

Ledyard Charter School 2021-22 Student/Parent Handbook

The Student Handbook is also available on the Ledyard Charter School website,
<http://www.ledyardcharterschool.org/>

Dear Student and Parent(s):

Welcome to Ledyard Charter School (LCS). The faculty and administration look forward to working with you and your family during the time you spend in our school. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience.

We are here to help facilitate your short-term goals, long-term goals and objectives. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you, one-on-one, or in small groups to help facilitate your learning process.

Ledyard Charter School has also developed a school counseling and guidance program that focuses on career, academic, personal and social development for you.

Please share this information with your parent(s), who will be involved in your overall learning experience.

Sincerely,

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About the Student Handbook

This handbook is intended to provide students, teachers, aides, and parents with a guide to academic and program requirements. Every student and parent should read all the information carefully and discuss it before enrolling in LCS. Planning a school program is very important, and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local center or supervising teacher or log on to the Ledyard Charter School website where you will find information about LCS programs and schedules, as well as links to a wide array of educational resources. <http://www.ledyardcharterschool.org/>

Description of the Program

Ledyard Charter School of Lebanon will incorporate current best practices and will re-inspire reluctant and disengaged learners. The distinguishing features of our program are:

1. a strong standards-based academic core supported by 21st century skills
2. real world application and community internships
3. the support of a school-based advocate throughout the four-year program
4. an academic audit that includes baseline assessments, goals, and frequent monitoring and re-testing
5. personal learning plans
6. bi-annual parent-teacher conferences
7. student motivation and connection to learning
8. schoolwide community service programs

Mission Statement

Our mission is to provide students with real life learning experiences. We focus on creating experiential learning that will prepare students well for college, the workplace, and life as successful and happy adults. The foundation of our school lies within our belief in building strong skills in the areas of self-advocacy, organization, goal setting and attainment, self-determination, and self-confidence, all while supporting the community. These skills are developed in the classroom as well as in the community with a schoolwide annual goal of 800 hours of community service.

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Section I - Introduction

The Vision of a Graduate

Students at Ledyard Charter School will strive to:

Think Critically:

- Students solve problems.
- Students recognize and make logical connections.
- Students formulate useful questions.
- Students gather, organize analyze and interpret data.

Communicate Effectively:

- Students write and speak clearly for a variety of purposes and audiences.
- Students transmit information through visual media.
- Students acquire information and understanding by listening to individual speakers and participating in group discussion.
- Students acquire information and understanding by reading printed and electronic material.
- Students acquire information through visual media.

Come Prepared:

- When working alone, students demonstrate initiative, motivation, and the ability to address and complete a task.
- When working together towards the completion of a common goal, students share responsibility for their learning and that of others.
- When working together toward the completion of a common goal, students communicate clearly and constructively.
- When working together toward a common goal, students combine information gathered by all members of a group.
- When working together toward a common goal, students demonstrate support for others.

Gather and Analyze Information:

- Students access information from a variety of resources.
- Students review compiled information to determine relevance and validity.
- Students compare, contrast, and recognize connections among the various pieces of information collected.
- Students appropriately communicate compiled information in a variety of ways.

Fulfill Social and Civic Expectations:

- Students accept diversity and individual rights.
- Students demonstrate respect and consideration for themselves, others, personal and public property, and the environment.
- Students accept responsibility for their actions.
- Students advocate for themselves and for the rights of others.
- Students exhibit academic and social integrity.

Student Education Goals

Upon entrance to the LCS program, students will complete a Personalized Learning Plan (PLP), outlining their goals while at LCS. LCS students will complete courses as outlined in the charter school course descriptions. The course objectives are consistent with the expected schoolwide learning results and the state content standards.

Students will be intrinsically motivated. This will be accomplished through providing interesting, worthwhile learning opportunities that will stimulate the interests of each student. In addition, LCS is committed to providing an environment that is conducive to learning.

Methods of Measuring Student Progress

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests and talents. Methods by which student progress is assessed will be through a variety of the following:

- Progress Checks with the Executive Director, teachers and parents
- Oral and written assessments
- Portfolios of student work
- Teacher observation
- State-mandated assessment testing
- Student presentations

Grading System

A+	97 - 100	B+	87 - 89.9	C+	77 – 79.9	D+	67 – 69.9	F	0 – 59.9
A	93 - 96.9	B	83 – 86.9	C	73 – 76.9	D	63 – 66.9		
A-	90 - 92.9	B-	80 – 82.9	C-	70 – 72.9	D-	60 – 62.9		

Credits

Students earn credit by completing the course work based on the material covered and learned at LCS. Credits may be earned for grades “A” to “D” (or “Pass” in Pass/Fail classes) in all courses (grades 9-12). The charter school may accept transfer credits for grades “A” to “D” (and “Pass”) in applicable courses only from any approved public, private or home schools. (Credits from unaccredited schools will be evaluated on an individual basis.) Ledyard Charter School offers a program that comprises 5 to 7 credits per year in accordance with graduation requirements for the State of New Hampshire.

Community Service Requirement

All LCS students will complete 20 hours annually of community service as a graduation requirement. Students will be given opportunities to gain hours through schoolwide activities. Students are encouraged to explore community service opportunities in their area of interest. Students will meet with advisors and the Student Support Coordinator to support community service activities. Students are required to log hours and gain signature for hours completed.

Section II - General Information

Grade Level Classification (9-12)

All students are expected to attend high school 180 days annually. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are classified as follows:

- Grade 9 (Freshman) 0 – 5.5 credits earned
- Grade 10 (Sophomore) 5.6 – 11 credits earned
- Grade 11 (Junior) 11.1 -16.6 credits earned
- Grade 12 (Senior) 16.7+ credits earned

Student Information System

All students have been assigned TeacherEase accounts, along with the necessary logins and password information to access their accounts. TeacherEase accounts provide classroom assignment logs, attendance records, discipline records and current class grades. Parents can access their child’s information. Please contact the main office to establish parent access.

Repeating Courses

Generally, a course cannot be repeated if the student has earned a D- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. Consult with the instructor regarding individual situations.

Attendance Policy

Academic and social successes are significantly related to regular instruction. The State of New Hampshire mandates that students under the age of 18 attend school. The parent is responsible for seeing that his or her child attends. LCS seeks to provide a successful alternative to traditional schools. Students must complete assigned activities each school day and complete the unit assessments within the semester period.

It's not surprising that regular school attendance correlates directly with success in academic work, improved social interaction with adults and peers, and continued opportunities for important communication between teachers and students. Regular attendance also has a cumulative effect of establishing life-long positive traits — responsibility, determination, respect for rules of society -- that are critical for developing career-readiness skills, success in college and in life. There are times when a student needs to miss school - everyone understands that. However, attendance is important. To have a quality education experience, you need to be here in class during instruction time. Please communicate with the school and your teachers when you are not.

