



PARENT AND STUDENT HANDBOOK
2023-2024

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School Information

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Conway, NH 03818

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Conway, NH 03818

Email: info@robertfrostcharterschool.org

Website: www.robertfrostcharterschool.org

Mission

The mission of the Robert Frost Public Charter School is to create life-long learners by providing an intellectually rich and challenging experience delivered through a blending of the Montessori tradition and Project-Based Learning. Dedicated educators meet students where they are academically, socially, and emotionally, and foster students' individuality and critical-thinking skills to fully prepare them for scholastic, civic and personal success in the 21st century.

History

In the spring of 2010, a few parents and educators began conversations after reading the articles and watching the news coverage on the state of education today. Bringing their different perspectives, backgrounds, thoughts, and experiences into the discussion they explored ways to bring innovative teaching and learning experiences to the children of our community. In February of 2011 NH Education Commissioner, Virginia Barry, came to the Mount Washington Valley Economic Council and spoke of the need for innovations in education in New Hampshire. Her talking points and the information she shared about the state's new charter school initiative became our call to action. Our group expanded and evolved into the Robert Frost Public Charter School Foundation, the nonprofit which developed the charter for the Robert Frost Public Charter School. With input from interested parents, business leaders, school administrators and educators in the community, this group of founders created the Robert Frost Public Charter School's mission, vision, values, and charter. The Charter was presented to the NH Board of Education in October of 2011 and immediately received unanimous approval and commendations for thoroughly addressing the goals of the charter school initiative and sustainability of the school. NOTE: The school has since received two five-year Charter renewals from the NH Board of Education. In addition, the NH Board of Education recently approved our request to amend our Charter to include grades 7-12.

Following our initial approval, the Robert Frost Public Charter School Foundation members immediately began working to secure the Federal Start Up Grant funds available to support the initial startup and planning costs associated with opening a new school during the first 3 years of operation. They also established and appointed the first Trustees of the Robert Frost Public Charter School Board. In January of 2012 the Robert Frost Public Charter School was awarded the maximum amount of Federal Start Up Grant funds available under the program. This all-volunteer Board of Trustees continued to work hard garnering community support for this new school, securing an accessible and a safe space with potential for growth and transforming the vision, as defined in the charter, into a vibrant reality.

What It Means to be a Public Charter School

Like all NH charter schools, the Robert Frost Public Charter School (RFPCS) is a tuition-free public school that is organized around a specific educational methodology, philosophy or approach and centered on a core mission. Charter schools offer the public education community an incubator where innovative practices can be developed and explored. In exchange for this freedom to take a different approach to education, charter schools are required to meet strict state reporting standards and produce evidence of successful outcomes for their students. Charters are awarded to schools for five-year periods and in addition to the regular oversight from the NH Department of Education, all schools must renew their charter contract at the end of every five-year period.

As a state-authorized public charter school, RFPCS reports directly to the Department of Education and functions independently of the school district where it is located. RFPCS is part of SAU420.

Our Funding

Like all NH state-authorized public charter schools, the state provides RFPCS with a set, per student/per year stipend, which is part of the annual state legislative budget. The school does not receive any local funding from any town. The current rate of adequacy aid of \$9,000.00 for students is equal to approximately one third of the funds allocated for students attending traditional, neighborhood public schools in our area. Therefore, additional support through individual contributions, corporate support and grants are sought to insure a sustainable and successful program. Direct solicitations for support to both our families and the greater community will include invitations to support the annual appeal and attend special events. There will be school-based fundraising efforts, as well as larger funds, sought by the Robert Frost Public Charter School Board of Trustees. Families are encouraged to make financial contributions at a level that is individually meaningful for them, to help ensure the long-term sustainability of our school.

Our Governance and Structure

RFPCS is governed by an all-volunteer Board of Trustees. The Board has ultimate responsibility for the success of the school and is accountable to the New Hampshire Department of Education. The Board sets policy for the school and hires and supervises the administration, who in turn, manage the school staff. The Board is responsible for ensuring that all laws and regulations are being followed and works closely with the administration to ensure that day-to-day operations are consistent with the mission, school charter and in compliance with all State and Federal Law.

Our Unique Approach to Teaching and Learning

The Robert Frost Public Charter School (RFPCS) curriculum is designed to offer an approach to instruction that places each student at the center of the educational experience, where caring educators meet each student where they are academically, emotionally, and socially and support them in moving forward at their own, unique pace. Our approach to instruction and academic goals are drawn from: American Montessori Society (AMS) Partnership for 21st Century Skills (P21). Our curriculum will meet or exceed the Common Core Standards, which have been adopted as grade-level standards for New Hampshire. This unique blended curriculum framework guides instruction in all traditional academic areas as well as in the development of personal skills (including critical thinking, problem solving, communication and collaboration) that students will need to be successful in the 21st century. With guidance from educators and input from families, students will set their own academic goals and develop work plans for accomplishing those goals. Students are encouraged to practice emerging skills for as long as is necessary to master the new concepts and are free to move on as soon as they are ready. Each student is encouraged to take ownership of his or her own learning as they develop individualized learning goals and work to achieve those goals.

RFPCS understands that success in today's global environment requires more than skill mastery. Students need to develop the ability to integrate those skills and apply them to real world situations. Students also need to be able to think creatively, communicate their ideas, work collaboratively, and take responsibility for themselves and their work. These 21st century skills will be fostered through project experiences.

Program of Studies

Our curriculum will support student skill development and knowledge in the following learning areas:

- Language
- Math
- Science
- History
- Geography
- Foreign Language
- Civics
- Economics
- Leadership and Collaboration
- Critical Thinking
- Personal Responsibility
- The Arts
- Physical Education
- Technology

STEM Programming

RFPCS is committed to supporting student exploration of science, technology, engineering, and math. Each year student projects help to develop skills and student excitement in these important areas of learning.

