

SVCS Parent Handbook

Surry Village Charter School
Parent Handbook
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Mission Statement

"The mission of Surry Village Charter School is to provide a challenging and rigorous education for children in an environment that emphasizes creativity, collaboration, community, diversity, service, and leadership."

Village School

As a "village" school, Surry Village Charter School endeavors to:

- remain small, with no more than 90 students K-8,
- provide a place-based education that utilizes local natural, historical, civic, and business-related resources,
- differentiate instruction to meet the unique educational needs of every child,
- connect learning across disciplines and subject areas,
- create opportunities for teachers and staff to collaborate across grade levels, and
- include parents as partners in their child's education including assisting in their child's program design and educational goal setting.

The Goal of the Surry Village Charter School

The goal of the Surry Village Charter School is to create a small school that offers a rigorous, project-based curriculum. The curricular focus is on depth of learning, providing time to investigate areas of study, developing basic skills in the context of real-life projects, and connecting knowledge across subject areas. Classroom environments will be designed to facilitate whole class activities, small group work and individual learning. Community resources will be used as much as possible to ground the students' work in an understanding of their towns and local natural environment. The environment and culture of a rural New Hampshire town will form the basis for the culture of the curriculum and the foundation for understanding and connecting to the larger national and international communities.

Guiding Values

We believe we have created a safe place to learn. We respect ourselves, others and the environment. We take responsibility for our actions. We work together to be a sharing community. We value the individual and diversity that each person brings. It is important for students, parents and staff to be heard. We strive to listen and expect everyone to use positive language. We aim to be responsive and recognize the value of modeling for students, parents and visitors. During the first year of school development, seven guiding values emerged. The Surry Village Charter School values:

- 1) A Safe Place for Learning
- 2) Respect
- 3) Taking Responsibility
- 4) A Sharing Community
- 5) Diversity
- 6) Listening & Positive Communication
- 7) Positive Role Models & Leadership

The Surry Village Charter School Board of Trustees

The Surry Village Charter School Board of Trustees is composed of seven members, of which, a minimum of two will be parents of enrolled students, three will represent community members, and at least one will represent the business community. The School Director attends all Board meetings, but is not a voting member. Faculty, while not members of the Board, will receive copies of agenda and minutes via email, and will be encouraged to attend and participate in open sessions of the Board as their schedules permit.

The responsibilities of the Board include the following:

1. Upholding the mission of the School and being the responsible agent for the accountability requirements established in the Charter.
2. Approval and oversight of annual budget and fund-raising programs.
3. Hiring of professional personnel.
4. Setting policy.
5. Appointment of one or more advisory members or committees.
6. Delineating educational priorities.
7. Overseeing the school's growth plan.
8. Setting professional salaries and total compensation program.
9. Reviewing and approving significant contracts, e.g., for facilities and benefit programs.
10. Matters for which the board serves as a hearing body for action or appeals.
11. Any other matters that are not administrative in nature and/or that are prescribed in statute or rule.

The Board will meet on the first and third Wednesday of each month at 7 p.m. Meetings are open to the public except during closed sessions. All parents are invited to attend board meetings and to address in person or in writing any concerns, questions, or feedback concerning the operation of the School.

For tax purposes, SVCS has 501(c)3 status and the tax ID number is 20-4802176.

School Year Calendar

The calendar for the year is sent home to families prior to the first day of school in the fall. The calendar is available at all times on the school website: www.surryvillagecharterschool.org. Please check the calendar for regular school closings and vacations. Any last minute changes or announcements of special events will be sent home to parents via email. PLEASE NOTE: THE JUNE CALENDAR FOR THE END OF SCHOOL IS SUBJECT TO CHANGE. How long the school year lasts depends on the number of storm days.

Workshop Days: Several workshop days are set aside each year for work by teachers. Students do not attend school on these days.

