



# PARENT HANDBOOK

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## WHO WE ARE

### I) Mission + Goals

**Mission:** *The Mission of the Seacoast Charter School is to provide excellence in core academics and the arts while cultivating the individual qualities and strengths of each child.*

At the Seacoast Charter School, arts and academics go hand in hand. We believe that the arts bring us joy, and when we feel joy, we learn more deeply and effectively. Through a rich and varied arts program, our students learn to look closely, listen carefully, respond thoughtfully and work collaboratively. Opportunities for creative expression and independent thinking are an integral part of our rigorous academic program. The combination of challenging intellectual and artistic endeavors develops our students' hearts and minds and enables them to live more fully in the world.

**Goals:** To carry out our mission, the Seacoast Charter School is guided by the following goals, as we plan our curriculum and engage in our daily activities:

- ***Emphasizing the process of learning, as well as the product:*** We create an engaging learning environment through hands-on activities and interdisciplinary studies that supports the innate curiosity and unique talents of each individual. Our students are expected to complete high quality work, but our focus is as much on the learning process as the product. We believe that students need to feel safe and empowered in order to take risks necessary for learning, and for growth to occur.
- ***Incorporating the arts as a serious path to broader learning:*** We provide opportunities for students to develop their artistic intelligences both by infusing the arts throughout the curriculum, and by treating them as discrete, core subjects. Our arts program encourages an intensity of effort and focus that is healthy for learning. As our students engage in serious work in the arts, they are required to think critically, generate multiple solutions to problems, and pursue long-term goals.
- ***Fostering individual growth, as well as community building:*** We foster a school culture that emphasizes responsibility and self-awareness. As we cultivate children's individual voices, we promote a shared respect for each other, our community and the world around us. Our students develop their communication and leadership skills as they work together to raise questions, solve problems, and build a cohesive, productive learning community.
- ***Building a strong home/school connection:*** We welcome and rely on family involvement. Children, families, school, and community form an interdependent system, and we value and utilize the tremendous resources available to our students through our parents and the greater community. We support and encourage a strong connection between learning at home and at school, which positively influences our students' attitudes and achievements.

## **II) Curriculum**

We provide our students with opportunities to be active learners. As they are learning a new concept, it is important for them to test their understanding. This allows a teacher to see what a child knows and understands and what they need to work on. At SCS, we see mistakes as a learning opportunity. We create an environment where students feel comfortable taking risks, making mistakes and receiving feedback.

Learning takes time. Students need room to explore their understanding of concepts and to practice skills until they are truly secure in them. Often new learners grasp a concept and then lose it again. This means that they are still developing their understanding and will need to revisit the concept.

Our teachers work together to ensure that our curriculum follows a coherent scope and sequence across the grades.

### **Arts Integration**

Our primary way of integrating the arts is to focus on the process rather than the product in all of the subjects that we teach. Every year, the elementary art teacher has the students recreate a painting made by a master artist. This process takes most of the school year. In the fall, the students work on the skills that they will need in order to create this piece. They work on basic shapes, perspective, color theory, but mostly they work on really looking carefully. Students discuss their sketches with their teacher, get feedback and then they will go back and work on them some more. By the end of the year, they have many drafts, but only a few products, but they are of high quality. It is clear looking at them which piece of artwork the students reproduced, but each reproduction is also unique to the student who created it. They are all learning to look carefully, and their individual views are each valued.

We also use the more traditional definition of arts integration: creating artistic products to demonstrate academic understanding. We use this type of arts integration as long as it is not purely to entertain the student but actually to enhance the student's learning. We are very cognizant that this connection can become a merely superficial one, in which neither the art nor the academics are enhanced.

### **Math**

Our students attain a solid foundation in mathematical concepts through work with manipulatives and constant feedback from teachers. We use Common Core Standards in grades K-8, utilizing best practices from various resources. SCS teachers use Number Talks to develop a strong number sense in students so that they understand the underlying concepts of the operations they perform (addition, subtraction, multiplication, division). Students who have strong number sense can solve problems in more than one way, and check that their answers make sense. We teach our students to use a variety of tools, which gives them the independence to relearn concepts and math vocabulary. Students learn a variety of math games that give them opportunities to practice math skills until they become automatic. The goal of our 6-8 grade program is to help students develop a deep understanding of mathematics with an emphasis on algebra. We focus on making mathematics accessible to middle school students through an emphasis on investigation, problem solving, mathematical understanding, and algebra skills.