The Arts Curriculum

At RFPCS, students explore art and music throughout the day as a part of student work during the uninterrupted learning block and more importantly in Project-Based Learning initiatives, cultural studies, history, literature, and other subjects. In addition, we teach art, music, and movement at all grade levels.

Key Philosophical Messages of RFPCS

- Deep respect for students as individuals
- Mixed-age classes allow teachers to develop close, long-term relationships with their students and families. This extended time together promotes a deeper understanding of learning style and encourages older students to become role models, mentors, and leaders to younger students.
- Integrated curriculum is carefully structured and connects subjects within different learning areas (e.g., history, geography, science, and the arts come together as students explore ancient civilizations).
- Independence is nurtured and leads to children becoming self-directed, motivated, and confident in their own abilities.
- Peaceful conflict resolution and character development are important elements of the curriculum as students learn to be a part of a warm, respectful, and supportive community.
- Hands-on learning is central to the curriculum in all academic areas and leads to students being engaged learners.
- Classroom environments are responsibly and carefully prepared with multisensory, sequential, and self-correcting materials to support self-directed learning.
- Teachers, students, and parents work together as a supportive community.
- Self-expression is nurtured in all students. Students experience art, music, poetry, theater, writing, and other forms of creative arts with confidence and passion.

Adapted from Montessori in the 21st Century. The American Montessori Society. 2003.

Uninterrupted Learning Blocks

RFPCS is committed to providing our students with an extended period of uninterrupted work time. Two to [three-hour](#) blocks of time allow for optimal learning in an environment where students can choose their learning tasks and move at a pace that is in keeping with their unique personalities and developmental needs.

The purpose of significant uninterrupted blocks of learning time is to allow students the opportunity to freely select work and become absorbed in learning. Interruptions disturb the development of the student's focus and concentration and deprive students of the opportunity to deeply delve into work. During the uninterrupted work period teachers also have the opportunity to present lessons to the students, assist their planning, observe their study habits and ensure that work is explored in all areas of the curriculum.

RFPCS dedicates the morning to uninterrupted learning blocks and generally schedules all special activities and programs for the afternoon.

Structure of the School Day

The school day begins at 8:45 a.m. and ends at 3:15 p.m. Students can be dropped off at the school as early as 8:30 a.m.

The school day begins with an uninterrupted learning block. During this extended work period students will work towards their academic goals. Teachers may give individual or group lessons and students will have the flexibility to make choices as to the materials they will use and assignments they will take on to achieve their goals.

Following this morning learning block, between 11:30 and 12:30, students have lunch and recess (grades K-6 only). Specific lunch and recess schedules will vary depending on classroom. In the afternoon, students will work on collaborative projects and participate in special programs, including learning from outside facilitators to enhance student projects and support our integrated curriculum. These programs will incorporate aspects of the entire program of study for the school.

Schedule and Routines

School Calendar for 2023-2024

The Robert Frost Public Charter School will provide instructional time each school year in accordance with the RSA 194-B:8, III.

See appendix for the complete school calendar.

School Delays/Closures

In the event of a school delay or closing, parents can access this information via the following: WMUR TV (including WMUR app), RFPCS Facebook page, and email to all families. A 2-hour delay means that school begins promptly at 10:45, with student drop-off as early as 10:30. Students arriving after 10:45 on such a day will be marked as tardy. If necessary, hours of school closure will be made up at the end of the scheduled school year in June.

Please Note: RFPCS makes their own determination of the safety of travel and subsequent need for delays, early dismissals, or closings. The determination made by RFPCS may or may not be the same determination made by neighboring school districts.

Drop Off / Pick Up Procedure

All students and visitors should enter the building through the school's main entrance (the door to the rear of the building). Students may be dropped off at the school as early as 8:30 a.m. and must be picked up at 3:15 p.m.

For safety reasons, parents should park in any marked parking space at drop off and pick up.

At dismissal, we encourage you to briefly touch base with the classroom teacher if necessary. However, keep in mind that this is a busy time of the day, and many parents/guardians may want to touch base with the teacher. To ensure that the teacher can fully attend to you, we ask that you arrange to have longer conversations at a mutually convenient time. This will ensure that the teacher can fully attend to your needs.

Please keep the school updated on any changes to individuals who have permission to pick up your student at the end of the day. A form is available from the office and the school will need to be notified in writing if someone other than an individual designated on this form will be picking up your student from school.

If you must pick up or drop off your student during instructional hours, please be sure to sign in/out with the school administrative assistant.

Lunch and Snack

Students will need to bring a healthy lunch and snacks to school each day. RFPCS does not have a kitchen, refrigerator, or microwave for student use. Please keep this in mind when packing student lunches. We strive to minimize our impact on the environment and will recycle as much waste as possible. Families can help by avoiding excessively packaged lunches and using re-sealable containers rather than plastic bags whenever possible.

Families should pack healthy snacks for their student(s) each day. Parents/guardians are encouraged to pack a fruit or protein-rich snack. C

Candy is not permitted.

Before and After Care

Dependent on staff availability, RFPCS will provide a fee based Before and After School Care for 2023/2024. When available, before care begins at 7:30 a.m. and After Care begins at 3:15 and is available until 4:30 p.m.

Student Expectations:

Attendance

The Robert Frost Public Charter School takes attendance very seriously and will enforce and comply with the NH law relative to attendance. We are a learning environment built on collaboration and group work. Frequent unexcused absences, frequent tardiness and frequent early dismissals are very disruptive to the individual student and their classmates. Student absences can also impact school funding. As a result, excessive unexcused absences could result in the retraction of your student's enrollment privilege as defined by RFPCS policy and supported in New Hampshire law.

NH RSA 193.1 Duty of Parent: Compulsory Attendance by Pupil and the NH law relative to truancy: NH RSA 189 (189:34 Appointment, NH RSA 189:35 Truancy Defined and NH RSA 189:36 Duties).

Please refer to the appendix of this handbook for more details regarding attendance and consequences for excessive absences and tardiness.