Daily Schedule K-6:

8:15-8:25	Students Welcomed to Morning Recess
8:30	School Starts: Morning Meeting
11:45-12:15	Common Recess/Half-day Kindergarten Dismissal
12:15-12:45	Lunch
3:15	Dismissal (Parents check out children from classroom)

Daily Schedule 7th/8th:

7:45-7:55	Student Arrival
8:00	School Starts
11:30-12:00	Recess
12:00-12:30	Lunch
2:45	Dismissal

Specials Classes:

Wednesday: Spanish

Thursday: Music

Friday: PE

Guidelines for a Well-Functioning School

Drop-Off and Pick-Up

Surry Campus:

We ask that you drive **SLOWLY** and carefully through town and the parking lot of the Surry School. Route 12A and Village Road should be considered school zones with a 20 mile/hour speed limit. Please be respectful of our village neighbors, who in the past have experienced very little traffic.

In accordance with the Surry Planning Board recommendations, all traffic must enter and exit through either Route 12A or the driveway on Village Road. Students should arrive between 8:15 and 8:25 a.m. and should be dropped off by their parents or carpool drivers where s/he will check in with a staff member on duty. The student will remain on the playground until 8:25. Class will begin at 8:30. At dismissal, promptly at 3:15, parents or carpool drivers should sign students out of their classrooms. If you stay with your child for outdoor play, please do not leave your child unattended on the playground. Maintain close proximity to the child. The playground is large and additional SVCS staff are not on duty. If you have scheduled a meeting with a school staff member and need childcare, please make arrangements with the aftercare teacher.

Keene Campus:

We ask that you drive **SLOWLY** and carefully through Keene. In accordance with the Keene Planning Board recommendations, please park/drop off students on the School side of Court Street. Students should arrive between 7:45 and 7:55 a.m. and should be dropped off by their parents or carpool drivers where s/he will check in with a staff member on duty. Class will begin at 8:00. At dismissal, promptly at 2:45, parents or carpool drivers should sign students out of the classroom.

School Closures/Delays

Surry Village Charter School will be making storm day closing decisions independent of SAU 38 and SAU 29. Many of the closings will be similar. School cancellations will be announced on local radio station WKNE (103.7 FM) in Keene, on TV Channel 9, and on www.wmur.com (Channel 9 news website). Please note that we are NOT “Surry School,” but “Surry Village Charter School” in the closing listings.

Releasing Students

For the safety of the students, children will be released only to parents, guardians, and persons listed on the emergency forms. Please provide the School with documents about restraining orders or custody limitations. Notify the office if there is any concern that an individual with restricted access to the child might attempt to contact or pick up the child from school.

We understand that parent schedules can change. If you would like your child to leave with someone else after school, please contact the office. Please make arrangements before school, to minimize phone calls during the day.

Although it may be a long distance, we hope that there will be students who are able to walk or ride a bike to school. Students do so at their own risk. Please provide the School with written permission.

Before and After Care

The Surry Village Charter School recognizes that work schedules and transportation needs can be complicated. Care beyond school hours is offered to parents in order to meet the needs of a variety of schedules. The program is available in the morning beginning at 7:30 a.m. and in the afternoon from 3:15 until 5:30 p.m. Pickup after 5:30 p.m. will result in a fee of five dollars for every five minutes after 5:30 p.m.

Both the morning and afternoon sessions will be learning environments that focus on activities that children would ordinarily be doing at home (meal prep, playtime, craftwork, etc.).

Care is available on a pre-arranged, long-term basis and on a temporary basis. In the case of a temporary need, 24 hours notice is preferred but not essential.

Visitors

Parents are encouraged to visit the School often and are always welcome in the classroom, but please check in with the teacher and the School office first. We ask that when you visit the School, you respect the instructional time of the teachers and students. If you have a matter to attend to with a teacher, please find a mutually agreeable time to discuss the matter.

Visitors in addition to parents and guardians are welcome, and are required to check in at the School office. Phone calls in advance are appreciated to set up an appropriate time to visit.

All visitors will be required to ring the front door bell for admittance.

What to Wear to School

Students at Surry Village Charter School are expected to wear comfortable clothes and shoes which are appropriate for a broad range of school activities, indoors and out, including physical education, games, and movement. Children's clothing must protect them from the elements – the cold, the rain, the mud, and the hot sun. Extra clothing, especially for younger students, may be kept at school. Please label whatever your child brings to school with his or her name.