LCS attendance policy provides specific guidance on attendance, tardy/absent, and identifies support services for students at-risk for not fulfilling the grade or course requirements.

Here are a few of the highlights of our policy:

- All students are required to attend school for 180 instructional days per school year.
- LCS Main Office will contact home when a student does not arrive to school and when a student leaves school without permission.
- When a student needs to be out for more than five days, the teacher will provide a Student Make up Plan to lessen the impact of a student missing instruction in class.
- **When a student returns to school following an absence, the student will be granted 5 school days to make up the work that was missed.**

Being tardy to class 5 times will constitute one unexcused absence for that class. (Tardy is defined as being LESS than 15 minutes late to class.) Teachers are encouraged to assign after-school detention after the third violation and further action may be taken by administration.

Students arriving to class later than 15 minutes from the start time will be marked absent for that given class.

Parent Notification of Absences

LCS teachers and administration will communicate with parents/guardians regarding a student's absence as follows:

1. Tardy to class 5 times – communication from Teacher;
2. 2 Absences from class (per quarter) – communication from Teacher;
3. 3 Absences from class/school – communication from Main Office;
4. 5 Absences – parent/teacher conference AND create Attendance Plan with Curriculum Coordinator (see Attendance Referral Form at end of the Handbook);
5. 10 Absences – meeting with Executive Director; and
6. Students cannot exceed 15 days out of school/class.

Attendance—what parents should know

- Parents can team up with teachers to make sure students are in school and ready to learn.
- How parents can help:
 - Schedule medical and dental appointments outside of school hours.
 - Schedule vacations during school breaks.
 - Make it a habit to contact their child's teachers/principals to arrange to pick up missed schoolwork, either in advance if the absence is known, or the same day their child is absent.
- Students exceeding 10 consecutive absences AND lacking communication to the school may be automatically withdrawn from class rosters.
- Teachers will deduct 5 points from the final grade for any student exceeding 13 absences.

COVID-19 Protocols

Please stay home if you are sick.

Building Protocol: Anyone entering 39 Hanover Street, must follow these guidelines:

1. When entering the building, personal protective gear must be worn (face masks). These are provided at the front door or you may wear your own.
2. Anyone entering the building will need to report directly to the Main Office to sign in and complete Steps 3 and 4 below.

3. All visitors will undergo screening questions for COVID-19.
4. Temperature is taken upon entry to the building.
5. If a student feels ill while in school, temperature will be retaken.
6. All students/parents must follow the LCS Dismissal Procedure. Study Room or outside Picnic Table will be used for isolation if necessary.

While in the building, we will follow the Community Mitigation Strategies laid out the by the CDC, which include:

- **Personal protective measures:** frequent handwashing, use of alcohol-based hand sanitizer, avoid touching your face, practice good cough etiquette (cough or sneeze into a tissue or your elbow).
- **Wear a face covering at all times** (unless alone in a designated mask-free area, eating/drinking, or outside while socially distanced).
- **Social distancing** (maintain a distance of at least 6 feet from all other persons).
- **Clean workspace and laptop before leaving class.**
- **One person in the bathroom at a time.**

Dismissal Policy

Parents must communicate with the Main Office to have their child dismissed early. Said student must then sign out through the Main Office when leaving LCS campus with required parent permission. Students are always responsible for their academic work outside of the classroom when they are not in attendance.

Student Program-Mandated Activities

Ledyard Charter School strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a respectful and professional manner while participating in all activities associated with Ledyard Charter School.

Ledyard Charter School offers additional learning opportunities such as, but not limited to, fieldtrips, community service outings, and other school activities/events. It is expected that all students participating in these activities are in good standing, adhere to all student behavior expectations, and are meeting all academic requirements to participate in such activities.

Suicide Prevention and Response

Ledyard Charter School is committed to protecting the health, safety and welfare of its students and school community. The School's 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 attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

(Reference is provided to the Board's Policy on Suicide Prevention and Response JLDBB and the School's Suicide Prevention Plan, both located on the School's website.)

Disclosure of Information

Ledyard Charter School does not provide information to the general public regarding its students unless legally required to do so. Ledyard Charter School is required to disclose a student's disciplinary records, with respect to suspensions, upon transfer to another school per the following federal and state law:

193-D:8 Transfer Records; Notice – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

Family Educational Rights and Privacy Act (FERPA)

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

(Reference is provided to the Board's full Policy EHBA regarding FERPA.)

Data/Records Retention

The Executive Director shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations, and also addresses retention/destruction of all other records which are not subject to specific statutes or regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The Executive Director shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy shall apply to all school records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc.

- A. Special Education Records.
1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the School destroy the student's special education records, including any final individualized education program.
 2. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
 3. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the School shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.

(Reference is provided to the full Board Policy on Data/Records Retention EHB, found on the School's Website)

Student Holidays (2021-22)

Labor Day	September 6, 2021	February Break	February 14-18, 2022
Columbus Day	October 11, 2021	Teacher Institute Day	March 11, 2022
Veterans' Day	November 11, 2021	April Break	April 11-15, 2022
Thanksgiving	November 24-26, 2021	Memorial Day	May 30, 2022
Winter Break	Dec 22, 2021–Dec 31, 2021	Seniors' Last Day	June 10, 2022
ML King Day	January 17, 2022	Underclassmen's Last Day	June 17, 2022

Mandatory Parent or Guardian/Student/Teacher Conference Day

January 28, 2022

Academic Honesty

Ledyard Charter School (LCS) is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our independent study program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated. Academic dishonesty (in course work, on examinations, or in other academically related activities) includes but is not limited to the following:

- copying from another student or knowingly allowing another to copy
- using unauthorized materials and/or technologies
- plagiarizing work — the intentional or accidental appropriation of another’s writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one’s own written work — including electronic media such as the internet
- counterfeit work, including turning in as one’s own work that which was created, researched, or produced by another
- theft or the altering of grades, records (written or electronic), and/or teaching materials

Any student found to have broken the academic honesty policy is subject to the following:

- receiving a zero on the assignment and the assignment cannot be made up
- immediate removal from the course(s) where the infraction occurred (without replacement) and possible failure of the course, or
- suspension

Section III – Communication Rules and Regulations

Student Acceptable Use Policy (Internet/LCS Network)

Ledyard Charter School (LCS) actively attempts to offer students and staff advanced technology and increased access to learning opportunities. We are happy to offer Internet services through the Ledyard Charter School Computer Network (hereafter referred to as “LCS Computer Network”). We believe this computer technology will propel our school into the information age by allowing students and staff to access and use information from online sources, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and opens the door to many advanced research tools. Students and staff must understand and make proper and ethical use of this learning opportunity.

