

Introduction



2ND NATURE ACADEMY

ELEMENTARY, MIDDLE & HIGH SCHOOL

HOME OF

PATHWAYS to SNA

— 2026 ♦ 2027 —

Student & Family Handbook

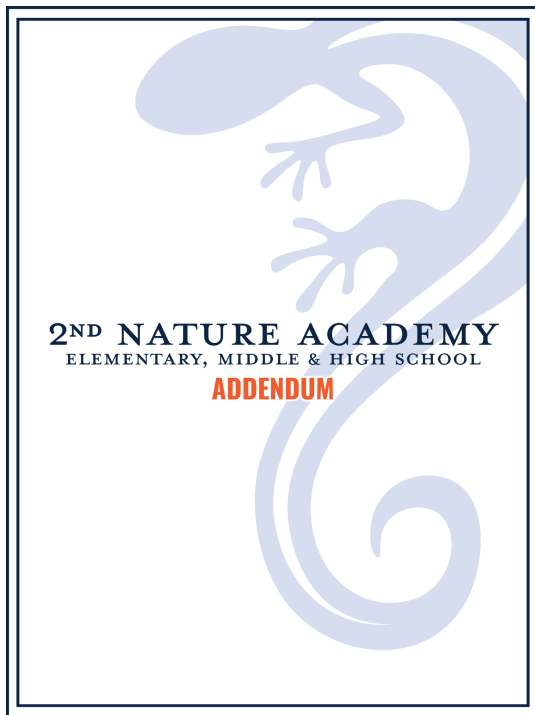
Introduction

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Addenda

The following pages include general information for all campus programs. For additional program-specific information, please visit the appropriate addendum.



2nd Nature Academy (SNA) Addendum

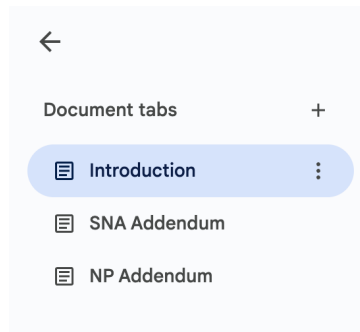
Elementary, Middle & High School

[Jump to the SNA Addendum >>](#)

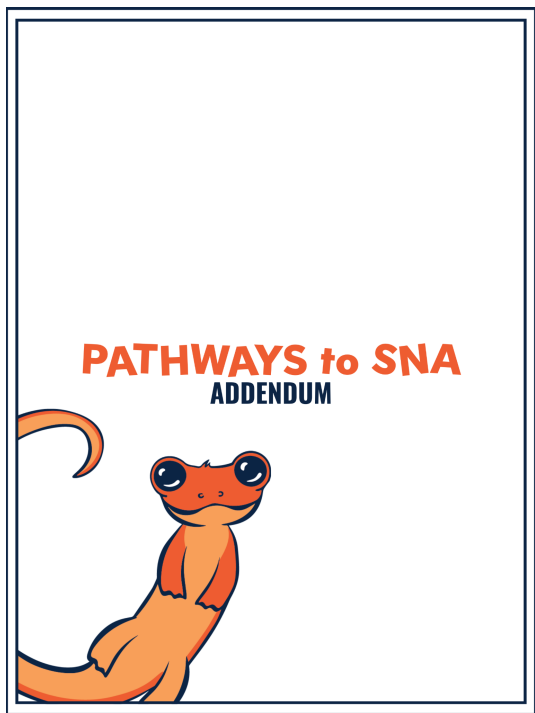
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Pathways to SNA Addendum

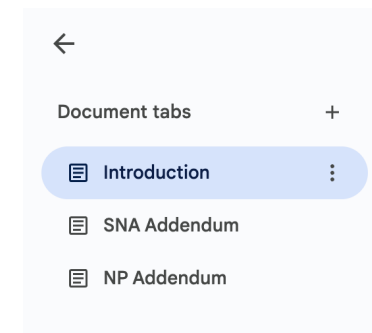
Infants, Toddlers & Pre-Elementary

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Welcome

Welcome to 2nd Nature Academy (SNA). SNA is a private, independent institution serving students in kindergarten through grade 12, and is home to Pathways to SNA at 2nd Nature Academy, an early childhood education center serving infants and toddlers, and children in preschool, prekindergarten, and interim-kindergarten. Our student body hails from southern New Hampshire, Merrimack Valley (NH/MA), and beyond. SNA is licensed by the New Hampshire Department of Education and accredited by New England Association of Schools and Colleges (NEASC). SNA is part of 2nd Nature Academy, LLC campus community.