Shoes

Shoes are worn to protect the feet and need to be well-fitting. Students need footwear with strong, flat heels and soles. Backless clogs are not acceptable. Shoes need backs to keep feet snugly in place. Platforms, high heels, and overly-cushioned shoes put a distance between the foot and the earth, hindering the foot's ability to develop optimally and often the student's ability to move freely. Winter boots should keep feet dry and warm. Please make sure your child has shoes that allow them to be safely active in play.

During wet, snowy, or muddy weather, we ask that shoes be changed when arriving to school into a pair of inside shoes that can either be left at school or brought to school daily.

Clothes

Surry Village Charter School aims to have a media-free/advertising-free environment. We ask students not to wear clothes or bring lunchboxes with images taken from movies, video games, or TV.

Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment or instructional process. The school staff shall have discretion in determining which clothing is inappropriate.

Specific clothing that is considered inappropriate includes:

- clothing with slogans or pictures that are considered disruptive, offensive or hateful, at the discretion of school staff
- midriff-baring, transparent or excessively low-cut tops
- sagging pants that don't stay on the hips
- clothing that exposes undergarments

Items from home

We ask that children share their toys outside of school time - no toys or trading cards, etc. at school, except for "snuggle toys" for Kindergarteners during rest time. Toys distract from the school curriculum. Although some toys may have educational value, the inherent peer pressure to purchase the same toy will be removed if toys are not present in the school setting.

Electronic games/toys

Please do not allow your children to bring any electronic games to school, as they are very distracting to other students and themselves. Toys that make noise should also be left at home.

Electronic devices

Cell phones, CD players, iPods, etc. must not be brought to school by K - 6 students for the same reasons. At the teacher's discretion, cell phones and iPods will be allowed in the 7/8 building *if they are kept out of sight* during school hours.

Lunch and Snacks

Elementary students should bring their own nutritious lunches, snacks and beverages. The goal of the school is to promote healthy food choices by encouraging your child to bring wholesome food. If you are in question or need some suggestions, please see the director. There is **not** space to refrigerate foods or time to reheat any foods, so please pack accordingly. Please leave all candy at home! Since mealtimes are essentially social, we request that you leave lunchboxes bearing pictures of violent characters at home, as they often distract the children and change the nature of their conversation and interaction with their peers.

Attendance

Attendance Philosophy

At Surry Village Charter School, we view each day as an essential learning opportunity. A significant part of your child's education experience is derived from classroom participation, activities, discussion and relationships. Regular attendance is crucial for your child to attain the maximum benefit from the school experience. Therefore, we expect excellent attendance of our students. Missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits. Of course, if your child is sick or has a communicable illness, he or she should stay at home to rest and recover.

Excused Absences

Excused absences are absences where a student is too ill to report to school, or has a communicable disease, family emergency, health care appointment or justifiable personal reason. The school office should be informed promptly if your child has a communicable disease so that we can notify other parents if necessary.

Any absence from school will need to be explained by a telephone call on the morning of the absence (357-9700) **and** by written note once the child returns to school. The note needs to include the date(s) absent, the reason for absence and a parent's signature. If the absence is for personal reasons, advance written request by the parent/guardian and approval of the School Director is necessary.

Should a child have excessive absences, the School may require a conference with the parents, student, and Director to devise an action plan for ensuring the child does not fall behind in school.

According to NH RSA 189:35-a, twenty unexcused half days of absences renders a student "truant."

Excused Absences include:

1. Personal illness (may require physician's documentation)
2. Death in the family
3. Professional appointments
4. Religious holidays
5. School-related functions
6. College visitations
7. Dismissal by a school official

Unexcused Absences Include

1. Excessive parent/guardian-verified absences
2. Failure to follow school's tardiness procedure

On-time Arrival

From experience, we have learned that the first moments of the day are critical to the way the whole day goes. Having everyone present at this time is essential. Excessive tardiness will need to be discussed with the parents and Director.

Please see the office for the full SVCS “Absence and Tardy Policy.”

Early Dismissal

If your child must leave school early because of a health appointment or other reason, please notify the classroom teacher in advance and PLEASE STOP IN THE OFFICE TO LET US KNOW YOU ARE TAKING YOUR CHILD.