Acceptable Use

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of LCS. Access to the Internet is made possible through the LCS Computer Network at its sole discretion. The Ledyard Charter School students and all users of the LCS Computer Network must comply with the existing rules and acceptable use policies, which are incorporated into this document and are also available from the corporate office.

Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

The LCS Computer Network contains copyrighted material and/or other proprietary information. The materials contained on or otherwise made available to you on the LCS Computer Network may be copyrighted by LCS and are thus protected by copyright laws and regulations worldwide. Except as may otherwise be expressly permitted by applicable law, any copying, automated browsing or downloading, redistribution, publication, or commercial exploitation of any material contained on or otherwise made available to you on the LCS Computer Network is strictly prohibited without the prior written permission of LCS.

Controversial Material

LCS has gone to great lengths to provide the necessary hardware and software to filter the Internet content that is accessible through our network while still allowing our students the freedom to access the Internet's many resources. Despite these precautions, users may encounter material that is controversial or offensive and which users, parents, teachers or administrators may consider inappropriate or offensive. It is impossible to control all data that an industrious user may discover on a global network. It is the user's responsibility not to initiate access to controversial or offensive material. LCS reserves the right to regulate the content and material on the Internet through the LCS Computer Network. In no event shall LCS be liable for either intentional or inadvertent student access to controversial or offensive materials.

Monitoring

LCS reserves the right to review any material on user accounts and to monitor filespace in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and filespace, LCS shall respect the privacy of user accounts.

Network Etiquette

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become abusive in your messages to others.
- Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not reveal personal information such as addresses or phone numbers of students, colleagues, staff, or yourself.
- Do not use the network in any manner that disrupts the use of the network by other users.

- Do seek permission from others before any videotaping or audio recording. *New Hampshire is a "two-party" or "all-party" state where every party to a conversation must agree to the recording. The New Hampshire statute is RSA 570-A, Wiretapping and Eavesdropping. Intentional violations of RSA 570-A can result in a class B felony or a misdemeanor, as well as money damages.*
- All communications and information accessible via the network should be assumed to be the property of LCS.

No Warranties

LCS makes no warranties of any kind, whether express or implied, for the service it is providing. LCS will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by LCS's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. LCS specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and determine how valid that information may be.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system. Users are responsible for reporting any potential security problems on the Internet to a system administrator. Do not use another individual's account without the express written permission of the account holder. Attempts to log on to the network as a system administrator may result in cancellation of user privileges. Any user identified as a security risk due to a history of problems with this or any other computer systems may be denied access to the Internet by LCS.

System Misuse

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet, the LCS Computer Network, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent annoyance of another user or interference with another user's work. Harassment may include, but is not limited to, the sending of unwanted E-mail.

Examples of potential offenses are removing another user's account, changing another user's password, using an unauthorized account, damaging files, altering the system, or using the system to make money illegally. Users must not cause damage to any school property, including the network system.

Privilege

The use of the LCS Computer Network is a privilege that may be revoked by the administrators of the network at any time and for any reason. Inappropriate use, including any violation of these rules and regulations or the Internet Access Consent and Waiver, may result in cancellation of network privileges. LCS, under this agreement, has delegated the authority to determine the appropriate use and may deny, revoke, suspend, or close any user account at any time based upon the determination of inappropriate use by the account holder or user.

Penalties for Improper Use

Any user violating these rules, applicable state and federal laws, or posted classroom and LCS rules are subject to loss of network privileges and/or any other school disciplinary options.

In addition, pursuant to state law, any unauthorized access, unauthorized attempt to access, or unauthorized use of any computing and/or network system is a violation of the New Hampshire Penal Code and/or other applicable federal laws and is subject to criminal prosecution.

Cell Phone / Electronic Devices Use Policy

It is important for students to understand their responsibility in the appropriate use of cell phones. School officials will continue to monitor abuse of cell phones as it relates to cyber-bullying and threats to student or staff safety, harassment issues by students, academic cheating, and inappropriate or illegal use of picture cell phones in violation of students' or faculty and staff's right to privacy.

New Hampshire is a "two-party" or "all-party" state where every party to a conversation must agree to the recording. The New Hampshire statute is RSA 570-A, Wiretapping and Eavesdropping. Intentional violations of RSA 570-A can result in a class B felony or a misdemeanor, as well as money damages.

Unless authorized by a teacher for educational purposes, cell phone use will be prohibited in class during the academic day, or during a school-wide activity, advisory, morning meeting or assembly. **Students may use cell phones/electronic devices during lunch or in between classes.** Parents are asked to call the school's Main Office should an emergency arise, and you need to reach your student. Please refrain from calling or texting your child's phone.

All electronic devices will need to be checked in with all teachers upon entering class. Teachers will allow use of music (with headphones) during designated times. Texting will not be allowed. Students using electronic devices during academic time without permission will receive the same consequences as cell phone use. **If a**

teacher/staff deems cell phone use to be inappropriate, s/he may confiscate the phone until the end of the day.

Passwords: School Administrators, teachers, and counselors are in no way entitled to insist upon the disclosure of passwords to access private student cell phones, email, and other electronic accounts.

Consequences: Students using their phones to text or make calls during class time will receive a ZERO for the day in the respective class. Students recording teachers, staff, and/or peers without permission will receive a ZERO for the day and potentially be subject to NH RSA 570-A. In either of the above-described situations, the phone or texting device will be confiscated and returned to student with parent contact. Students refusing to hand over said phone/device will be sent to the office.

A second violation of said policy will result in the device being confiscated and given to the Executive Director to hold onto until a parent is able to retrieve the phone from the school. Students will also be issued two (2) hours of community service to be completed at LCS between 3:00 p.m. and 4:00 p.m.

Students found to be in possession of, or using a cell phone/electronic device during standardized testing/state exam will be issued five (5) hours of community service to be completed at LCS between 3:00 p.m. and 4:00 p.m.

Video and Audio Recording for Instructional Purposes

The Ledyard Charter School is committed to the use of technology to enhance the education of its students. The Ledyard Charter School acknowledges that video, digital video, and audio recording ('recording') may be useful for instructional purposes. In addition, there are times when live streaming or internet access to digital video and audio recording is appropriate. For example, these technologies may be useful tools to provide access to students in remote locations, to home-bound or hospital-bound students, or to permit a student to recover classroom instruction lost during an extended absence. Also, school personnel may utilize recordings for professional and evaluative purposes.