Students arriving after 8:45 a.m. are considered tardy and will be marked as such.

Early Dismissal - If students must leave school before the end of the day, a note from a parent/guardian is required. Parents/guardians picking up student before the end of the school day sign students out with the school administrative assistant.

Informing the school of absences - Students who are absent from school are noted on our daily attendance roster. We ask parents/guardians to notify the school by 8:30 a.m. whenever their student will be absent. The school has an answering machine, which allows for you to call and leave messages before and after school hours. If we do not receive a phone call, we will initiate the process and attempt to contact parents/guardians.

Extended Leave - If students will be out of school for an extended period, an *Extended Leave Form* should be requested from the classroom teacher. We ask families to give at least 2 weeks' notice of extended absences as students often rely on one another to complete projects. There is an expectation that students requesting a leave of more than 3 days will demonstrate completed work as outlined by the classroom teacher upon returning from vacation. We strongly encourage families to align their vacations with the school-scheduled vacations.

Dress Code

RFPCS strongly encourages students to wear clothing that reflects the view that school and learning is a student's job. The following will NOT be permitted at school for issues of safety and/or courtesy towards classmates:

- Flip-flops, or any open toe shoes
- Lewd or disrespectful graphics or text
- Flashing lights on clothing or shoes
- Clothing that exposes undergarments, the upper thigh or midriff area
- Hats (indoors)
- Clothing containing language/graphics referencing weapons (including those depicted in video games), cigarettes, drugs, or alcohol

When considering dress for school keep in mind that in addition to self-expression, clothing communicates a level of respect for others in our work/learning environment. How we dress can also have an impact on our behavior and expectations of ourselves.

Many of our students will choose to work on the floor. For this reason, students who choose to wear dresses or skirts should wear shorts, leggings, or tights underneath.

Indoor shoes are required. This minimizes sand and dirt in the classroom space and helps us keep the floors clean for student work. Indoor shoes should have hard soles and closed toes, as students will need to wear them outdoors in any weather in an emergency or during an evacuation drill. **For these reasons, slippers are not permitted as indoor shoes.**

It is also very important that students *come to school with the appropriate outerwear to spend time outdoors every day, no matter what the weather.*

Internet/Information Technology Access

It is the policy of the Robert Frost Charter School to ensure that all internet searches conducted by staff or students are accomplished with the same ethical and responsible behavior required of other media searches; and are consistent with policies already established regarding responsible use of equipment, materials, and learning resources apply. (Please see appendix for the complete policy)

Behavior Expectations

All students have the right to learn in a safe and healthy environment. RFPCS students will be expected to:

1. Show respect for others (adults and peers)
2. Be responsible for themselves, their actions and work
3. Demonstrate safe conduct in the school environment
4. Respect school materials

These expectations apply to all school spaces, indoor and out, as well as during any school function on and off the school grounds.

For more information about Disciplinary Procedures please see the appendix.

Role of Families:

Family Participation

At RFPCS we value the perspectives, knowledge, and experience that each family brings to our school community and believe that students will achieve the greatest success when our teachers and families work together. Teachers and the administration will assist parents/guardians and other family members in identifying how they can contribute to the learning environment at RFPCS.

For more details see our Parent Involvement Policy in the appendix.

Parent/Guardian Behavior

All parents/guardians are expected to conduct themselves in a responsible manner consistent with the values of grace, courtesy, integrity, open communication, and mutual respect. Parents/guardians shall always model positive and responsible behavior and communicate in an ethical manner. In doing so, they not only show their students how to appropriately express and address issues and concerns, but they ensure that there is no disruption to the educational process.

For more details see our Parent Behavior Policy in the appendix.

Visitors

Families are welcome to schedule visits at the school. Visitor procedures include scheduling an appointment in advance and checking in at the front desk where you will receive further instructions regarding your visit. Keep in mind that for the safety of our students, all exterior doors will always be locked. To enter the school between pick-up and drop-off, please come to the main entrance and ring the doorbell.

Observations

Observing the classroom provides parents/guardians with a wonderful opportunity to see what life is like inside this unique learning environment. We ask parents/guardians to make appointments to observe in 20-minute periods. A Confidentiality Agreement [must be](#) signed prior to the observation and all observers will be accompanied by a staff member to answer questions and guide observers through the learning process unfolding in the classroom

Volunteers

We welcome and encourage many ways for families (including grandparents and other relatives) to volunteer and support our school. Teachers and the administration will inform families of in-class volunteer opportunities at times that are of benefit to the learning experience. A background check is required of all volunteers working with students individually and will need to be renewed every five years. During the intervening years, volunteers are required to sign an affidavit to attest that they have not since been convicted of any crime. Volunteers can also contribute to the administrative office, at community events, during special programs, engaging in school beautification efforts, and in other such areas. We ask all families to find a way to support the school by volunteering.

Lost and Found

Articles found on school grounds or in the school building will be turned in to a designated area in the front entrance. Every effort will be made to reunite lost items with their owners. You can facilitate this effort by making sure your student's name is written inside of lunch boxes, backpacks, on the things kept in them and on every piece of outerwear your student brings to school. At the end of the school year lost and found items that have not been claimed will be cleaned out and donated to a local charitable organization.

Birthdays at School

The school keeps a record of each student's birthday and celebrates each in a special manner. The student may bring in pictures of him/herself from birth to present that are shared with the class in a ceremony that provides for an excellent lesson in science and history that is personal and fun. Parents/guardians are encouraged to participate. Teachers will notify families of the birthday celebration schedule and process and can accommodate family schedules as needed. For details on when your student's class will conduct the celebration, please contact the classroom teacher.

Non-School Party Invitations

Parties outside of school are a great way for families to meet. Students are welcome to distribute invitations at school if all students in the class are invited. Otherwise, invitations are not allowed to be distributed at school. Also, talk to your students about limiting their birthday conversations to home and not at school. This is an opportunity to remind the students of the concepts of grace and courtesy that are part of the RFPCS curriculum. Your cooperation with this rule will save other students from having their feelings hurt and contribute to our harmonious classroom environment.