Health and Safety

Each student enrolling in the School will be required to provide evidence of a health examination by a medical doctor.

Immunizations

Each student shall present his/her immunization record certifying that he/she has received all required immunizations currently due, or shall present an exemption as allowable by law before he/she is admitted to the School.

Illness

Please keep your child home if s/he has:

- vomited during the night or before school, or has not tolerated solid food.
- a fever of 100 degrees or higher. The temperature should be normal for 24 hours without medication before returning to school.
- a sore throat with white spots, or accompanied by headache or fever.
- a rash that cannot be identified.
- **strep throat, conjunctivitis (“pinkeye”), or impetigo:** With these illnesses, your child must be receiving antibiotic treatment for 24 hours before returning to school.
- **lice:** If your child has lice, or you suspect the occurrence of lice, please contact the school immediately. Once treatment has occurred, your child must be examined by the nurse before being readmitted to school to be certain no viable nits are in the hair.

Medication

Any pupil who is required to take, during the school day, a medication prescribed by a licensed physician, advanced registered nurse practitioner, licensed physician’s assistant

or dentist, shall be supervised in taking the medication by the school nurse (or school designee). The following regulations must be followed:

1. A written statement from the student's doctor indicating the frequency, dosage, route of administration, duration and possible side effects of the medication must be provided.
2. A written statement from the parent requesting that school personnel give the medication.
3. Medication must be brought to school by the parent. The student cannot bring in the medication.
4. All medication must be received in the original labeled container.

Over-the-counter medications will be administered by school personnel with written permission from a parent or guardian.

Recess

During recess, all children are expected to go outside, unless recess has been canceled due to extreme weather conditions or special arrangements have been made with a teacher. Please be sure your child is always dressed appropriately for outside play. Layers work well as weather and temperatures fluctuate greatly from early morning to lunch recess to after school. Children should wear warm outer clothing, including boots, hats, mittens, and snow pants, in the winter.

Recess is a privilege. It is a break from school work to move around, to use "outside voices" and to be with friends from other classrooms. Recess is also a time to independently practice following the school rules, living up to behavior expectations and using good social skills. It is meant to be fun for everyone. Teachers and paraprofessionals on recess duty spend time teaching and reinforcing good recess behavior, and all students are expected to follow the rules. If one child's action keeps another child from enjoying recess, those behaviors will be addressed. We cannot, however, see or hear everything that happens on the playground. If your child is experiencing recess problems, please encourage him or her to let the duty teacher or classroom teacher know as soon as possible. Parental assistance in helping us address issues early on will, we hope, prevent the problem from becoming any more serious.

School Injury/Illness

Parents will be notified in the event of child's serious illness or injury. First Aid will be provided by the school nurse or certified first responder. *Please notify the school of any changes in your work or home phone numbers.* If parents cannot be reached, the adults listed on the emergency contact form will be asked to pick up your child.

Field Trips and Celebrations

Field Trips

At the Surry Village Charter School, we believe that learning extends beyond the four walls of the School. The Monadnock Region and areas beyond have many resources to

offer our children. Field trips, when used for teaching and learning, provide educationally sound and important enhancements to the instructional program.

The classroom teacher will provide the parents/guardians with a field trip permission form that will include information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, arrangements for supervision, cost to the student (if any), safety precautions (if high-risk activity is involved), and a detailed itinerary when the field trip will extend beyond the school day. Parental permission shall include written consent from parents/guardians, authorizing the supervisors to arrange for necessary medical treatment.

The teacher or sponsors of the trip will inform parents in advance about the recommended amount of spending money, if any, that each student should have.

Parents are encouraged to help out with field trips. Time spent on field trips counts towards the required 20 hours of parent participation.

Celebrations

Celebrations throughout the year will occur with an emphasis on traditions of the family and friends of the Surry Village Charter School community. Respect for the diversity of our community is of the utmost importance.

Birthdays will be celebrated differently in each classroom. Please contact the teacher to make arrangements to send in a snack, arrange for a special celebration, or if you prefer that we do not celebrate your child's birthday.

Parties

If your child is having a party and wants to invite classmates, we request that you mail the invitations and do not bring party invitations to the school, unless the entire class is invited.