The decision to conduct video, digital video, or audio recording for educational purposes shall be made first by the classroom teacher, and his or her consent to recording shall be documented in writing and placed on file with the Director. All such recordings shall be deemed to be the copywritten property of the School and shall not be reproduced without the Director's express permission. Recordings shall not be sold. **Recording in the classroom for other than educational purposes is prohibited.** Recordings made for instructional uses are intended to

provide information for pedagogical study and do not constitute educational records under the Family Educational Rights and Privacy Act (FERPA). Only the student(s) or instructor on whose behalf a request for recording is made will be granted access to that recording. The Director may authorize others to view an existing recording on a case-to-case and as-needed basis.

Student recordings as an accommodation included in an Individualized Education Plan or Section 504 Plan shall not be deemed a school recording unless the recording is conducted by the school on behalf of the student. All recordings made as an accommodation or for instructional recovery or academic study shall be erased at the end of the semester or when they are no longer needed. If the classroom teacher wishes to preserve a recording for future instructional purposes, the teacher must seek permission from the Director to preserve the recording.

No recording shall take place in a classroom without first securing the written consent of each student's parent or guardian. This policy shall be reproduced and included in the documents sent to students' families prior to the opening of school each year, and the school will request the return of the written consent form for the Ledyard Charter School's use of video and audio classroom recording for instructional purposes for that school year. Until that time, this policy and a permission form shall be disseminated by each classroom educator when recording in his or her classroom is contemplated. The educator shall be responsible for garnering all parents' written consents and placing them on file with the Director before recording may take place in the classroom.

This policy does not apply to the recording by the Ledyard Charter School of events such as public concerts, graduation ceremonies, athletic events, and the like, all of which are not considered to be classroom recordings. This policy has been adopted after a public hearing conducted by the Ledyard Charter School Board.

Non-Academic Questionnaires and Surveys

This policy will apply to all non-academic surveys and questionnaires administered by the Ledyard Charter School.

Parents/guardians ("parents") will be notified prior to the School administering a non-academic survey or questionnaire to students. Parents will be permitted to review the survey or questionnaire at the School and on the School's website at least ten (10) days prior to it being administered.

Parents may opt-out their child from surveys and questionnaires. Such an opt-out notice must be delivered either in writing or electronically to the School. Parents who do not opt-out their child from School-administered surveys or questionnaires will be deemed to have consented to the survey or questionnaire.

For purposes of this policy, "non-academic survey or questionnaire" means "surveys, questionnaires, or other documents designed to elicit information about a student's social behavior, family life, religion, politics, sexual orientation, sexual activity, drug use, or any other information not related to a student's academics" or as otherwise may be defined by applicable state law or Department of Education regulation.

Section IV - Student Behavior

Dress Standard

Students are asked to dress in accordance with the comfortable learning environment of the Charter School. We appreciate and encourage each person's individual style, but we do not allow those clothing items that are taken to extremes or present ideals which LCS does not wish to promote. LCS considers the following items inappropriate for students to wear at school:

1. any clothing or jewelry item that depicts drugs, sex, alcohol, profanity, or racism
2. sheer or revealing garments that are sexually inappropriate
3. choke collars (against NH State Law)

The teachers and staff of the charter school will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may ask the student to change his/her clothing (we have alternative clothing in the office), contact the student's family, and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

Lockers

Ledyard Charter School will designate a locker and combination lock for student use. It is required that each student use said lock on the designated locker. The school will NOT be held responsible for any items missing or unlawfully removed from said locker.

Lockers are the property of Ledyard Charter School and are only for students to use while enrolled at Ledyard. Lockers shall be kept clean, free from noxious odors, and free from graffiti and/or inappropriate photos inside and out. Lockers must be emptied and cleaned by student and combination locks returned to Administration on the student's last day of school at Ledyard.

Students should not expect any privacy in relation to said lockers. Administrators may search lockers if they suspect there are illegal substances, stolen or dangerous items inside. Lockers may be searched to ensure the safety of the school. All lockers will be subject to random searches. Ledyard reserves the right to gain entry to said lockers by any means necessary should the student refuse to open the locker upon request.

Ledyard reserves the right to assess a fine for damage to and/or replacement of said lockers and/or locks.

Use of Restraints and Seclusion

The Executive Director is authorized to establish and implement procedures for managing student behavior. Such procedures are consistent with the School's Use of Restraints and Seclusion Policy and all applicable laws.

(Reference is provided to the Board's Policy on Use of Restraints and Seclusion, JKAA, found on the School's website.)

Appropriate Placement

Ledyard Charter School is a New Hampshire Public School of Choice, and students are accepted into the program through an application process. Upon admission, students commit to the vision and mission of LCS and will be continually evaluated to assess that the student and program are well-matched. If this proves to be not the case, the Executive Director reserves the right to withdraw the student from the program and refer him or her to the school of residence. Based on attendance concerns, inadequate performance and/or lack of commitment to the vision, a student may be withdrawn from LCS. Written notice will be provided by the Executive Director.

Withdrawal from Program

Parents requesting to withdraw their child from the Program are asked to: A) Schedule a meeting with the Executive Director; B) Complete the Withdrawal Form and Exit Survey (see form at end of Handbook), and C) Arrange for the return of all schoolbooks, materials and outstanding fees. As part of this process, students are required to: A) Obtain final grades from Teachers; B) Obtain Personalized Learning Plan from Team Leader; and C) Obtain Portfolio from Curriculum Coordinator.

Student Discipline Policy and Due Process

Ledyard Charter School offers a personalized, individualized learning program for its students and, in return, it expects its students to comply with the highest standards of behavior academically as well as socially. It expects its students to be cooperative and attentive in the classroom and to socialize and work with peers with respect and friendship. The school, therefore, sets policies for conduct and discipline as the means to ensure both student safety and appropriate behavior.

Disciplinary measures for student misbehavior include but are not limited to removal from a classroom setting, restitution, in-school suspension, out-of-school suspension, and exit from school enrollment.

Removal from a classroom setting. Students may be removed from a classroom at the classroom teacher’s discretion if the student refuses to obey the teacher’s directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class. This process will begin with the Teacher completing and turning in a Discipline Referral Form (see form at end of Handbook) to the Main Office. In most cases, the offending student will be directed to the Executive Director’s or Curriculum Coordinator’s office.

Teacher-Assigned Detentions. Teachers have the autonomy to assign teacher-led detentions before and after school.

Restitution may be assigned at the direction of the Executive Director such that a student may be required to complete work projects at the school under the direction of a faculty member.

In-School Suspension/Out-of-School Suspension. The Executive Director, and his or her written designee (i.e., the Curriculum Coordinator) is authorized to assign out-of-school suspensions for a specific period for gross misconduct or for neglect or refusal to conform to school rules and policies. The offending student will not be permitted to attend school during the period of an out-of-school suspension.