In the following pages, we have outlined important topics regarding SNA policies and procedures. It is the responsibility of all parents and guardians to read and familiarize themselves with the following information.

Disclaimer

To keep our school running smoothly, policies and procedures may be updated throughout the year. While we will notify families of any significant changes to these policies, we ask that parents and guardians periodically review this document to stay up to date. Please ensure all registration and re-enrollment materials are completed and submitted promptly to help us prepare for your child/student's success.

Programs

 2nd Nature Academy "SNA"	Upper School	High School	Grades 9-12
		Middle School	Grades 6-8
	Lower School	Elementary School	Grades 1-5
			Kindergarten (K)
 Pathways to SNA	Pre-Elementary	"Salamanders"	Interim-Kindergarten (IK)
		"Frogs"	Prekindergarten (PK)
		"Alpacas"	Preschool (PS)
	Infants & Toddlers	"Calves"	Toddler C
		"Piglets"	Toddler B
		"Lambs"	Toddler A
		"Chicks"	Infants

Contact Information

General Contact

Phone	603-881-4815
Address	10 Groton Rd, Nashua, NH 03062
Website	www.2ndnatureacademy.com
Email - General	info@2ndnatureacademy.com
Email - Admissions	admissions@2ndnatureacademy.com

Administrative Email Directory

Head of School	SNA		Meghan Ayer	m.ayer@2ndnatureacademy.com
Executive Director	SNA	NP	Jillian Towne	j.towne@2ndnatureacademy.com
Director of Admissions	SNA	NP	Kaitlin Quinn-Stearns	k.quinnstearns@2ndnatureacademy.com
Center Director		NP	Amber Labrecque	a.labrecque@2ndnatureacademy.com
Deputy Center Director (Center Operations)		NP	Joleen Brahaney	j.brahaney@2ndnatureacademy.com
Deputy Center Director (Curriculum)		NP	Jennifer Slate	j.slate@2ndnatureacademy.com

Accreditation



SNA was granted Institutional Accreditation by the New England Association of Schools and Colleges in July 2018. In an excerpt from the official accreditation letter from NEASC, it was stated that:

The Commission particularly commends the entire school community for its commitment to and expression of the mission of the school and its learning model. The Visiting Committee noted that evidence of this was readily apparent in every aspect of school activity.

Other commendations included the Commission being impressed by the "proactive succession plan in place at 2nd Nature Academy." The Visiting Committee also commended the school for implementing its experiential learning model and humane education curriculum, as well as providing opportunities for inquiry and exploration. Recommendations put forth by NEASC include, "That the Academy continue to explore ways to reach more prospective students and make its program better understood to the outside community," and that, as the school grows through middle school and into high school, "That the Academy continue to refine and formalize its curriculum across all subject areas and grade levels."

Accreditation by NEASC is an ongoing process that requires commitment to constant school improvement. In March 2020, SNA submitted its first Two-Year Interim Evaluation Report for review, followed by a Five-Year Interim Evaluation Report in 2023. Our next regularly scheduled evaluation visit is in 2028. To learn more about NEASC Accreditation, please visit www.neasc.org/about-accreditation.

Pathways to SNA at 2nd Nature Academy is a license-exempt early childhood program that operates as part of SNA. This program is overseen by the Department of Education and the Department of Health. We still follow all of the health and safety rules in the New Hampshire child care licensing guidelines, including child to teacher ratios, cleaning and sanitizing policies, and more. Our license-exempt status allows us to remain more flexible and up to date with current trends, and stay true to our mission while remaining above all else a center focused on safety and quality care.

Mission & Philosophy

Mission Statement

A student-centered educational community that fosters inquiry, exploration, experience, and achievement. We develop well-rounded and independent critical thinkers who are able to create, communicate, collaborate, and conquer challenges, in order to contribute fully to society.

Vision Statement

Authentic engagement and lifelong success

School Creeds

Lower School Creed

Care about humanity. Care for the planet:
Water, land, and atmosphere and everything that's in it.
Contributing, collaborating, working all together
Conquering our challenges, supporting one another

Be creative, be a thinker, take a risk, give it a try,
Ask a question, wonder often, don't give up, reach for
the sky.
Be thrifty, be resourceful, don't be wasteful, don't lose
sight.
Take a stance if you believe it; stand up for what is right.

Care about humanity. Care for the planet:
Water, land, and atmosphere and everything that's in it.

Contributing, collaborating, working all together
Conquering our challenges, supporting one another

Be respectful, be responsible, compassionate, and kind.
Be honest and trustworthy. Please have an open mind.
Be accepting and be tolerant of those who aren't the
same.
Be impartial and be fair; play by the rules of every
game.