Discipline Policy & Conflict Resolution

Discipline

The faculty has worked to set up a consistent school-wide discipline plan based on the Responsive Classroom model. The plan is a thoughtful approach to helping all students be successful both academically and socially, and to helping all adults at the school be consistent. Classroom rules are established based on behavior expectations, and

adapted to fit different settings. Rules and expectations are taught and reviewed regularly in each setting.

We have set up a process for helping students who are not able to meet behavior expectations on a regular basis. The typical protocol for managing inappropriate behaviors at SVCS follows:

- Remind student of appropriate behavior
- Redirect student to another activity.
- Ask the student to take a break.
- Send the student to a “buddy teacher room” or the hallway.
- Send the student to the Student Services Coordinator.

When appropriate, staff will take the time to help the student process and take responsibility, including generating ideas for fixing the problem and strategies to prevent it from happening again.

As much as possible, teachers and other adults at the School try to observe carefully for behavior problems and work to prevent them before they begin. Often students lack experience working out conflicts with others or do not have the social skills to interact positively. Both conflict resolution and social skills are taught to all students as part of their regular work at each grade level.

When adults at school help students deal with problems, it is done privately and respectfully. We always try to hear "both sides" if two students are involved, and all students involved receive some kind of consequence or means of addressing the problem. We try to be fair and consistent, but children are different and sometimes what's fair is not always equal. Teachers strive to respond to each child in a manner that is effective for that child's particular temperament and developmental level. For example, in terms of temperament, one child might respond well to a discipline strategy of being asked to move closer to the teacher during class work, while another might better benefit from having a few minutes alone to center him or herself. Similarly, in terms of developmental levels, one child may be working primarily on learning impulse control, while another is working on assertiveness skills. A “one size fits all” discipline plan is not the most effective way to meet all children's needs.

Students' rights are protected, however, and no individual student's behavior or consequences are discussed with anyone who is not the parent or legal guardian, except for those school staff who need to understand the issue.

If students are still having problems after reminders or are being excessively disruptive or aggressive, they are sent out of the classroom to meet with another adult. During the meeting, the student and the adult may call or write a letter to the parents, letting you know what has occurred and strategizing about how to avoid future problems.

We feel strongly that keeping you informed and asking you to work with us are the most effective ways to help your children be more successful. The more we work together on

establishing common expectations and prevention strategies, while also addressing problems that do occur, the more proactive we can be and the fewer disruptions we will have to student learning. It is therefore essential that the family work closely with the School to ensure that these social skills are in place at home and transfer to the school setting.

Students who repeatedly display behavior that is distracting to other students and/or counterproductive to the Surry Village Charter School learning environment may be asked to leave. Our School is unique in that we are a school of choice. We are a team in which every player is choosing to be there and agrees to work toward a common goal all in an effort to keep small problems from growing into large ones. As a part of this team, parents are expected to work actively with their children and the School to help the child master the skills necessary to be a productive member of the school community. Parents who do not meet this expectation may be counseled to choose a school that better accommodates their needs.

Suspension/Expulsion

The Surry Village Charter School has established a “Student Suspension and Expulsion Policy” in order to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

The Surry Village Charter School will comply with the current suspension and expulsion provisions in RSA 193:13 which can be found at www.gencourt.state.nh.us/rsa/html/XV/193/193-13.htm.

SVCS

Behavior Management Plan

Overview

Tier I - Primary Responsibility: Classroom Staff

Student Behaviors	Possible Teacher Responses	Possible Consequences
<ul style="list-style-type: none"> • Off-task • Minor - moderate disruption • Inappropriate verbal behaviors • Non-responsiveness to teacher direction • Inattention to classroom work • Unprepared for class • Minor conflicts with teachers or peers 	<ul style="list-style-type: none"> • Review class rules • Redirection (verbal or non-verbal with hand signals) • Change seating • Script (i.e. show me what you are supposed to be doing) • Reflective/empathetic listening • Shift focus away from problem to focus on solution 	<ul style="list-style-type: none"> • Positive reinforcement for task completion and class cooperation • Opportunities for recognition of achievement • Negotiation/compromise • Making amends • Warning • In-class "break" • Use of "buddy room" or hallway • Work completion during in-class free time • Loss of privileges • Call to parents