The power of suspension is authorized as follows:

1. Pursuant to Ed 317.04(a)(1), the Executive Director is authorized to suspend a student for 10 school days or less for gross misconduct or for neglect or refusal to conform to school policies or rules.
2. The Executive Director is authorized to continue the suspension of a pupil for a period in excess of 10 days with the approval of the Chair of the Board of Directors. Prior to this extended or “long-term” suspension, the Executive Director will provide an informal hearing on the matter. Pursuant to Ed 317.04(a)(2), “long-term suspensions” may be issued for an act of theft, destruction or violence as defined by NH RSA 193-D:1, or for possession of a pellet or BB gun, rifle, or paint ball gun under NH RSA 193:13, II.
3. Any suspension in excess of 10 school days is appealable to the Board of Directors, provided the Executive Director receives the appeal in writing within 10 days after the issuance of the suspension. Any suspension in excess of 10 school days shall remain in effect while this appeal is pending.

Grounds for Suspension

A student may be subject to suspension based on a discipline referral. The discipline referral process may occur if a student:

1. caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
 2. possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
 3. unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, prescription medication not prescribed to that individual, alcoholic beverage, or intoxicant of any kind.
 4. committed or attempted to commit robbery or extortion.
 5. caused or attempted to cause damage to school property or private property.
 6. stole or attempted to steal school property or private property.
 7. possessed, distributed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, vaporizing devices, including all electronic nicotine delivery systems (ENDS), e-liquids, vape pods, both nicotine and non-nicotine, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- *** NOTE: Pursuant to NH RSA 126-K:6, no person under 18 years of age shall purchase, attempt to purchase, possess, or use any tobacco product, e-cigarette, or liquid nicotine. Pursuant to NH RSA 126-K:7: I. No person shall use any tobacco product, e-cigarette, or liquid nicotine in any public educational facility or on the grounds of any public educational facility. II. Any person who violates this section shall be guilty of a violation and, notwithstanding RSA 651:2, shall be punished by a fine not to exceed \$100 for each offense or shall be required to complete up to 20 hours of community service for each offense, or both. Where available, punishment may also include participation in an education program. ***
8. committed an obscene act or engaged in habitual profanity or vulgarity.
 9. unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
 10. disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 11. inappropriately or illegally recorded or videotaped another person, violating that student's, faculty or staff's right to privacy.

NOTE: New Hampshire is a "two-party" or "all-party" state where every party to a conversation must agree to the recording. The New Hampshire statute is RSA 570-A, Wiretapping and Eavesdropping. Intentional violations of RSA 570-A can result in a class B felony or a misdemeanor, as well as money damages.

12. knowingly received stolen school property or private property.

13. possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the Executive Director.

14. committed or attempted to commit a sexual assault or committed a sexual battery.

15. harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

17. aiding or abetting the infliction or attempted infliction of physical injury to another person may be subject to suspension pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury shall be subject to discipline.

18. made terrorist threats against school officials and/or school property.

*** NOTE: Pursuant to TITLE LXII CRIMINAL CODE CHAPTER 651-F, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. ***

19. committed sexual harassment.

20. caused, attempted to cause, threatened to cause, or participated in an act of hate.

21. intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

22. engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically towards a peer or school personnel.

Determination of Suspensions

Items 1-22 listed above are grounds for immediate suspension from Ledyard Charter School. In-School and Out-of-School Suspensions and the number of days assigned for said violations will be determined at the discretion of LCS leadership. Students and parents/guardians have the right to appeal any suspension by first notifying the Executive Director and then by writing a formal letter to the LCS Board of Trustees. In accordance with our Attendance Policy, students have the ability to make up work during a suspension, however they are responsible to contact their teachers to obtain these assignments. Continued violations in the area of suspension may result in a referral to be exited from the LCS program.

Exit from school enrollment

A determination to be exited from the Ledyard Charter School program will be made based upon the Discipline Referral process, a Teacher/Student conference, and an Administrative communication with parents/guardians. Exit from school enrollment will be imposed upon the commission of an egregious violation of school rules and policies, including the following: (1) possession of illegal drugs or alcohol on school grounds; (2) possession of a firearm or weapon; and (3) aggression and/or anger directed at school faculty, staff member, or peer. A student faced with an exit will be afforded due process in terms of notice from the Executive Director and appeal to the Board of Directors.

Drug-Free Workplace and Drug-Free School

Ledyard Charter School complies with the Drug-Free Workplace Act of 1988 which states that federal grantees and contractors certify that they maintain a drug-free workplace. LCS policy is to immediately dismiss any employee who is found to possess, distribute, manufacture, or use a controlled substance in the workplace. LCS will also pass on information regarding the infraction to the local authorities.

(Reference is provided to the Board's Policy regarding Drug-Free Workplace and Drug-Free School ADB/GBEC.)

Search Policy

Administrators of LCS have the discretion to search a student's personal belongings at any time for compliance with the school's policies and procedures. Ledyard has a Locker Policy that permits the administrators to search any locker at any time. Any search conducted (and the results thereof) will be documented by a Discipline Referral form to be completed by a Teacher or Administrator and mailed home to the Student's Parents/Guardians.

Reporting Child Abuse or Neglect

Under New Hampshire law (RSA 169-C:29), every person who has "reason to suspect" that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police. Under RSA 169-C:30, the initial report "shall be made immediately via telephone or otherwise."

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a "credential holder", as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risks having action taken by the New Hampshire Department of Education against his/her credential. See N.H. Code of Conduct for Educators, Ed. 510.05 (e).

(Reference is provided to the Board's full Policy on Reporting Child Abuse or Neglect JLF found on the School's website).

Pupil Safety & Violence Prevention Policy (Bullying)

Definitions (RSA 193-F:3)

1. **Bullying.** Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 - i. Physically harms a pupil or damages the pupil's property;

- ii. Causes emotional distress to a pupil;
- iii. Interferes with a pupil's educational opportunities;
- iv. Creates a hostile educational environment; or
- v. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

- 2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
- 3. **Electronic devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, electronic mail, instant messaging, text messaging, social media, and websites.
- 4. **School property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the School reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- 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 of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Executive Director is responsible for ensuring that this policy is implemented.

Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b)) False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences be determined in accordance with applicable law, School policies, and procedures.

Reprisal or Retaliation

The School will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Executive Director after consideration of the nature, severity and circumstances of the act, in accordance with law and Board policies.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Executive Director or other staff member that he/she believes he/she may be retaliated against, the Executive Director shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on School grounds and participating in School functions, regardless of whether or not such pupil or school-aged person is a student within the School.

Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The School reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the School Board encourages the administration and School staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Executive Director may determine the method of providing the policy (employee handbook, hard copy, etc.)

The Executive Director will ensure that all school employees and volunteers receive annual training on bullying and related School policies.

Students

All students will be provided with a copy of this policy annually. The Executive Director may determine the method of providing the policy (student handbook, mailing, hard copy, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the School's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Executive Director, in consultation with staff, may incorporate student anti-bullying training and education into the School's curriculum, but shall not be required to do so.