Robert Frost Public Charter School Parent Group

Developing school-based fundraisers, school-wide events, planning community activities, and supporting classroom needs is the goal of the RFPCS Parent Group. This independent organization is open to all families and members of the RFPCS community and is a great way to get to know other families. If you are interested in being a part of this valuable organization, the school's Administrative Assistant can connect you with the current RFPCS Parent Group President.

The RFPCS Parent Group meets monthly.

Measuring Student Achievement

RFPCS will use a mastery approach to measuring student progress. Rather than receiving grades for performance, students will work on important academic, social, and personal skills with the goal of mastery. Progress will be documented through checklists, portfolios, and project evaluations, including written work and presentations. [Personal Learning Plans \(PLP\)](#) will clearly state a student's progress towards mastery of important skills in each learning area and will be issued three times a year.

Standardized Testing

As a public school, RFPCS is obligated to participate in the state mandated standardized testing program required of all NH public schools. Standardized testing begins in third grade and follows a schedule dictated by the state.

While tests are not used to measure student ability or knowledge in our academic program, students will learn and develop the skills necessary to be successful in varied testing situations to prepare them for state-mandated tests.

Personal Learning Plans

At the end of each trimester families will receive a written report of your student's progress. This document is your student's Personal Learning Plan and describes for you the skills your student is learning and those s/he has mastered so that you can be aware of exactly how your student is progressing in the core subject areas as well as in the 21st Century Skill areas.

Parent/Teacher Conferences

Parent/Teacher conferences can be arranged whenever the parent/guardian, teacher or Head of School finds it necessary. All families are asked to meet with teachers twice per school year, once during the first quarter and once during the third quarter. Two days during the year have been set-aside in the school calendar specifically for parent/teacher conferences. On these days students will not attend school and parents/guardians can set up a time to meet with teachers throughout the day.

Communication and Governance

We strongly encourage full participation from our families and so we welcome your ideas and comments as well as your time.

Regular communication between the school and families is critical for student success. If you have any questions or concerns regarding the classroom environment or your student's experience, please begin by contacting the classroom teacher.

Classroom teachers receive oversight from the Head of School. The administration reports to the Robert Frost Public Charter School Board of Trustees. The Trustees in turn report directly to the NH Department of Education.

For more detailed information regarding communication and due process please see the Grievance and Parent Involvement Policy in the appendix.

School Experiences

Field Trips

Students and parents/guardians are notified in advance regarding the specifics of field trips along with a permission slip, which must be signed and returned. Parents may act as chaperones on field trips. This is a responsibility that should be considered carefully. All parents are welcome to serve as chaperones on a field trip after passing a criminal background check. It is important that chaperones start and finish the field trip at school unless prior arrangements have been made with the Head of School. To ensure that all chaperones can devote their full attention to our students, children who are not RFPCS students may not accompany chaperones on field trips.

Parent Chaperone responsibilities:

- Parents/guardians must commit to escorting students for the duration of the field trip. Chaperones may not leave the group at the field trip site to return home unless prior arrangements have been made with the Head of School.
- Parents/guardians must oversee and be aware of the students they are responsible for at all times on the trip.

- Parents /guardians must follow the plan and guidelines established by the teachers prior to the trip.
- Parent/guardian chaperones cannot transport students to or from the field trip site, unless arranged in advance with the Head of School. The school will arrange bus transportation for field trips not within walking distance of the school.

Purpose of Field Trips

- (A) To introduce, enhance or culminate an area of study.
- (B) To give students firsthand experiences, learning about their immediate environment and the world they live in.
- (C) To provide group experiences and a fun activity, building good relationships with other students and adults.

Cultural Celebrations

RFPCS is a nonsectarian school. We are proud of the fact that people of different cultures and religions are a part of our school community. Religious holidays may be discussed in class as cultural celebrations rather than from a religious perspective.

Seasonal Celebrations

At the discretion of the Head of School and taking into consideration personal beliefs of the student population, seasonal celebrations may be incorporated into the classroom.

Special Education

In instances where special education services are necessary for a student to be successful at the Robert Frost Public Charter School, our staff will work with the administrators of special education services and support staff from the student's sending school district to ensure that our students receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) as mandated by Federal Law (IDEA, 2004).

Students enrolled in RFPCS who demonstrate special learning needs which require extra support to fulfill their educational potential may be referred to the special education services of their sending school district by either their family, a teacher or the Head of School. Under New Hampshire law, sending school districts are required to provide the necessary evaluations and services to RFPCS students just as they would if the student were attending their district school. Our team is committed to working with families and sending school district staff to support the needs of all our students.

Child Safety

Emergency Procedures

The school maintains a set of procedures for school emergencies. These range from emergency building evacuations to in-school security (safe in place) measures. Students practice these procedures throughout the year including winter. All evacuations include communication and transportation plans. If the building were to be unavailable for a safe return, students will be temporarily housed or transported to a safe environment. Parents/guardians will be alerted to the situation as soon as it is possible to do so. It is very important that the school always have an updated emergency phone contact where we can reach you.

Fire Drills

For the safety of our students the entire school will practice emergency fire drill procedures. Each student will be notified by his/her classroom teacher at the beginning of the school year of the proper exit path in the event the fire alarm sounds. Students will exit the building with their teacher in a quiet and orderly manner. No one will be allowed to re-enter the building until notified to do so by a school administrator.

Injuries and Accidents

Any student injuries will be reported to the Head of School as soon as possible following the incident and an Incident Report will be provided to parents/guardians. Parents/guardians will be notified of minor incidents at the end of the school day by either the classroom teacher or Head of School. Parents/guardians will be called immediately for more serious injuries.