## **Reading**

At SCS, students spend time each day engaged in reading—either by reading with an adult, reading independently or listening to a book read aloud. Students' reading fluency and comprehension are assessed on a regular basis to monitor growth and to direct instruction. We use a Reader's Workshop model for reading instruction. This allows students to choose their own books, conference with their literacy teacher multiple times a week, as well as receive whole group instruction on reading skills. We focus on reading across the curriculum, and our students read a wide range of genres. For example, in social studies and science, students read expository texts and reference books to gather information for their research projects. While we believe there is value in learning to use the internet for research, we believe it is also important to know how to gather information from actual books.

## **Writing**

We believe that students need to *write* in order to become better writers. Students write across the curriculum and in a variety of genres aligned to the Common Core State Standards including friendly letters, personal narratives, research writing, and fiction. Students are responsible for revising and editing their work, and they keep writing portfolios in order to manage their various projects, reflect on progress, and set goals for future learning.

## **Common Core and Next Generation**

We follow the *Core Knowledge Curriculum for Social Studies* and the *Next Generation Standards for Science*. We find that students are naturally curious and ask many questions. We teach them how to find answers to their questions through research or by conducting experiments. In the upper grades we have developed a three year course map that explores each of the science domains.

In Social Studies, we rotate between world history one year and American history the next. Over a two-year cycle, students will learn all of the history for their grade levels.

## **Homework**

Teachers will set up regular homework expectations for the year. Students and their teacher will determine when and how assignments will be made up. Having students take responsibility for asking for help when they need it is an important life skill and it also builds confidence. A pattern of late or incomplete homework assignments will necessitate a conference, and will be noted on Progress Reports.

There is no homework assigned during testing weeks.

## **Special Education**

In New Hampshire charter schools, all special education services are provided and managed by the sending district in coordination with our school. A representative of SCS will attend all team meetings. Please talk to the administration if your incoming child is on an IEP to coordinate services.

### III) Assessment

At SCS, we use the results of assessment to individualize our students' instruction. In every area of our program, we determine what our students already know and what they need to learn. This enables us to understand the needs of individual students and closely monitor their growth.

**Internal Assessments:** The primary internal assessment of a student's progress is the portfolio. The student works to build this over time by completing the projects assigned by the teacher. Other internal assessments include pre and post tests in math, reading, and writing to gauge each student's current level and look for growth. In reading we use Fountas and Pinnell benchmark assessments.

- **Portfolios:** The portfolio is a collection of student work that the student is involved in creating. The purpose of the portfolio is for students to demonstrate their learning and reflect on their growth over the course of their careers at Seacoast Charter School. Throughout the year students will select projects or pieces, with the assistance of their teachers, in each of the subjects, one related to their personal goal for the year, and one that represents one of their strengths.

There will be periodic opportunities for students to assemble their portfolio, reflect on growth, set new goals, and ultimately present their work.

**Personal Learning Plans:** A Personal Learning Plan Meeting is held once a year in the fall with a child's parents and teachers. In many cases, especially beginning in fifth grade, the child also attends this goal-setting meeting. The goal or goals set in this meeting will go into the student's progress report. The teachers will report on progress toward these goals. We encourage the goals to come from the students with guidance from parents and teachers to clearly define the goal as needed.

Students prepare by working with their teacher to discuss the importance of goals and look closely at their own strengths and weaknesses when defining a goal for themselves.

Parents should prepare for the Personal Learning Plan meeting by looking back over your child's previous work, portfolio, and progress reports to think about what might be an appropriate goal. These could be academic, social/emotional goals or goals focused on work habits.

Parents should feel welcome to schedule a meeting to revisit the Personal Learning Plan at any point during the year. Students are able to learn best when there is strong communication between parents and teachers. Parents are encouraged to call or email their child's teacher whenever they have a question or concern.

**Progress Reports:** Progress reports are sent home three times a year. Instead of letter grades, students are given number grades from 1-4. Progress reports list a series of skill areas that children will work on in each subject. The progress reports indicate whether children are meeting expectations in each of those skill areas. They also include a narrative on the student's strengths and possible future areas of growth. Parents and teachers can use the progress reports to see what students have learned and what they need to work on.

**External Assessments:** SCS also participates in many external assessments:

Test	Description	Grades Tested
NWEA	Students are assessed in literacy and math. This assessment indicates what skills need to be targeted.	3-8
New Hampshire Statewide Assessment System (SAS) We administer the summative assessment the last 12 weeks of the school year.	The Statewide Assessment System aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/Literacy) and mathematics. SAS uses computer testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.	3-8

## IV) Conflict Resolution

The Seacoast Charter School's approach to conduct is one of nurturing the development of self-discipline, effecting positive behavior change through a prepared environment that is a unique interaction between the teacher, other students, and the physical space. Self-discipline is a personal goal that a child usually achieves. However, we recognize that a child will make mistakes and that this is part of learning. We want to provide an environment in which our students can learn from their mistakes, whether they are academic or behavioral. Parents are an essential part of this process and we work to include parents as partners early on in the development of potential problems.