Tier II – Primary Responsibility: Teacher & Student Services Coordinator

Student Behaviors	Possible Teacher Responses	Possible Consequences
<ul style="list-style-type: none"> • Includes all Tier I behaviors that continue in spite of teacher intervention and consequences • Mild – moderate physical altercations 	<ul style="list-style-type: none"> • Identify rule to be addressed • Referral/consultation – Student Support Staff (Student Services Coordinator, Curriculum Coordinator, Consulting Child Psychologist) • Script (i.e. language from a specific Behavior Intervention Plan) 	<ul style="list-style-type: none"> • Meeting with peer or teacher • Roleplay desirable behaviors • Student-written letter to parents describing occurrence • Call to parents • Making amends/community svc. • Meeting to create Behavior Plan • Loss of privileges • Follow-up meetings • Referral to skill-building group

Tier III – Primary Responsibility: Student Services Coordinator, Curriculum Coordinator, and Director

Student Behaviors	Possible Teacher Responses	Possible Consequences
<ul style="list-style-type: none"> • Serious verbal aggressions, harassment or threats • Serious physical altercations • Multiple referrals to Student Support Staff • Serious damage to property • Weapons possession, threat to use, or actual use • Drugs/alcohol possession or use • Significant pattern of instability and/or disruption 	<ul style="list-style-type: none"> • Referral to administrators • Participate in parent conferences and reentry meetings • Provide work for in- or out-of-school suspensions • Referral for Functional Behavioral Assessment and Behavior Intervention Plan 	<ul style="list-style-type: none"> • Meeting with parents • Making amends/community svc. • Loss of privileges • Individual Safety Plan • In- or out-of-school suspension • Referral for therapy • Referral for Special Education • Police involvement

Conflict Resolution

We strive to treat all students, families, faculty and staff in a respectful, fair and impartial manner. There may be times, however, when individuals have a complaint about the actions of a faculty or staff member, or a problem with school policies themselves. We believe it is in the best interest of all involved to raise those issues and work within the school community to resolve them.

Discussions about problems or issues will take place during non-class time and in a confidential setting. Complex issues will require an appointment and an agenda, so time and thought can be focused on positive solutions.

If such a situation arises, please follow the procedure outlined here:

1. If the complaint is about the actions of a specific individual, make an appointment to speak directly to the faculty or staff member with whom you have the complaint. During this meeting identify a resolution and set a timeline for a check-in, if necessary.

- 1a. If the complaint is curriculum specific, make an appointment to speak with the Curriculum Coordinator. During this meeting identify a resolution and set a timeline for a check-in, if necessary.

- 1b. If the complaint is about the organization, management policy or procedures, make an appointment to speak with the Director. During this meeting identify a resolution and set a timeline for a check-in, if necessary.

2. If you are not satisfied with the proposed resolution by the appropriate faculty or staff member, schedule a meeting with the Director. In order for the Director to inquire into a grievance that relates to a specific incident or incidents, it will be necessary for the complainant to provide as much detail as possible in terms of date(s), time(s), student(s), teacher(s) and other people involved in or observing the incident. To avoid miscommunication and to expedite the process, this information should be provided in writing prior to meeting with the Director, so that she may make internal inquiries and research school records before the meeting. If the complainant chooses not to do this, then the meeting may be recorded, a written record made of key allegations, and the complainant asked to sign that it is accurate. The Director will then need time to research the issue before scheduling a further meeting to attempt to resolve the issue.

3. Grievances that are not satisfied by a discussion with the Director may be brought to the Board of Trustees. The complaint should be made in writing and addressed to the Chair of the Board at the school's address. Full supporting information, as described above, should be supplied in order that a subgroup of Trustees may make inquiries prior to meeting with the complainant(s). Such meetings will be arranged at mutually convenient times for the complainant(s) and designated Trustees.

4. If this meeting does not resolve the complaint, the complainant may file a complaint with the NH Department of Education (www.education.nh.gov).