Suspected Neglect or Child Abuse

The Child Protection Act (RSA 169-c) requires all school employees to report suspicions or evidence of child abuse or neglect to the appropriate investigation authority (Division of Children, Youth and Families). Further, school personnel must cooperate with the confidential investigations. The school is not allowed to notify parents/guardians of any of these actions. Employees who fail to report will be subject to prosecution for a misdemeanor.

Health Services

If a student becomes ill during the day s/he will be sent to the school office. Because we do not have a nurse in the school, our administrative staff will contact families to arrange a dismissal.

For the health and safety of the school community, if your student has had a fever or has vomited or had diarrhea in the past 24 hours, we ask that you do not bring your student to school. Please call the school to inform us of your student's condition.

Medication

Prescribed medication should not be taken during school hours if it is possible to achieve the medical regimen at home. In accordance with RSA 200 students may carry and self-administer inhalers and epinephrine.

Over the counter medicines will be administered by the classroom teacher or other authorized adult with written permission from the parent/guardian. Written permission from the physician is required for prescription medication and will need to include:

- The student's name
- The name and signature of the licensed prescriber (physician) and business and emergency numbers
- The name and dosage of medication
- The frequency and time of medication administration
- The date of the order
- A diagnosis and any other medical conditions requiring medications, if not a violation of confidentiality or if not contrary to the request of the parent/guardian to keep confidential
- Specific recommendations for administration
- Any special side effects, contraindications, and adverse reactions to observe

All medicines must be administered in the school office and kept in the school office except in the case of an inhaler or anaphylactic emergency (EpiPen) as described by NH Law RSA 200. Medications must be in their original pharmacy or manufacturer labeled containers. Parents/guardians must give medication directly to the Head of School and complete the medication dispensing form, which includes directions for dispensing. Also, parents/guardians must pick up medication from the school, as medication cannot be sent home with a student. Under no circumstances can a student be sent to school with prescription or non-prescription medication of any kind in their backpack except for inhalers and EpiPen's.

APPENDIX

Student Records

The Federal Family Educational Rights and Privacy Act (FFERPA) gives parents and students over 18 years of age (eligible students) certain rights with respect to the student's educational records.

They are:

1. The right to inspect and review the student's educational records within 45 days of the day the School receives a written request for access. Parents or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The Head of School will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. Parents or legal guardians may ask the RFPCS to amend a record that they believe is inaccurate or misleading. They should write to the Head of School; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or legal guardian, the School will notify the parent or legal guardian of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or legal guardian when they are notified of their right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records to outside entities including school districts of residence, 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 is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School 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
600 Independence Avenue, SW
Washington, DC 20202-4605

Disciplinary Procedures

The educational philosophy of RFPCS is that real, effective discipline is one that comes from within a person. Developing this inner discipline is one of the objectives of RFPCS. It is our belief that inner discipline develops in a child through active involvement in self-chosen tasks and the development of self-control. The development of inner discipline in a child is our goal. A variety of elements work together to support this development including the clear organization of the physical environment; the structure, consistency, and predictability of daily life (at home and at school); the lessons of "grace and courtesy"; the reliance on teacher and peer modeling and coaching to channel positive behavior and the development of appreciation and empathy to help limit difficulties.

To facilitate this, we believe that the people who work with children on a regular basis must be sensitive, warm, caring, knowledgeable, and interested professionals. Teachers be authentic role models for interactions with others and display a sincere enthusiasm for active learning. To minimize disciplinary issues, teachers will create an environment that will be conducive to positive social growth, work to enhance individual qualities, and design and implement a program that minimizes any negative behaviors.

If external discipline is deemed necessary, the following will be observed without failure:

1. The classroom teacher will suggest alternative activities, work location or work partners.
2. A student who is having a physical outburst will be removed from the classroom. When the student is calm, the classroom teacher will validate the student's emotions and discuss ways to deal with those emotions in constructive ways rather than with physical responses.
3. Persistent misbehavior in a group setting may be dealt with by temporarily removing a student from the group and possibly from the classroom, if cooperation is not forthcoming. Behavioral expectations are made very clear to the student and the student is invited to return to the group when s/he is ready to meet those expectations.
4. A behavior violation report will be filed and a copy sent home if a behavior outburst violates any of the behavior guidelines of the school:
 - a. Show respect for others (adults and peers)
 - b. Be responsible for themselves, their actions and work
 - c. Demonstrate safe conduct in the school environment
 - d. Respect school materials
5. A student who is consistently in need of behavioral support will be referred to the Head of School to discuss problem-solving options as well as suggestions for positive behavior choices. Parent/Guardians will be asked to attend a meeting to develop a behavior plan specific to the needs of the student and the classroom environment.
6. If a student receiving all of the above support continues to regularly disrupt the learning environment or functioning of the school, the student's privilege to attend RFPCS may be revoked.

To help support students, parents/guardians will be notified of any behavior issues immediately. For a student with persistent behavioral challenges a partnership between home and school is essential. To facilitate this, the Head of School will bring the teacher together with family (including involving guardians at every household where the student spends time) to develop a behavior management program.

Under no circumstances shall any student be subjected to corporal punishment or verbal abuse in any manner.

Grievances

Robert Frost Public Charter School encourages all concerns and complaints to be resolved at the lowest level possible. When teacher conferences and communication to administration are not able to resolve an issue, a parent or guardian may initiate the grievance procedure to appeal any final decision of school personnel. If the grievance should be with one of the parties involved in step one of the grievance process, a parent or guardian may move on to the next step in the process, sighting in the written grievance the reason for taking such an advancement in the process.

Step I – Head of School Conference A parent or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the Head of School to discuss the grievance and seek resolution. The request shall state in detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought.

The following additional guidelines shall be observed in Step I:

- A. No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought.
- B. The Head of School shall grant a conference within five (5) school days following receipt of the request. The Head of School will state in writing his/her position on the question to the parent or guardian within five (5) school days following the conference.
- C. Only the parent, guardian, or someone acting in loco parentis shall be permitted to join or represent a student in the conference with the Head of School.