As adults who are responsible for guiding the child, we have developed a Conflict/Resolution Process that reflects the positive culture of our school and is clear, consistent, and equitable to support the whole community during an incident.

### **Discipline is based on:**

- respect for the community and the child
- knowledge and understanding of the developmental needs and characteristics of the child
- the needs of the group
- the understanding that appropriate behavior is not only taught, but modeled

To that end, the Seacoast Charter School Conflict/Resolution Process defines a respectful process that:

- supports the student community, the child, the teacher, and the parents
- helps the child to learn to socialize and take responsibility for actions as part of personal growth.

When a conflict occurs, the priority of the teacher and the school is to restore the balance in the classroom community and to begin the process of helping the child who has made a mistake to begin the corrective measures needed and reintegrate into the community of the classroom.

In the Seacoast Charter School classroom, discipline is primarily an internalized learning experience and less a punitive experience for the child. Each teacher develops his or her own individual way of addressing behavior within the classroom. We believe that the child will want to follow guidelines if the adult works with the students to clearly define the expectations and then invites everyone to assume responsibility for his or her behavior.

Assuming responsibility for behavior includes understanding and accepting the consequences for not keeping a commitment to the community. A tenet of our approach to discipline is to involve the child in the resolution of the conflict and offer as much support as is needed for the success of the child, including a self-evaluation of his or her responses after the child has had an opportunity to resolve the issue.

- The first and most important step in this process is for the teacher, students, and parents to establish a mutually supportive community by clearly establishing the expectations of the community.
- If any problem arises that causes a member of the community to violate these expectations, then either the whole community or a part must create a solution.

- The teacher or administrator will question students to determine the facts.
- The teacher or administrator will decide upon any disciplinary action
- The student who violated the community expectations must do as much as they can to repair the damage. (Apology, letters of apology, property repair or replacement, etc.)
- Teacher or administrator will contact parents as necessary.
- Next the student, and sometimes many, must reflect on the situation to determine what they have learned from the situation.
- Then, they must work with the teacher to develop a plan so that it does not happen again.
- Finally, the teacher will work with all of the students in the classroom and beyond to ensure that the offending student/s are reintegrated into the community as full and accepted members.

When further action is needed, a team, which may be comprised of the teacher, head of school, parents and the student, will meet to design a behavior contract. (***Please see Appendix A for Summary of Discipline Procedures***)

**Bullying Policy:**

Seacoast Charter School has a bullying policy approved by the Board of Directors. Please refer to the following link on our [website](#) for the full policy.



## USEFUL INFORMATION

### I) School Contact Information

#### Contacting the School

Main Office	603-842-5764
Address	171 Watson Road, Dover, NH 03820
Website	<a href="http://www.seacoastcharterschool.org">www.seacoastcharterschool.org</a>

### Staff Email + Phone

#### Office

Nicole Outsen, Head of School	<a href="mailto:nicole@seacoastcharterschool.org">nicole@seacoastcharterschool.org</a> EXT 104
Kristin Larrabee, Dean of Students	<a href="mailto:kristin@seacoastcharterschool.org">kristin@seacoastcharterschool.org</a> EXT 214
Ann Sterritt, Business Coordinator	<a href="mailto:ann@seacoastcharterschool.org">ann@seacoastcharterschool.org</a> EXT 103
Kylee Smith, Enrollment Coordinator	<a href="mailto:kylee@seacoastcharterschool.org">kylee@seacoastcharterschool.org</a> EXT 102
Caitlyn PiriniBoyle, Office Assistant	<a href="mailto:caitlyn@seacoastcharterschool.org">caitlyn@seacoastcharterschool.org</a> EXT 101

#### Pre-K

Amber Polino, Pre-K Teacher	<a href="mailto:amber@seacoastcharterschool.org">amber@seacoastcharterschool.org</a> EXT 155
Staci Benjamin, Pre-K Assistant	<a href="mailto:staci@seacoastcharterschool.org">staci@seacoastcharterschool.org</a> EXT 155

#### Kindergarten

Tracie Ryder, Kindergarten Teacher	<a href="mailto:tracie@seacoastcharterschool.org">tracie@seacoastcharterschool.org</a> EXT 135
Aiden Hunt, Kindergarten Assistant	<a href="mailto:aiden@seacoastcharterschool.org">aiden@seacoastcharterschool.org</a> EXT 135
Spencer Rhyne, Kindergarten Assistant	<a href="mailto:spencer@seacoastcharterschool.org">spencer@seacoastcharterschool.org</a> EXT 135
Maegan Adams, Kindergarten Teacher	<a href="mailto:Maegan@seacoastcharterschool.org">Maegan@seacoastcharterschool.org</a> EXT 204
Andrea Baxley, Kindergarten Assistant	<a href="mailto:andrea@seacoastcharterschool.org">andrea@seacoastcharterschool.org</a> EXT 204