Care about humanity. Care for the planet:
Water, land, and atmosphere and everything that's in it.
Contributing, collaborating, working all together
Conquering our challenges, supporting one another

Upper School Creed

We are...

Naturally unique and creative learners.

Empathetic and supportive peers.

Willing and enthusiastic collaborators.

Trustworthy and accountable individuals.

Open-minded, inclusive, and welcoming community
members.

Navigators of complex ideas and challenges.

Inquisitive and imaginative innovators.

Active participants, engaged in authentic real-world
problem solving.

Noble stewards of our environment.

Successful and resilient contributors to our global
community.

We are second to none: SNA NEWTONIANS!

Pathways to SNA Creed

Respect the natural curiosity of each child

Value personal interest

Encourage exploration in a safe, supportive, & nurturing
environment

Understand & meet the needs of all children in our care

Foster skill development

Diversity, Equity, Inclusion & Belonging

SNA is committed to creating a diverse, equitable, and inclusive community where all members belong. We strive to provide an authentic sense of belonging through fair and equitable treatment, access, and opportunities, by representing all identities, and by affirming that individual thoughts, beliefs, and perspectives matter.

Diversity is multi-faceted and includes matters of race, ethnicity, gender, sexual orientation, socio-economic status, neurodiversity, ability, age, religious belief, political conviction, and more. Such attributes are used to enhance the program and to help all students and staff reach their full potential.

At SNA, we create and nurture belonging through:

- providing opportunities for and accepting students and staff from diverse backgrounds and walks of life.
- recognizing every individual's unique skills, talents, and backgrounds.
- regularly assessing, reevaluating, and updating educational resources.
- forming individual relationships with students and families.
- actively addressing and repairing inequities.
- meeting diverse learning needs through providing regular professional development for and maintaining a strong team of educators.
- maintaining clear expectations of and offering support to all staff employed to promote diversity, equity, and inclusion in the classroom.
- establishing a precedent of respect for one another and divergent perspectives across our community, as well as actively facilitating opportunities for and engaging in respectful discussion and open dialogue.
- maintaining confidentiality with the aim of protecting the safety and privacy of all community members.
- creating an environment free of exclusionary, disrespectful, hateful, or hostile words and actions.

SNA stands behind growing research that shows diversity in educational settings leads to positive outcomes for students in school, life, and when entering a global workforce. Students in diverse educational settings build critical thinking skills and social awareness through exposure to different individuals and divergent perspectives. This, paired with a community environment in which all students feel safe to think freely and express themselves authentically, can lead to improved academic outcomes, improved self-esteem, and more opportunities for all.

DEIB Statement

- | | |
|--|---|
| • Value <i>inclusion</i> | • Amplify <i>unheard voices</i> |
| • Honor <i>differences</i> | • Cultivate <i>understanding</i> |
| • Learn from <i>divergent perspectives</i> | • Create <i>equitable opportunities</i> |
| • Promote <i>communication</i> | • Enhance <i>worldviews</i> |

Religion & Politics in the Classroom

SNA is not a religious nor a political organization and does not promote any one religion or political viewpoint. However, educators may teach about and discuss religions, politics, different belief systems, cultures, and/or traditions in the context of certain subjects (e.g., history, social studies, literature, etc.). It is the responsibility of your child/student's teacher(s) to provide age-appropriate, respectful, and responsible curriculum and lesson plans. Children/students may also share their own beliefs and traditions as part of projects or social discourse. Parents/guardians are encouraged to connect with their child/student's teacher(s) if they wish to share any celebratory traditions with their child/student's class. *Exclusionary rhetoric, derogatory remarks, and/or proselytizing are never permitted.*

Calendars & Schedules

Campus/Program Hours

6:30 am	Pathways to SNA opens (campus opens)
7:30 am	SNA Before School program opens for grades K-8*
8:30 am	SNA school day begins
	Administrative offices open
3:15 pm	SNA Upper School day ends
	SNA After School program opens for grades 6-8*
3:30 pm	SNA Lower School day ends
	SNA After School program opens for grades K-5*
5:00 pm	Administrative offices close
5:30 pm	All programs close (campus closes)

**Extended day for K-8 subject to enrollment type*

Sessions by Age/Grade

School/Program	Grades/Groups	Academic Year Term(s)		Summer Term(s)	
High School	Grades 9-12	Sep - Jun	Semesters	n/a	
Middle School	Grades 6-8	Sep - Jun	Trimesters	Jul - Aug	<i>Camp options available</i>
Elementary School	Grades K-5	Sep - Jun	Trimesters	Jul - Aug	<i>Camp options available</i>
Pre-Elementary	PS PK IK	Sep - Jun		Jul - Aug	<i>Summer included</i>
Infants & Toddlers		Year-Round			

Weather Closures & Delays

In the event of poor weather conditions, classes may be postponed (delayed opening) or canceled (closure). If the weather is inclement, please watch for emails and/or text messages, as well as WMUR listings.