Step II – Appeal to the Board of Trustees: If the grievance is not resolved at Step I, the parent/guardian may appeal the Head of School's decision in writing to the Board of Trustees, via the Chair. The following additional guidelines shall be observed.

1. The appeal must be made within five (5) days following receipt of the Head of School's written response (Step I above).
2. The Board or its designee shall review the grievance within five (5) school days following receipt of the appeal. If the Board or its designee determines that additional time is needed to develop the factual record, the grievance may be put on hold for fifteen (15) additional days (or longer if by mutual agreement) to allow time for investigation.
3. A written response shall be made to the parent, guardian, and Head of School from the Board of Trustees or its designee within ten (10) days following the review. If after following the Grievance Policy the outcome is not sufficient, the complaint may be submitted in writing to the Commissioner of Education.

Nondiscrimination/Equal Opportunity Policy

Robert Frost Public Charter School does not discriminate on the basis of age, race, color, religion, national origin, sex, sexual orientation, marital status, familial status, physical or mental disability, or political affiliation in employment, enrollment policies or in the administration or operation of, or access to its programs.

Student Conduct

Behavior Standards

RFPCS expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors. The school board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

The school board believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility for and accept consequences of their behaviors or actions. Staff members who interact with students shall best apply practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or cyberbullying can support these behaviors or actions, the school prohibits both active and passive support for acts of harassment or cyberbullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority. These standards are supported by the social curriculum and training as established by the school board.

Bullying/Harassment Policy

All students have the right to attend public schools, including chartered public schools, that are safe, secure, and peaceful environments. Bullying in schools has historically included actions shown to be motivated by a student's actual or perceived distinguishing personal characteristics, such as: race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, etc., or based on association with any person perceived as different. In the attempt to minimize any negative feelings or actions motivated by a student's actual or perceived distinguishing personal characteristics, RFPCS staff and school board will continually work to develop an atmosphere of acceptance and appreciation for all types of human differences.

It is the intent of RFPCS to protect our children from physical, emotional, and psychological violence by addressing bullying and cyberbullying of any kind in our public school, for all of the historical reasons set forth in this section, and to prevent the creation of a hostile educational environment.

Student Safety and Violence Prevention.

Bullying or cyberbullying happens when an action or communication:

1. Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occurs off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

False Claims

Students who make false claims of harassment or cyberbullying will be subject to disciplinary action as defined by this policy.

Bystander Involvement

Students who support harassment implicitly through laughter, encouraging comments and/or through explicit endorsement will be subject to disciplinary action as defined by this policy.

Conflict vs. Harassment

It is important to note that harassment differs from 'conflict.' Two or more students can have a disagreement or a conflict. The Head of School or designee will discern whether an alleged incident is a conflict or an act of harassment.

Reporting Requirements and Procedures

The Head of School is responsible for receiving complaints alleging violations of the RFPCS Bullying/Harassment policy. All school personnel and volunteers are required to report alleged violations of this policy to the Head of School or designee. All other members of the school community, including students, parents and visitors are strongly encouraged to report alleged violations of this policy, whether based on first- or second-hand information. Students may allege harassment incidents

anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous allegation.

A notice shall advise the individuals involved of their due process rights including the right to appeal to the school board and/or State Board of Education. The school board prohibits reprisal or retaliation against any person who reports an act of harassment or cyberbullying.

Dangerous Possessions & Behaviors

Students are not allowed to bring any dangerous materials or possessions to school. This includes but is not limited to matches, lighters, knives, guns, specialty weapons, fireworks or other items that can cause injury to self or others. Dangerous items will be confiscated, and disciplinary action taken. Elementary students often bring items from home out of curiosity and novelty. Once on the school grounds, however, unforeseen events can happen. Therefore, teachers and the Head of School must take seriously all incidences of students bringing dangerous items to school. All incidents involving dangerous items or weapons are reported to the Police Department and are subject to prosecution under the Safe Schools Act. Students may be expelled for any such violations.

Non-Academic Materials and Activities (DS, iTouch, Cell Phones, etc.)

The non-academic use of any electronic equipment or materials is not allowed during the school day. Students using such devices in school, for non-academic purposes will have the items confiscated.

Many students possess cell phones to facilitate communications with their families. We ask that cell phones remain off during the school day and in backpacks to avoid disruptions, distraction, and confusion.

Attendance Policy

Absences: in accordance with Ed 306.18 C (6) A school half-day shall consist of at least 3 hours of class time, and 2 school half-days can be counted as a regular school day.

Ten half-days of truancy constitutes habitual truancy according to NH RSA 189:35-a

Families of students with more than 3 days of unexcused absences will be required to meet with the Head of School to determine a course of action. Students with more than 10 half-days of unexcused absences may lose their status as being “in good standing” for re-enrollment purposes.

Unexcused Absences: Absences not defined as excused, are considered unexcused. Excessive unexcused absences shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Examples of unexcused absences include but are not limited to:

- Absences as a result of incomplete immunization records;
- Family vacations outside of established school calendar;
- Non-medical appointments unauthorized by Administration;
- Lack of transportation;
- Leaving school grounds without permission during normal school hours, and;
- Absences not determined to be excused according to the guidelines below.

Excused Absences: Students must be in school unless the absence has been permitted or excused for one of the reasons listed below which may require documentation. Excessive excused absences shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Examples of excused absences include but are not limited to:

- School-sponsored activities with administrative approval;
- Classes missed due to Individualized Education Plan or Section 504 Plan;
- Extreme weather conditions as determined by the Administration;
- Illness of student or illness of an immediate family member (a student illness of more than 3 days requires a note from a physician to document the illness as excused);
- Death in the family;
- Religious holidays of the student’s own faith;
- Required court appearance or subpoena;
- Scheduled medical/dental appointments if such cannot be scheduled outside of normal school hours;
- Chronic illness registered with the Head of School and verified by a physician’s Administration note;
- Students suspended externally; these students are entitled to make-up work,

We strongly encourage families to plan their vacations during the scheduled school vacation weeks. However, if your child is going to miss school for a family vacation, please notify the classroom teacher as soon as possible to make arrangements for learning opportunities that can take place while away. You will also need to fill out a

vacation notification form. The prior arrangement of learning opportunities while on vacation and evidence of completion of the work will be used by the Head of School to determine if an absence is marked as excused or unexcused.