#### Grades 1 + 2

Mariel Schier ½ Teacher	<a href="mailto:mariel@seacoastcharterschool.org">mariel@seacoastcharterschool.org</a> EXT 111
Becky Fowler, ½ Teacher	<a href="mailto:beckyfowler@seacoastcharterschool.org">beckyfowler@seacoastcharterschool.org</a> EXT 204
Amanda James, ½ Teacher	<a href="mailto:amanda@seacoastcharterschool.org">amanda@seacoastcharterschool.org</a> EXT 106
Rosanne Soule, ½ Assistant	<a href="mailto:Rosanne@seacoastcharterschool.org">Rosanne@seacoastcharterschool.org</a>
Cari Dickson, ½ Assistant	<a href="mailto:cari@seacoastcharterschool.org">cari@seacoastcharterschool.org</a>

Ashley Blouin, ½ Assistant	<a href="mailto:ashley@seacoastcharterschool.org">ashley@seacoastcharterschool.org</a>
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**Grades 3 + 4**

Kelley Gordon, ¾ Teacher	<a href="mailto:kelley@seacoastcharterschool.org">kelley@seacoastcharterschool.org</a> EXT 203
Joy Copp, ¾ Teacher	<a href="mailto:joy@seacoastcharterschool.org">joy@seacoastcharterschool.org</a> EXT 205
Stacy Johnson, ¾ Teacher	<a href="mailto:stacy@seacoastcharterschool.org">stacy@seacoastcharterschool.org</a> EXT 219
Liz DiPrizio, ¾ Assistant	<a href="mailto:liz@seacoastcharterschool.org">liz@seacoastcharterschool.org</a>
Taylor Salvucci, ¾ Assistant	<a href="mailto:taylor@seacoastcharterschool.org">taylor@seacoastcharterschool.org</a>

**Grades 5 + 6**

Becky Riekert, ⅝ Teacher	<a href="mailto:becky@seacoastcharterschool.org">becky@seacoastcharterschool.org</a> EXT 211
Theresa Lorvig, ⅝ Teacher	<a href="mailto:theresa@seacoastcharterschool.org">theresa@seacoastcharterschool.org</a> EXT 217
Karen O'Brien, ⅝ Teacher	<a href="mailto:karen@seacoastcharterschool.org">karen@seacoastcharterschool.org</a> EXT 241
Erin Boodey, ⅝ Assistant	<a href="mailto:erin@seacoastcharterschool.org">erin@seacoastcharterschool.org</a>
Lakiesha Varney, ⅝ Assistant	<a href="mailto:lakiesha@seacoastcharterschool.org">lakiesha@seacoastcharterschool.org</a>

**Grades 7 + 8**

Cory Wells, ⅞ Teacher	<a href="mailto:cory@seacoastcharterschool.org">cory@seacoastcharterschool.org</a> EXT 304
Kasey Bilodeau, ⅞ Teacher	<a href="mailto:kasey@seacoastcharterschool.org">kasey@seacoastcharterschool.org</a> EXT 311
Kayla Hoffman, ⅞ Teacher	<a href="mailto:kayla@seacoastcharterschool.org">kayla@seacoastcharterschool.org</a> EXT 301
Marie Slozak, ⅞ Assistant	<a href="mailto:marie@seacoastcharterschool.org">marie@seacoastcharterschool.org</a>
Heather Rodrigues, ⅞ Assistant	<a href="mailto:heather@seacoastcharterschool.org">heather@seacoastcharterschool.org</a>

**Art**

Ana Dadey, PreK, K & 5-7 Art Teacher	<a href="mailto:ana@seacoastcharterschool.org">ana@seacoastcharterschool.org</a> EXT 136
Judy Lee, 1-4 Art Teacher	<a href="mailto:judy@seacoastcharterschool.org">judy@seacoastcharterschool.org</a> EXT 132

**Music**

Emily Grondin, Strings Teacher, 3-4 Music	<a href="mailto:emily@seacoastcharterschool.org">emily@seacoastcharterschool.org</a> EXT 114
Mary Dellea, K-2 General Music	<a href="mailto:maryd@seacoastcharterschool.org">maryd@seacoastcharterschool.org</a> EXT 107
Mary Maravic, 5-8 General Music + Strings Teacher	<a href="mailto:mary@seacoastcharterschool.org">mary@seacoastcharterschool.org</a> EXT 308