Bullying

SVCS is committed to providing a safe school environment. It is important for staff to address instances of bullying as soon as possible. We believe that it is important that all people at SVCS treat one another with respect. Bullying will not be tolerated. Bullies are intentionally mean to another person in an attempt to make their victim feel weak, inferior, or controlled. A pattern of bullying interferes with a safe school atmosphere. Whenever possible, it is important to get to the root of the issue, while insuring the safety and wellbeing of all those involved. The following procedure is meant to minimize and prevent bullying by addressing acts of verbal or physical mistreatment:

1. If a student reports harassment: Staff and parents should advise the student not to react to the bully. The staff should address the situation (without directly mentioning student names) during Morning Meeting – focusing on strategies for all students to:
 - a. Treat each other respectfully.
 - b. React firmly and assertively with their words.
 - c. Encourage students to form positive friendships.
2. Staff should contact the parent/guardian of the bully and describe the situation (if the bully is in their classroom). If the bully is assigned to a different classroom, coordination between the two classroom teachers and the Director should occur quickly to offer quick communication with the family.
3. Staff should make a record of all bullying situations. If the situation persists or poses a danger or a safety risk (emotionally, academically, physically, or otherwise), a report should be made to the Director.
4. The Director should follow up with a written and verbal report to the parent, outlining expectations, consequences, and possible suspension/expulsion if the bullying persists.

Parent Participation

Participating in our children's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of the Surry Village Charter School. Parents' active participation in the classroom, governance and other aspects of the School organization is vital to the challenging work of educating our children.

Our goal is to have all families involved in the community in a way that is meaningful both to the family and the School. We require families to volunteer 20 hours per year. It could be in the classroom, or serving on a committee, and/or performing a School support job.

When you volunteer at school-related events, you may sometimes be exposed to sensitive issues involving students and their families, including physical, emotional, academic and social/disciplinary challenges. Just as you would like adults who interact with your child to be sensitive to issues of confidentiality, we ask that you treat information about all students and families with great care. All parents are expected to sign a volunteer confidentiality agreement. If you have particular concerns about children that stem from your observations during school activities, please consult that student's classroom teacher. Always refrain from inappropriate interactions with students and other parents that breach these confidentiality guidelines.

The Surry Village Charter School is a parent participation school. By choosing to enroll your child, you are agreeing to participate in the work of the School. If this is not your intention, we strongly encourage you to choose another school that more closely meets your needs.

Parent Participation Agreement

Before your child is enrolled in the School, you are required to sign a "Parent Contract." Honoring this commitment is the way members of the School community demonstrate their belief in the philosophy of the School and its education practices, as well as their understanding of the vital role they play in the School. Adherence to the agreement is essential to the validation of the School Charter, as well as to the efforts of others in the School community. The success of Surry Village Charter School depends upon all families participating in the operation of the School.

Parent-Initiated Communication

Ongoing parent-teacher communication is vital to your child's well-being. Simple questions and concerns may be addressed at drop-off and pick-up times. For more complex concerns, please leave a phone message, send a note with your child, or use email. Your child's classroom teacher should generally be the first person you contact. Please do not expect to be able to come to school and have an in-depth talk with someone immediately unless it is very urgent. Teachers have many demands on their

time, both before and after school. If you would like to discuss an issue, it is best to agree on a time for an appointment. This also insures more privacy. Regular parent conferences are held in November and April, and report cards are sent home in November, February and June, but please don't wait for those if you have questions or want information sooner. Talking together about our children is one of the most important things we can do. Without teamwork, we will be much less effective.

Concerns or suggestions can also be brought to the School Director, Curriculum Coordinator, or Board of Trustees, either in person or writing. Mailboxes are located in the teacher workroom.

Parent Council

Parent Council is designed to assist the parents of the school in expressing their thoughts, ideas, support, and concerns to the greater school community, including the Board of Trustees and teachers. By facilitating clear and consistent communication between parents and the governing body of the school, the Parent Council will help to serve the mission of the Surry Village Charter School. Parent Council will also serve the Surry Village Charter School by supporting and facilitating school activities, celebrations, fundraising, and special events, in an effort to foster a strong sense of school community. There will be an opportunity for any parent to serve on a Parent Council committee. Parent Council meetings are held on the second Tuesday of each month beginning at 6:45p.m. Parents are encouraged to come to the meetings.