Parents

All parents will be provided with a copy of this policy annually. The Executive Director may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, and other interested persons.

Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Executive Director shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Executive Director. If the student is more comfortable reporting the

alleged act to a person other than the Executive Director, the student may tell any School employee or volunteer about the alleged bullying.

2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Executive Director as soon as possible, but no later than the end of that school day.
3. The Executive Director may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Executive Director shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All school employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
3. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Executive Director as soon as possible, but no later than the end of that school day.
4. Upon receipt of a report of bullying, the Executive Director shall commence an investigation consistent with the provisions of Section XI of this policy.

Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Executive Director or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Executive Director or designee shall retain a copy for himself or herself and shall forward one copy to the Board Chair. The Board Chair shall maintain said forms in a safe and secure location.

Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Executive Director shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student

privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Board Chair may, within a 48 hour time period, grant the Executive Director a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Board Chair deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Executive Director shall, within 5 school days, initiate an investigation into the alleged act. If the Executive Director is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Board Chair shall conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Executive Director may ask students and/or parents to provide the School with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
5. Factors the Executive Director or other investigator may consider during the course of the investigation, including but not limited to:
 - Description of incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The characteristics of parties involved, (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and
 - The date, time and method in which parents or legal guardians of all parties involved were contacted.
6. The Executive Director shall complete the investigation within 10 school days of receiving the initial report. If the Executive Director needs more than 10 school days to complete the investigation, the Board Chair may grant an extension of up to 7 school days. In the event such extension is granted, the Executive Director shall notify in writing all parties involved of the granting of the extension.

7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.
8. Students who are found to have violated this policy may face discipline in accordance with other applicable Board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.
9. Consistent with applicable law, the School will not require or request that a student disclose or provide to the School the student's username, password or other authenticating information to a student's personal social media account. However, the School may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing School investigation.

Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Executive Director to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

Reporting of Substantiated Incidents to the Board Chair (RSA 193-F:4, II(l))

The Executive Director shall forward all substantiated reports of bullying to the Board Chair upon completion of the Executive Director's investigation.

Communication with Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Executive Director will notify the students involved in person of his/her findings and the result of the investigation.
2. The Executive Director will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Executive Director will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Executive Director shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the School will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

Appeals

A parent or guardian who is aggrieved by the investigative determination letter of the Executive Director or his/her designee may appeal the determination to the School Board Chair for review.

It is in the best interests of students, families and the School that these matters be promptly resolved. Therefore, any such appeal to the School Board shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the Executive Director or his/her designee. The appeal to the School Board shall be in writing, addressed to the School Board Chair in care of the Executive Director, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board of Education within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board of Education may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

School Officials (RSA 193-F:4, II(n))

The Executive Director is responsible for ensuring that this policy is implemented.

Use of Video or Audio Recordings in Student Discipline Matters

The School reserves the right to use audio and/or video recording devices on School property to ensure the health, safety and welfare of all staff, students and visitors.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record.

The Board Chair is authorized to contact the School's attorney for a full legal opinion relative in the event of such an occurrence.

Section V - Planning a Course of Study

Upon entrance to LCS, studies will prepare a Personalized Learning Plan (PLP). The PLP will reflect the student's interests, needs, aptitudes and career goals. The general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

Acceptance of External Credits

Ledyard Charter School Charter Schools accepts transfer credit only from approved public and private schools and state-approved home school programs. LCS will review the school's program, their course content and instruction.

Standardized Testing

Ledyard Charter School must administer any state mandated tests as applicable AND have parents agree to have their child participate with state mandated testing. LCS will administer the state mandated tests (SATs and SAS assessments) for the purpose of demonstrating programmatic success as well as individual assessment. Scores will be included in the student's file or portfolio and will be utilized by the teacher when consulting with families about educational plans and curriculum selection. State mandated testing will occur in the fall and spring and will be administered by LCS teachers and staff. Thus, testing will occur with familiar faces and in smaller test settings.

Minimum Requirements for Graduation & Diploma

New Hampshire State Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit, or demonstrate proficiency
English Language Arts	4 credits
Mathematics	4 credits, including Algebra credit that can be earned through a sequential, integrated or applied program
Physical sciences	1 credit
Biological sciences	1 credit
Science	1 credit (a third science credit which can be an embedded science credit)
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	22 credits

Concurrent Enrollment

College preparatory courses (or others) not offered by the charter school can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts, and laboratory science. Depending on the college, students may have to complete a “Concurrent Enrollment Form,” which can be obtained at the community college, before registering for these classes. Please contact the college of choice to determine their policy for concurrent enrollment and credits earned.

College Admission Information

Students desiring information regarding college admission requirements should contact their Student Advisor. Current information is also available on the Internet at the following sites:

- For all New Hampshire colleges including community colleges, state colleges, University of New Hampshire, and independent universities, information may be found at <http://www.nh.gov/residents/education.html>
- For information regarding the New Hampshire State University system, their website is located at <http://www.usnh.edu/>

Section VI - Courses of Study

Ledyard Charter School offers a program of study that is personalized, maximizing each student’s educational experience based on standard expectations and personal goals. The program includes a Personalized Learning Plan, Advisory Program, Community Learning Project, Internships, Mentoring, and Technology-Enhanced Learning. Following are suggested courses of study:

Grade 9

Team Time	1 credit
English	1 credit
Math	1 credit
Physical Science	1 credit
Social Studies	½ - 1 credit
IT	½ credit
Physical Ed	1 credit
Electives	<u>0 - 1 credit</u>
Total	6-7 credits

Grade 10

Team Time	1 credit
English	1 credit
Math	1 credit
Biological Science	1 credit
Social Studies	1 credit
Art	½ credit
Health/Wellness	½ credit
Electives	<u>0 - 2 credit</u>
Total	6-7 credits

Grade 11

Team Time	1 credit
English	1 credit
Math	1 credit
Third Science	1 credit
Social Studies	1 credit
Electives	<u>2-3 credits</u>
Total	7-8 credits

Grade 12

Team Time	1 credit
English	1 credit
Math	1 credit
Electives	<u>4 - 5 credits</u>
Total	7-8 credits

Section VII – General Assurances

Certified Coordinators

The Executive Director of Ledyard Charter School serves as the 504 Coordinator, English Language Learners (ELL) Coordinator, Suicide Prevention Coordinator, and Homeless Coordinator and will ensure that students with specific needs related to these categories are provided with the services and resources necessary to support their specific educational, developmental and/or social needs. The Curriculum Coordinator of Ledyard Charter School serves as Title IX Coordinator. The Title IX Coordinator ensures compliance with all Federal and State requirements regarding discrimination, harassment, and Title IX sexual harassment. The Title IX Coordinator also handles and reports and complaints regarding discrimination, harassment, and Title IX sexual harassment.

Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 will receive all special education services through the LEA (Local Education Agency), otherwise known as the District of Residence. All services will be coordinated through the charter school, and LCS will hold regular meetings with the LEA, IEP Team and/or Case Manager as defined by the individual case.

Nondiscrimination / Equal Opportunity Policy & Procedural Safeguards

Ledyard Charter School does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations.

Discrimination against and harassment of students because of age, sex, race, gender identity, sexual orientation, race, color, marital status, familial status, physical or mental disability, religion, genetic information or national origin are prohibited.

The Curriculum Coordinator serves as the Title IX Coordinator. The Title IX Coordinator has implemented a continuing program designed to prevent, assess the presence of, intervene in, and respond to incidents of discrimination against all applicants, employees, students, and other individuals having access rights to school premises and activities. The Title IX Coordinator is responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination.

In addition, all staff, students, parents, and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

(Reference is provided to the Board's Policies on Nondiscrimination/Equal Opportunities, AC, and the Procedural Safeguards, ACE, both found on the School's website.)

Harassment and Sexual Harassment of Students

Harassment of students because of age, sex, race, gender identity, sexual orientation, race, color, marital status, familial status, physical or mental disability, religion, economic status or national origin is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

School employees, fellow students, volunteers, visitors to the school, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Executive Director will determine appropriate sanctions for harassment of students by persons other than school employees and students.

I. Harassment

Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on age, sex, race, gender identity, sexual orientation, color, marital status, familial status, veteran status, physical or mental disability, religion, economic status or national origin, citizenship, as well as other classifications protected by applicable Federal and State laws. Harassment that rises to the level of physical assault, battery and/or abuse and bullying behavior are also addressed in Board Policy JICK – Pupil Safety and Violence Prevention - Bullying.

II. Sexual Harassment

Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below:

A. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the School’s education programs and activities:

- i. “Quid Pro Quo” sexual harassment by a school employee: conditioning a school aid, benefit or service (such as a better grade or college recommendation) on an individual’s participation in unwelcome sexual conduct;
- ii. “Hostile environment” sexual harassment: unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive *and* objectively offensive that it effectively denies an individual’s equal access to the School’s education programs and activities; or
- iii. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

B. Other Forms of Sexual Harassment

Some forms of sexual harassment may not meet the definition under Title IX (see paragraph A above) but is still prohibited under New Hampshire law.

Other forms of sexual harassment include but are not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written, graphic, electronic, or verbal conduct that is gender-based in the following situations:

- i. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
- ii. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
- iii. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

III. Reports and Complaints of Harassment or Sexual Harassment

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians, and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. The Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Complaint Procedure outlined below in this Handbook. (*Reference is also provided to Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures, JBAA-R.*)

Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures

Ledyard Charter School has adopted these student procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and JBAA – Harassment and Sexual Harassment of Students.

Complaints alleging harassment or discrimination against employees or third parties based on a protected status should be addressed through the Board's Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (GBAA-R).

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Curriculum Coordinator/Title IX Coordinator.

Wendy Kozak, Curriculum Coordinator & Title IX Coordinator
LCS, 39 Hanover Street, P.O. Box 327, Lebanon, NH 03766
(603)727-4772
wkozak.lcs@gmail.com

Section 1. Definitions

For purposes of these complaint procedures, the following definitions will be used. The Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. “Discrimination or harassment”: Discrimination or harassment on the basis of an individual’s membership in a protected category, which, for students, includes age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status are prohibited.
2. “Discrimination”: Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual’s ability to participate in the School District’s programs or activities by creating a hostile, intimidating or offensive environment.
4. Other forms of “sexual harassment”: this means unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;
 - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
 - c. Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile or offensive environment.
5. “Sexual orientation”: Under New Hampshire law, this means “having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality.”
6. “Gender identity”: Under New Hampshire law, this means “a person's gender-related identity,

appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.”

7. “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of JBAA-R).
8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Pupil Safety and Violence Prevention.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. “Sexual Harassment”: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the School’s education programs and activities:
 - a. “Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual’s participation in unwelcome sexual conduct;
 - b. “Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive *and* objectively offensive that it effectively denies an individual’s equal access to the School’s education programs and activities; or
 - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
2. “Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the Title IX Coordinator. A report triggers certain actions by the Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” (as defined below) is filed.
3. “Formal Complaint”: Under the Title IX regulations, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of JBAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the Title IX Coordinator) may file a formal complaint.
4. “Student”: For the purposes of this procedure, a student an individual who is enrolled or participating in the School’s education programs and activities or is attempting to enroll or participate.

Section 2. Unlawful Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. School employees are required to promptly make a report to the Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.
2. Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the Title IX Coordinator.
3. The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation) to the Title IX Coordinator. Any complaint about the Title IX Coordinator should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
4. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.
6. Individuals are encouraged to utilize the School's complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301, and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The Title IX Coordinator will promptly inform the Board Chair and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Board Chair, who shall consider whether the resolution is in the best interest of the School and the parties in light of the

particular circumstances and applicable policies and laws.

3. The Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals' involved or changing classes.
4. The complaint will be investigated by a trained internal or external individual designated by the Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Title IX Coordinator should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent but may choose to do so as part of an informal resolution process.
7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of the School, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.
11. The investigator shall provide a written report and findings to the Title IX Coordinator and School Board Chair.

C. Findings and Subsequent Actions

1. The Title IX Coordinator shall consult with the School Board Chair concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the Title IX Coordinator, in consultation with the School Board Chair shall:
 - i. Determine what remedial action, if any, is required to end the discrimination or

- harassment, remedy its effect and prevent recurrence; and
 - ii. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Vice Chair of the School Board of Trustees within five business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Board Vice Chair shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.
4. The Board Vice Chair shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Board Vice Chair's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Board Vice Chair's decision shall be final.

E. Records

The Title IX Coordinator shall keep a written record of the complaint process.

Section 3. Title IX Sexual Harassment Complaint Procedure

This section should be used for complaints of as defined in Section 1.B.1.

A. How to Make A Report

1. School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the Title IX Coordinator.
2. Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the Title IX Coordinator. Any report about the Title IX Coordinator should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the

complaint.

3. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the Title IX Coordinator, or Board Chair if applicable, will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
 - a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
4. The School cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.
5. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.
6. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the School's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
7. The Board Chair shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation, etc.) and be delivered to the Title IX Coordinator.

Students who need assistance in preparing a formal written complaint are encouraged to consult with the Title IX Coordinator.

Any complaint about the Title IX Coordinator should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of

the complaint.