**Special Education**

Meredith Dudley, K-2 Special Education Teacher	<a href="mailto:meredith@seacoastcharterschool.org">meredith@seacoastcharterschool.org</a> EXT 140
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Brooke Richadrson, 3-6 Special Education Teacher	<a href="mailto:brooke@seacoastcharterschool.org">brooke@seacoastcharterschool.org</a> EXT 229
Sarah McAndrew, 7/8 Special Education Teacher	<a href="mailto:sarah@seacoastcharterschool.org">sarah@seacoastcharterschool.org</a> EXT 138
Andrew Lang, School Counselor	<a href="mailto:andrew@seacoastcharterschool.org">andrew@seacoastcharterschool.org</a> EXT 209

### **Physical Education**

Dave Hilbert, K-8 PE Teacher	<a href="mailto:dave@seacoastcharterschool.org">dave@seacoastcharterschool.org</a>
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### **Maintenance + Facilities**

Theresa Lorvig, Facilities Director	<a href="mailto:theresa@seacoastcharterschool.org">theresa@seacoastcharterschool.org</a>
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### **Before and After Care**

Caitlyn PiriniBoyle, Director of Before and After Care	<a href="mailto:caitlyn@seacoastcharterschool.org">caitlyn@seacoastcharterschool.org</a>
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### **Enrichment**

Stacy Johnson	<a href="mailto:stacy@seacoastcharterschool.org">stacy@seacoastcharterschool.org</a>
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### **WHO TO CALL:**

#### **Head of School (Nicole Outsen):**

Issues not resolved elsewhere, major social/emotional or behavioral concerns, participation in the strategic planning process, persistent academic concerns, referring a student for educational testing.

#### **Business Coordinator (Ann Sterritt):**

Items related to billing, fundraising or making donations.

#### **Enrollment & Communications Coordinator (Kylee Smith):**

Items related to enrollment, student records, communication fundraising or making donations.

#### **Teachers:**

Items related to academic issues, homework, social/emotional or behavioral concerns, interest in volunteering in the classroom.

#### **Teaching Assistants:**

Please contact the classroom teacher.

#### **Committee Chairs:**

Refer to the website for up-to-date information on active committees and chairs.

## II) School Day Essentials

### School Hours

8:30 AM - 3:00 PM

Students are expected to arrive ***no later than*** five minutes before the start of the school day.

### Parking:

Any open spot in our lot is available for parking needs. Please abide by posted signs.

### Arrival for all students:

All cars enter from Watson Road, and follow the loop around the building to the right. The arrival zone begins at the white shed. Students may be dropped off between 8:00 and 8:25. A staff member will be there to greet the children. If there is no staff member present, you **MUST** walk into the Main Office with your child to sign them in. Please **DO NOT** let your child out of the car alone.

### Tardiness:

The first few minutes of school are *critical* for setting the tone of the instructional day. Families should make every effort to come to school on time. If students arrive after 8:25, parents **MUST** park and accompany children into the building to sign the tardy log at the front desk. Late arrivals should quietly put away their things and join the class in its activities. Students will be marked tardy after 8:25. **Doors will be locked at 8:25.**