Emergency Management Preparedness

In the event of an emergency the Surry Village Charter School is taking steps to be able to respond in a way that would protect students and staff in as comprehensive a way as possible. SVCS personnel are working diligently on planning, preparing and practicing emergency procedures.

WHAT IS AN EMERGENCY?

An emergency is any situation that would require the schools to respond in a way to protect students and staff from potential danger.

Emergencies can be caused by many sources:

- Natural hazards - such as weather related or environmental hazards
- Technological hazards - such as power lines
- Manmade hazards - such as dams, highways, school violence, terrorism

All emergencies require specific actions to be taken. These actions come down to five basic drills. Schools practice these drills periodically throughout the school year, in addition to fire drills.

FIVE BASIC DRILLS

EVACUATION - When all students and staff need to exit the building.

REVERSE EVACUATION - When students and staff are outside and need to return inside the building.

SECURE BUILDING / LOCK DOWN - When all students and staff need to stay in rooms.

DROP DRILL - When students and staff need to take cover and reduce visibility.

SHELTER IN PLACE - When students and staff need to remain inside and the building needs to protect from outside or inside conditions.

For fire drills, speed in emptying buildings and relocating occupants, while desirable, is not the only objective. When conducting fire drills, emphasis shall be placed on orderly evacuation rather than on speed.

A list of emergency numbers should be posted by each phone in the building and should include Mutual Aid and State Police. In the event of an emergency, the SVCS director is solely responsible for emergency/disaster operations and shall remain on site to:

- observe and direct all operations.
- ensure the safety of students, staff and others on school grounds.
- lead by example: her behavior sets the tone for staff and students.

The classroom teachers, substitute teachers, and staff as assigned will ensure the care and safety of all students on campus. The school secretary will assure the reunification of students with their parents or authorized adult.

The Surry Village Charter School uses the following Emergency Plan.

Emergency Plan & Evacuation Procedure

Administrators: Initiating Evacuation

If the director or her designee senses the students are in danger due to a bomb scare, gas leakage, fire or smoke in the building, the following procedures should take effect immediately:

1. **Make immediate decision to evacuate the building or alert staff** (not alarming students) of the possibility of impending danger.
2. In case of any danger, bomb scare, or threat of any type, **call 911** to alert the authorities and/or seek advice.
3. **Sound the fire alarms** to evacuate the building.
4. THE ADMINISTRATOR IN CHARGE MUST **CHECK ALL 3 BATHROOMS BEFORE EXITING**. She will also **bring the “To Go” bag** of supplies from the main office with her.
5. Meet all classes at blacktop basketball area; **ensure all students are accounted for.**
6. **Meet emergency personnel in front** of building to apprise them of situation.
7. **Keep teachers informed. Allow reentry of students and teachers only after approval by emergency personnel.**

**Note: If fire alarm is determined to be false/other, call Mutual Aid @ 352-1100 or 357-1291.

A note informing the parents of the situation should be sent home the same or following day. A written report should be submitted to the SVCS School Board by the director.

Emergency Plan & Evacuation Procedure

Staff: Evacuation Instructions

1. **At the sound of the alarm**, students and teachers should stop what they are doing.
2. **Students should walk calmly and silently to the emergency exit** door of the classroom they are in (the one that leads directly outside) and form a single file line. They should not gather coats or other belongings.

Should this door be blocked by fire, students and teachers will use the secondary exit route through the hallway to the main door.

3. **Teachers should retrieve their “To Go” bags positioned near the emergency exit doors, give the order to leave the building, and ensure that they are the last one to leave the classroom.**

Handicapped children should be accompanied by a pre-designated aide. Any students out of the classroom should proceed with whatever group they're with, rather than return to their classroom; if alone, they will proceed to the basketball hoop area behind the school and join their class there.

4. Classes should exit to the blacktop area near the basketball hoop behind the school. Teachers will meet the school director there and take attendance.
5. Classes will wait for the director and further instructions.
6. Children should not re-enter the building until an official tells them to do so.
7. Parents will be notified to pick up their children if necessary.