2. In certain circumstances, the Title IX Coordinator, or Board Chair, if applicable, may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the School. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.
3. In accordance with the Title IX regulations, the Title IX Coordinator, or Board Chair, if applicable, must dismiss a formal complaint if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or b) if the conduct alleged did not occur within the scope of the School's education programs and activities, or c) did not occur in the United States.
4. In accordance with the Title IX regulations, the Title IX Coordinator, or Board Chair, if applicable, may dismiss a formal complaint if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the School; or c) there are specific circumstances that prevent the School from gathering evidence sufficient to reach a determination regarding the formal complaint.
5. If a formal complaint is dismissed under this procedure, the Title IX Coordinator, or Board Chair, if applicable, will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.
6. If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the School may address the conduct under the applicable policy/procedure.

C. Emergency Removal or Administrative Leave

The Executive Director, with agreement of the Board Chair, may remove a student from education programs and activities on an emergency basis, or place an employee on administrative leave during the complaint procedure:

1. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.
2. The respondent (and in the case of a student, their parent/legal guardian) will be provided notice of the emergency removal or administrative leave, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to

be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal or administrative leave was unreasonable.

3. Any such decision shall be made in compliance with any applicable disability laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator, or Board Chair, if applicable, will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:
 - Notice regarding the complaint procedure and the availability of an informal resolution process;
 - Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days).
 - As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint); and that the parties may inspect and review evidence;
 - Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;
 - Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;
 - Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.
2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.
3. The Title IX Coordinator, or Board Chair, if applicable, will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the Title IX Coordinator, or Board Chair, if applicable, believes the circumstances are appropriate, the Title IX Coordinator, or Board Chair, if applicable, may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Board Chair must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the School. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Title IX Coordinator, or Board Chair, if applicable. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Executive Director should be submitted to the Board Chair, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the Title IX Coordinator, or Board Chair, if applicable, as agreed during the investigation process.
3. If the complaint is against an employee of the School, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
5. The investigator will:
 - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
 - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
 - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
 - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).

- e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the School does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
 - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.
 - h. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review. The Parties may submit written responses to the report within ten calendar business days of receipt.
 - j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.
6. The investigation shall be concluded within 40 business days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five business days of when the decision maker received the investigation report and party responses.
 - a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.
3. Each party will receive a copy of the responses to any follow-up questions.
4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").

5. The decision maker shall issue a written determination, which shall include the following:
 - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
 - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;
 - c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
 - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's programs and activities will be provided to the complainant;
 - e. The School's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the School provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the School's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions - Students

The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:

- In or out of school suspension.
- Expulsion.
- Restorative justice.
- Requirement to engage in education or counseling program.

3. Discipline and Other Actions – Employees

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Board Vice Chair, who will consider the appeal.
2. The Board Vice Chair shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.
3. The Board Vice Chair shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other School officials in making their decision.
4. The Board Vice Chair shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Complaint Procedures for Incidents Other than Bullying, Discrimination, Harassment or Sexual Harassment

Ledyard Charter School is dedicated to providing excellent educational services and maintaining a healthy relationship with our students and their families, at all levels from the Executive Director down. We have a Complaint Policy to ensure all complaints are handled as efficiently and effectively as possible. Ledyard Charter encourages all students and families to use the complaint procedure without fear of prejudice or retaliation within the limits of the grievance process and with the assurance that everyone's confidences will be respected.

It is the policy of the school to provide an effective and timely method for students and families to bring forth classroom/school issues and concerns. These issues and concerns may include policies, procedures, communication, or problems with teachers, staff, or administrators.

Complaints about Bullying, Discrimination, Harassment and Sexual Harassment as defined by the school's policies will be investigated and resolved according to those policies not this one.

The following outlines our policy and procedures for the handling of verbal and written complaints.

I. Informal Complaint Procedure

- A. Students and families that have school/educational concerns are encouraged to discuss them with the teacher or administrator as soon as possible after the concerning event.
- B. The teacher or administrator will have three (3) working days to address the issue/concern.
- C. If the concern is not resolved with the teacher or administrator in a timely manner, the parent or student may bring the issue to the Executive Director.
- D. The Executive Director will mediate and facilitate a solution satisfactory to all involved parties.
- E. If the parties cannot reach a satisfactory resolution, the parent or student may choose to file a formal complaint with the Ledyard Charter School Executive Board of Trustees.

II. Formal Complaint Procedure

- A. Student or family will be required to submit a formal, written complaint based on no resolution from the Informal Complaint process.
- B. The document should describe the incident or complaint and the evidence upon which it is based. The document should describe the issue with specific facts, including personnel involved, events, dates and other information relating to the complaint.
- C. The complaint should be marked “personal and confidential” and addressed to the Board Chair of the Ledyard Charter School Executive Board of Trustees. This should be sent to the Board Chair, care of the Ledyard Charter School, 39 Hanover Street, Lebanon, NH 03766.
- D. The document should be sent as soon as possible and within twenty (20) days of when notification of a satisfactory resolution was unlikely.

III. Appeal of Decision

- A. All parties have the right to appeal the Complaint Resolution. Either party may file a written appeal to the Vice Chair of the Executive Board of Trustees within ten (10) days of the Formal Decision.
- B. If no appeal is filed during this time, the terms of the Decision will be recorded and signed by all parties involved.

LCS Withdrawal Form & Exit Survey

Student's Name: _____

Address: _____

Current Grade: _____ Date of Birth: _____ Phone: _____

Receiving School (if applicable): _____

School Address: _____

I confirm that I am withdrawing my child as of _____ and that his/her transcript and any other relevant information may be released to the receiving school district when this form has been properly completed & submitted to the Executive Director.

(Parent)

John Higgins, Executive Director

Student Checklist:

1. Obtain grades/initials from teachers
2. Access Personalized Learning Plan & Portfolio
3. Sign off from Team Leader & Curriculum Coordinator

Class	Teacher	Grade	Initials
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

Team Leader's Signature

Curriculum Coordinator's Signature

Student's Signature: _____

Date: _____

Exit Interview Survey:

1 Reason for withdrawal/not re-enrolling:

2. Communications\meetings for determination of transfer:

Participants

Dates

3. Strengths and weaknesses of Ledyard Charter School:

4. Reason chose the new school.

Any additional comments or thoughts:

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Acceptance of Handbook and Agreement to Comply with Policies

We have received and reviewed the Ledyard Charter School Student/Parent Handbook and agree to respect and comply with the policies in place.

Parent/Guardian Name

Parent/Guardian Signature

Date

Program Commitment

I _____, am committed to the Ledyard Charter School program and understand this to be a welcoming, respectful, safe and drug-free environment. I will complete and follow my Personalized Learning Plan that focus on academic success. I understand that if I violate these policies or any policies contained in this Student/Parent Handbook, I will be exited from the School.

Student Signature

Date