU HAVE READ THIS WITH YOUR CHILD AS THERE ARE CHANGES YOU NEED TO BE AWARE OF.

Student Honor Statement

In accordance with our Responsive Classroom guiding principles, we have adopted the following citizenship code to ensure that all students have the opportunity to pursue their studies and activities in an atmosphere of mutual respect and consistency. We all share responsibility for making Strong Foundations Charter School a safe, enjoyable and successful place to learn. I'll do my part by working hard and behaving well. Teachers and administrators share the responsibility of maintaining order in classrooms and safety on the premises, so only respectful and safe behavior will be tolerated.

I pledge/commit to uphold my honor as a citizen of the Strong Foundations learning community. Trust, respect, and honesty are the foundations of academic success here at SFCS. Therefore, I will be truthful in my interactions with both adults and other students. I understand the expectations that are placed on me and what constitutes appropriate behavior. I am responsible for my own behavior. All staff and students have the right to be treated with respect and dignity, which is inclusive of the environment in which we learn.

Please review, sign, and return:
We have read the handbook with a parent/guardian, including the important sections of: bullying and acceptable use.

Please Print Student Name(s): _____

Student Signature(s): _____

Parent/Guardian Signature: _____

Date: _____

(Additional siblings may sign below.)