Tardiness

Unexcused Tardiness: Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.

Excessive tardiness shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

Tardiness to class without documentation shall be considered unexcused. Every third unexcused tardy shall constitute a one half-day unexcused absence.

Head of School and his/her designee shall have the discretion to excuse tardiness for extenuating circumstances.

Dismissals

Dismissal is defined as removal from school prior to the conclusion of the school day.

Excessive dismissal shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

Dismissal from class without documentation shall be considered unexcused. Every third unexcused dismissal from class shall constitute a one half-day unexcused absence.

Head of School and his/her designee shall have the discretion to excuse dismissals for extenuating circumstances.

Parental Involvement Policy

Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication regarding student academic learning and overall success in the classroom community. We strive to ensure that:

(A) Parents/guardians play an integral role in assisting their student's learning.

(B) Parents/guardians are encouraged to be actively involved in their student's education at school.

(C) Parents/guardians are full partners in their student's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their student.

Parent/guardian input is highly valued. We encourage parents/guardians to become involved in project-based learning initiatives and other school programs and welcome your ideas for improvement. Please submit your suggestions in writing to the Head of School to review for approval and compliance with our charter, mission, and insurance requirements.

SUICIDE PREVENTION AND RESPONSE POLICY (JLDBB)

The Robert Frost Public Charter School (RFPCS) Board of Trustees is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. The Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:

- a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
- b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
- c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
- d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
- e) Confidentiality considerations;
- f) Designation of any personnel, in addition to the Suicide Prevention Coordinator, to act as points of contact when students are believed to be at an elevated risk of suicide;
- g) Information regarding state and community resources for referral, crisis intervention, and other related information;
- h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
- i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
- j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).

2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator and with input and

evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator.

1. District Suicide Prevention Coordinator. The Superintendent shall appoint a District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:

- a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
- b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
- c) developing - or assisting individual teachers with the development - of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
- d) developing or assisting in the development of the annual staff training required under section C of this policy;
- e) Such other duties as referenced in this Policy or as assigned by the Superintendent.

2. Building Suicide Prevention Liaison. The Head of School shall be designated as the Building Suicide Prevention Liaison and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State

and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

District Policy History: *Approved June 25, 2020*

Legal References: *RSA 193-J: Suicide Prevention Education*

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Other Resources:

The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org

American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>

Suicide Prevention Resource Center - <http://www.sprc.org>

The National Suicide Prevention Lifeline – <https://www.suicidepreventionlifeline.org>

The Trevor Project - <https://www.thetrevorproject.org>



Internet/Information Technology Access Policy

It is the policy of the Robert Frost Charter School to ensure that all Internet searches conducted by staff or students are accomplished with the same ethical and responsible behavior required of other media searches; and are consistent with policies already established regarding responsible use of equipment, materials, and learning resources apply.

GOAL

Our goal in providing access to the Internet is to enhance educational opportunity for students and staff and provide the means to become competent in the basic search skills required to gather information from the Internet.

INTERNET AND NETWORK ACCESS USER RIGHTS

All users of the Internet will be granted access to any services which the network may provide, and all explorations are encouraged. These uses should be directly related to the Robert Frost Charter School Mission Statement.

Any investigations or searches using the Internet should be viewed as a privilege, and unacceptable or inappropriate use of the Internet will result in revocation of that privilege.

The following are examples of acceptable and prohibited uses of the Internet technology provided by the Robert Frost Charter School.

ACCEPTABLE USES (Examples)

This list is not intended to be all-inclusive but may be used as a guide for applying network user principles.

1. All use of the Internet must be in support of the educational goals of the Robert Frost Charter School.
2. Use of databases for research, instruction, and exploration is permitted.
3. Downloading appropriate files is permissible; however, copyright infringement is in violations of the law and the user should be aware of regulations regarding this area.

PROHIBITED USES (Examples)

1. The network may not be used for commercial or for-profit enterprises, nor may it be used for product advertisement or political purposes.
2. Network use may not interfere or disrupt other users, services or equipment (chain letters, list servers, etc.).
3. The network may not be used for playing games or using social media unless specifically approved for classroom purposes.
4. There are no facilities provided by this system which allow for electronic communications of a private or confidential nature.

LIABILITY

1. The Robert Frost Charter School will not be liable for the accuracy and quality of information received from Internet sources. Information received from the Internet network is the sole responsibility of the sender. Use of the information is at the user's risk and option.
2. The Robert Frost Charter School will not be held responsible for technical problems which interfere with Internet use or result in damage or corruption of data.

SANCTIONS

1. Violations of any procedures in this document will result in loss of access privileges and further disciplinary actions.
2. Any files generated from the Internet which are in violation of the Internet usage policy, currently in force, will be deleted.