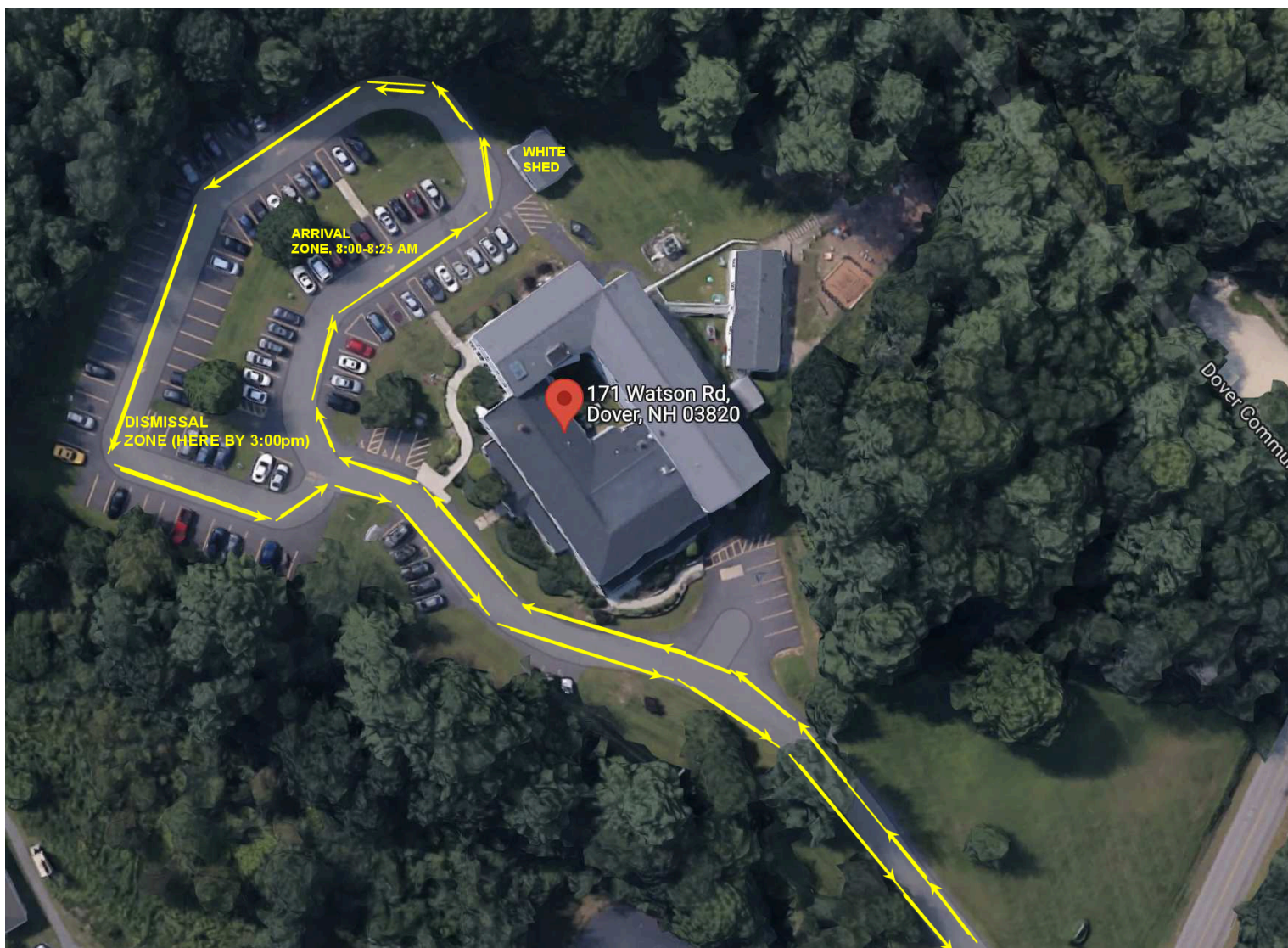
### Early Dismissal:

In the event that a student needs to leave early, please inform his/her teacher in the morning via note or email. When picking up your child, please sign the dismissal log at the front desk. You may be asked to show a photo ID, so please come prepared. Parents must give prior permission to the school for pickup by adults other than parents.

Leaving early disrupts both the class and the individual student's learning. Instruction continues until 3:00, and teachers often use the last few minutes to organize the students, give important information, review homework, and make announcements. While the occasional early dismissal may be unavoidable, parents are asked not to schedule regular events, lessons, or appointments that require students to leave school early.

### Dismissal for all students:

Students in all grades should be picked up from the dismissal zone on the furthest side of the loop (see on map). Unless students are participating in after-school activities, they should be picked up by 3:15. If you are going to be later than 3:15, please call the school to notify us. If you do not arrive by 3:20, your child will go to aftercare, and regular aftercare charges will apply. (\$20 per day)



### **Inclement Weather School Cancellation & Delay:**

Closings will be posted on WMUR, sent via text (if you choose to subscribe), and via email.

### **Attendance:**

Attendance is taken each day at the start of school. SCS is required to submit an attendance report to the Department of Education each year. If your child is late to school, please make sure to sign them in. If their names are not on the tardy sign in sheet, they will be marked absent for the day. Please see the [attendance policy](#) on our website. Please send an email to the attendance email ([attendance@seacoastcharterschool.org](mailto:attendance@seacoastcharterschool.org)) **and** the classroom teacher if your child will be absent or tardy.

### **Snack and Lunch:**

Students have a few minutes for snack each morning. We recommend packing healthy snacks. Please be aware of any potential allergy concerns in your child's classroom.

### **Lunch:**

We participate in the school lunch program provided by the Dover School District and Cafe Services. Lunches will be individually portioned and delivered to us on a daily basis by the Dover School District

Staff. The cost of lunch for the 2023-24 school year will be \$4.26 and that includes milk. The cost for breakfast is \$2.29, and that includes milk. Milk is available separately for \$.50.

Lunch menus will be sent out each month via email from Caitlyn PiriniBoylel. The process for ordering lunch will be through an online form found in your email.

- Please send payment (checks only) to the school before the due date, which will vary depending on when we receive the menu from Cafe Services.

We are also part of the Federal free/reduced lunch program. All families are asked to complete these forms at the beginning of the year, even if they aren't sure they want to purchase lunch. If at any time you need a copy of the application and guidelines, please contact Kylee Smith ([kylee@seacoastcharterschool.org](mailto:kylee@seacoastcharterschool.org)) in the office. The free and reduced program begins the date your application is *approved*. Any lunches ordered prior to approval will be \$4.26 each, unless you were approved the year prior. Then you're all set for free or reduced meals for the first 30 days of school.

If you have any questions and/or need help with the free and reduced lunch application, please do not hesitate to contact Kylee Smith ([kylee@seacoastcharterschool.org](mailto:kylee@seacoastcharterschool.org)).

#### **Lost and Found:**

The Lost and Found is located in the wellness room just past the lobby. To reduce the amount of lost clothing and personal belongings, please be sure to label them with your child's name so they may be returned. **All remaining lost and found items will be given to Goodwill at the beginning of each school vacation.**

#### **Money and Valuables:**

When you send money to school, please put it in an envelope and label it with the name of your child, the teacher, the amount, and the purpose. Whenever possible, please write a check including the purpose of the check in the memo section. If you are dropping off a check to pay a bill, please deposit it in the locked payment drop box in the lobby.

We encourage students not to bring items of monetary or personal value to school, unless the teacher has requested it (show and tell, field trip, etc.). It is very difficult in the hustle and bustle of the day to properly monitor the security of such items.

### **III) Important Dates 2023-2024**

Please refer to [website](#).

## IV) Communication and Governance

### **Classroom issues:**

Consistent, ongoing, direct communication is essential for building a strong and supportive learning community within the classroom and the school as a whole. Parents may naturally have concerns about aspects of their child's education. The following can provide some clarity on how to address those concerns. If you have questions or concerns about some aspect of your child's education, talk to your child's teacher first. If the issue is not resolved or pertains to the operation of the whole school, your child's teacher may direct you to speak with the Head of School. If you are not satisfied with the decision of the Head of School, you can appeal this decision to the Board of Trustees. The Board's decisions about specific student issues can be appealed to the New Hampshire State Board of Education.

### **Home/School Communication:**

Teachers will primarily communicate via email and will check email at least twice during the school day. If the reason for communication requires a phone call, it will happen at the earliest convenience of the teacher/administrator. Very short or brief conversations/messages can be delivered at dismissal, but please be respectful of the carpool line so it can keep moving. Every teacher, office staff and administrator has a phone extension that will be checked periodically throughout the day. Please send an email to the attendance email ([attendance@seacoastcharterschool.org](mailto:attendance@seacoastcharterschool.org)) and the classroom teacher if your child will be absent or tardy. Dismissal changes should be communicated through the office, as well as an email or phone call to the classroom teacher.

### **SCS Newsletter and Website:**

SCS sends newsletters four times a year and weekly news on Fridays. For families with e-mail, the newsletter and Friday news are sent out electronically. A link to our newsletter is also posted on the school website. The newsletter is the school's way of keeping families and interested community members up to date on what's going on in the school. Please also refer to the calendar on the school website for more detail about events. Additionally, teachers have their own websites that will give you up-to-date information about your child's classroom.

### **Board Meetings:**

The SCS Board of Trustees meetings are held monthly. Meeting date, time, and agenda are posted on the school office door and on our website. These meetings are usually held the second Tuesday of each month at 6:00 PM. Committee meetings will also be posted in the same location. Parents are encouraged to attend.

## V) Parent Volunteers

We hope you will take the time to explore the many ways parents engage with SCS. We ask families to give time, treasure, and talent to our wonderful school. *Time* refers to volunteering and *Talents* are the unique skills you can share with our community. All families are asked to donate annually, and we call this *Treasure*. We look forward to seeing you at our next event!

### How You Can Get Involved:

- Email Kylee or Ann!
- After-school enrichment program: SCS is always looking for instructors and program help for our diverse after-school programming. Contact [stacy@seacoastcharterschool.org](mailto:stacy@seacoastcharterschool.org) for more information.
- Keep up with school events and activities: A list of upcoming events can be found [here](#). Don't miss Follow our school [Facebook page](#) and volunteer Facebook group, [SCS Event Volunteers](#).

Committees that fall under Development:

Annual Fund Committee

Events and Sponsorship Committee

Parent Volunteer Group (PVG)

Contact Kylee Smith if interested in learning more about how you can assist our Development efforts.

## VI) Visitor and Volunteer Policy

All visitors and volunteers must go to the front desk upon entering the building and sign in. If no one is at the front desk, please check in at the office with Ann or Kylee. (Parents who are dismissing a child early should follow the early dismissal policy). All other visitors and volunteers should sign in at the front desk and get a visitor or volunteer badge. When visitors/volunteers have finished their work in the school, they should return to the office and sign out.

### Volunteers:

A volunteer is defined as someone who is helping a staff member.