School Year 2023-2024 Calendar

Robert Frost Public Charter School 2023-2024 School Calendar

August - 4T/0S days

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
TW	TW	TW	TW	

September - 19T/19S days

M	T	W	Th	F
				X
X	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October - 21T/21S days

M	T	W	Th	F
2	3	4	5	6
X	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November - 18T/17S days

M	T	W	Th	F
		1	2	3
6	7	8	PC	X
13	14	15	16	17
20	21	X	X	X
27	28	29	30	

December - 16T/16S days

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	ER
X	X	X	X	X

January - 21T/21S days

M	T	W	Th	F
X	2	3	4	5
8	9	10	11	12
X	16	17	18	19
22	23	24	25	26
29	30	ERTW		

February - 16T/16S days

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
X	X	X	X	X
26	27	28	29	

March - 21T/20S days

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	ERTW	TW
25	26	27	28	29

April - 17T/16S days

M	T	W	Th	F
1	2	PC	4	5
8	9	10	11	12
15	16	17	18	19
X	X	X	X	X
29	30			

May - 22T/22S days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
X	28	29	30	31

June - 10T/8S days

M	T	W	Th	F
3	4	5	6	7
10	11	ERTW	TW	TW
17	18	19	20	21
24	25	26	27	28

Aug. 28 - Aug. 31 Teacher Workshop (TW)
 September 4 Labor Day (X)
 September 5 First Day of School for Students
 October 9 Indigenous People's Day (X)
 November 09 Parent Conferences (PC) (No school)
 November 10 Veterans' Day (Observed) (X)
 November 22-24 Thanksgiving Recess (X)
 December 22 Early Release (ER) - 12:45 release
 Dec. 25 - Jan. 1 Holiday Recess (X)
 January 15 Martin Luther King, Jr. Day (X)
 January 31 Early Release for Students (ER)
 Teacher Workshop (TW)

Feb. 19-23 February Vacation (X)
 March 21 Early Release for Students (ER)
 Teacher Workshop (TW)
 March 22 Teacher Workshop (TW)
 April 3 Parent Conferences (PC) (No school)
 April 22-26 Spring Vacation (X)
 May 27 Memorial Day (X)
 June 12 Last Day of School
 ER for Students /Teacher Workshop (TW)
 June 13-14 Teacher Workshop (TW)



PARENT BEHAVIOR POLICY

All parents/guardians are expected to conduct themselves in a responsible manner consistent with the values of grace, courtesy, integrity, open communication, and mutual respect. Parents/guardians shall always model positive and responsible behavior and communicate in an ethical manner. In doing so, they not only show their children how to appropriately express and address issues and concerns, but they ensure that there is no disruption to the educational process.

The Parent Behavior Policy is designed to inform parents/guardians of behavioral expectations when visiting the school and/or when interacting with school personnel. The policy provides a description of a broad range of behavior considered to be detrimental to effective school/home relationships and/or which serve to disrupt the educational process and are therefore inappropriate.

The behaviors listed are not all-inclusive. The parent/guardian(s) who display inappropriate behavior which disrupts the educational process will compel administrative action, which may lead to withdrawal of their child(ren) from The Robert Frost Public Charter School.

When and Where These Expectations Apply:

The policies and administrative procedures concerning parental conduct apply to actions of parents/guardians on school property and any other place a school sponsored/related/sanctioned event takes place, e. g., field trips, sporting events, programs, etc.

General Acts of Parental Misconduct:

- Using behavior or comments which are profane, insulting, harassing, sexist, racist, abusive, disrespectful
- Threatening the safety of school personnel, students, visitors, volunteers, and/or other parents
- Failure to abide by rules and regulations at extracurricular activities or at co-curricular activities such as field trips.
- Cheating (doing student's' coursework for them)
- Taking students out of the classroom or off school grounds early or without the permission or notification of school personnel and/or the appropriate parent or guardian.
- Posting or distributing unauthorized materials on school grounds.

- Loitering in unauthorized areas.
- Failure to maintain financial responsibility regarding school functions and activities (e.g., failure to turn in funds collected on behalf or in the name of the school).
- Any other acts that interfere with the orderly educational process in the classroom or the school.
- Using school computers/Chromebooks for personal use or to access materials and sites on the internet that are deemed to be inappropriate by The Robert Frost Public Charter School.
- Sending or forwarding inappropriate e-mail, including e-mail containing offensive language, untruthful statements, junk e-mail, chain letters, etc.
- Using behavior or making unbecoming comments on The Robert Frost Public Charter School's social media and/or school website.
- Confronting staff members regarding complaints/concerns in the presence of other students, families, and/or staff members.

General Enforcement Guidelines:

When enforcing policy, The Robert Frost Public Charter School personnel shall adhere to the following general guidelines:

Enforcement shall be administered, when necessary, to protect students, school employees or property, and to maintain essential order and discipline.

Parents/guardians and students shall be treated fairly and equitably.

Enforcement shall be based on a careful assessment of the circumstances of each case. Factors that must be considered in each decision concerning suspension, expulsion, or involving Law Enforcement Agencies, regardless of whether the decision concerns a mandatory or discretionary action, include:

- Seriousness of the offense.
- Intent when engaged in the conduct.
- Parent's/guardian's history with faculty and staff.
- Parent's/guardian's attitude.
- Potential effect of the misconduct on the school environment.
- State law requirements for certain disciplinary consequences.
- Whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of any punishment.
- Whether the parent/guardian or student has a disability that substantially impairs the parent or student's capacity to appreciate the wrongfulness of the conduct.

Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, the school, or any school-related activity and may include persistent misbehavior.

Persistent shall be defined as more than one instance of misconduct.

Persistent displays of inappropriate behavior as outlined in this policy will lead to loss of the family's privilege to attend Robert Frost Public Charter School.

******ALL parents/guardians must acknowledge receipt of the Parent Behavior policy by signing below******

Parent/Guardian Signature Date

Parent/Guardian Signature Date

Parent/Guardian Signature Date

Parent/Guardian Signature Date

Adopted by the Robert Frost Charter School
Board of Trustees on 5/19/2021

Signature Page

I have read the 2023-2024 Robert Frost Public Charter School Parent and Student Handbook and agree to abide by its policies and procedures without exception. I have reviewed this information with my student and will support my student in following the rules and guidelines in the Parent and Student Handbook.

Parent/Guardian name: _____

Parent/Guardian Signature: _____

Parent/Guardian name: _____

Parent/Guardian Signature: _____

Student name: _____

Student Signature: _____

Date: _____