In order to ensure the safety and confidentiality of all students:

- A. All volunteers who work with students unaccompanied by a staff member of SCS must have a criminal background check. Check with the office about how to do this.
- B. Any volunteers providing transportation for school events must have proof of insurance, sufficient safety equipment to secure passengers, and a criminal background check if they are alone in the car with children.
- C. Staff members will not share confidential student information with volunteers without written consent of the child's parents. If a staff member shares information concerning a student's individual educational need with a volunteer, this information must be kept confidential.
- D. Volunteers are not allowed access to student, teacher or school records or any other information considered by the school to be confidential.
- E. Volunteers will obtain permission before using school equipment.
- F. Violations of this policy will be referred to the Head of School for appropriate action.
- G. Volunteers will complete a volunteer information form.



**Visitors:**

All meetings with teachers need to be scheduled in advance. Unscheduled visitors, please be respectful and check in with the teacher before observing or participating in the classroom. Visits are expected to be constructive in nature.

**VII) Volunteer Opportunities**

SCS relies on active participation from all parents in order to be a successful school community. Current information can be found at <https://www.seacoastcharterschool.org/volunteer>

**Classroom Volunteers:** Classroom volunteers do not require teaching experience. We are looking for volunteers who can come in on a regular basis to meet with individual groups of students. We are also looking for classroom experts who might be interested in sharing their knowledge of a specific topic with the class. Please contact your child's teacher for classroom volunteering opportunities.

**Event Coordinators:** Event chairpersons are responsible for coordinating all volunteers and filling needs for events like the Spring Concert and plays. Each chairperson will coordinate with a designated staff member. Please reach out to Kylee Smith listed in the School Contact Information section of this handbook.

**Enrichments Leaders:** After-school enrichment program: SCS is always looking for instructors and program help for our diverse after-school programming. Contact Kasey Bilodeau for more information [kasey@seacoastcharterschool.org](mailto:kasey@seacoastcharterschool.org)

**Lunch Servers:** Help serve lunch to students each day. This requires a regular schedule of at least one lunchtime per week. Please contact Caitlyn at [caitlyn@seacoastcharterschool.org](mailto:caitlyn@seacoastcharterschool.org) if interested.

**Accountability Committee:** {Membership: Board & Faculty}

Charge: The Accountability Committee will work with the Head of School to assess how well the school is accomplishing its mission and fulfilling the charter. With the Head of School, the committee will create and manage the state accountability plan and review and oversee its implementation. The committee will review student work, make classroom visits, and review the longitudinal growth of the student body over time. This work will not include evaluation of either individual students or teachers.

**Facilities Committee:** {Membership: SCS staff}

Charge: Works closely with the Head of School and Facilities Director to oversee the operation and maintenance of the school facility.

**Housekeeping/Fix-it:** We have a custodian that does all of the daily cleaning. However, SCS is always looking for volunteers to help make the school look even more wonderful. This includes some basic maintenance tasks as well. If interested, please contact [theresa@seacoastcharterschool.org](mailto:theresa@seacoastcharterschool.org)

## Appendix A: SCS Student Discipline Procedure Summary

Student Disciplinary Action Reports will be completed for any of the following infractions:

### Grounds for Incident Report

- Disrupting the Learning Environment
- Use of profanity
- Verbal abuse
- Refusing to do assigned work
- Any threatening behavior

### Grounds for Suspension

- Endangering the safety of any individual
- Vandalism
- Stealing
- Leaving school grounds without permission
- Repeated violations of school rules
- Seriously disruptive or inappropriate acts

## Seacoast Charter School - Technology Agreement

### Use of School Devices:

- Students shall use technology and the Internet in a safe, responsible, and appropriate manner.
- Devices are to be used only with permission from a staff member and for purposes relating to school work.
- Accessing personal email accounts or social media sites is strictly prohibited.
- Taking pictures or videos, or visiting websites unrelated to school projects is prohibited.
- Computer files and electronic communications, including email, are not private and may be accessed by the staff at Seacoast Charter School at any time.
- Student use of technology is a privilege that may be taken away at any time.

### Technology From Home:

- Cell phones will be turned off and put away unless their use is authorized by a staff member.
- While on school premises or at a school sponsored event, students shall use their personal technology resources, in a safe, responsible, and appropriate manner.

### Damage to Devices:

- Seacoast Charter School is not responsible for any damage to personal technology resources.
- Students shall not damage school technology and shall be financially responsible for any repair or replacement required.
- Students are responsible for all work assigned, even if the technology resource they use is being repaired.

### Installing programs:

- Students shall not install software onto school devices.
- Students shall not interfere with, delete, or disable any school program(s) or application(s) on the school's network.

**Students in violation of this agreement stand to lose access to technology for a length of time determined appropriate by the teachers and administration. In addition, there may be other discipline measures taken, as appropriate.**