WMUR classification:

- 2nd Nature Academy: grades EK-12
- Pathways to SNA: infants, toddlers & pre-elementary classes

Public Holidays & Campus Closures

The SNA Campus closes for 12 public and/or observed holidays each calendar year. Observed holidays are subject to change, based on the given year and when dates fall.

2026 Dates

1	New Year's Day	Thursday	January 1, 2026
2	Martin Luther King, Jr./Civil Rights Day	Monday	January 19, 2026
3	Presidents Day	Monday	February 16, 2026
4	Memorial Day	Monday	May 25, 2026
5	Juneteenth	Friday	June 19, 2026
6	Independence Day - observed	Friday	July 3, 2026
7	Labor Day	Monday	September 7, 2026
8	Indigenous Peoples' Day	Monday	October 12, 2026
9	Thanksgiving Day	Thursday	November 26, 2026
10	Day after Thanksgiving	Friday	November 27, 2026
11	Christmas Eve	Thursday	December 24, 2026
12	Christmas Day	Friday	December 25, 2026

2027 Dates

1	New Year's Day	Friday	January 1, 2027
2	Martin Luther King, Jr./Civil Rights Day	Monday	January 18, 2027
3	Presidents Day	Monday	February 15, 2027
4	Memorial Day	Monday	May 31, 2027
5	Juneteenth - observed	Friday	June 18, 2027
6	Independence Day - observed	Monday	July 5, 2027
7	Labor Day	Monday	September 6, 2027
8	Indigenous Peoples' Day	Monday	October 11, 2027
9	Veterans Day	Thursday	November 11, 2027
10	Thanksgiving Day	Thursday	November 25, 2027
11	Day after Thanksgiving	Friday	November 26, 2027
12	Christmas Day - observed (Christmas Eve)	Friday	December 24, 2027

SNA Academic Calendar

A copy of the SNA academic calendar may be found on [page 20 of the SNA Addendum](#).

School-Aged Summer Programs

Camp Lovewell

Camp Lovewell is an ACA-accredited summer day camp. This outdoor nature-based camp offers a variety of fun, safe camp activities including swimming, boating, archery, hiking, gardening, farm animals, nature studies, games, sports, and arts & crafts. Registration is open to the general public, on a first-come, first-serve basis. This program is for campers turning 6-14 and entering, at minimum, grade 1 in the upcoming school year.

Brainwave STEAM Camps

Brainwave STEAM Camps are offered by The Enrichment Center @ 2nd Nature Academy, LLC, an educational company that provides interdisciplinary STEAM courses, camps, and workshops to the local community. The cornerstone of every camp is to create a respectful, collaborative environment that encourages critical thinking and sharing of ideas, guided by passionate and skilled instructors. Registration is open to the general public, on a first-come, first-serve basis. This program is for campers turning 6-14 and entering, at minimum, grade 1 in the upcoming school year.

Health & Safety

Immunization Policy

The protection of the good health and safety of children in our care is among the top priorities of SNA. We firmly believe in the effectiveness of vaccines to prevent serious illness and to save lives. SNA is a school community that includes children as young as two months old, as well immuno-compromised staff and students. Therefore, we wish to protect the health and safety of the most vulnerable among our community.

Effective as of January 1, 2020, new students (including siblings of current students) must have proof of up-to-date immunizations. SNA reserves the right to decline admission or re-enrollment to any child who is not fully immunized.

Definition of Fully Immunized

For children, "fully immunized" is defined as having received all immunizations required by New Hampshire state law and regulation for attendance at public schools (subject to age requirements). In addition, SNA reserves the right to add immunizations required for "full immunization" in consultation with physician advisors.

Required Documentation & Compliance

It is the responsibility of the parent/guardian to provide up-to-date immunization records for all enrolled children in order to remain at the school. In addition, each child at SNA must be in compliance with the requirements of state law and regulation concerning immunizations.

Waivers

Students Enrolled After 1/1/2020

Waivers for new students will be limited to approved medical exemption waivers from the student's physician.

Students Enrolled Prior to 1/1/2020

Parents/Guardians of current students who have maintained enrollment since before January 1, 2020 will be permitted to submit waivers classified as religious or other, and will be classified as "grandfathered." However, SNA reserves the right to discontinue this practice of grandfathering.

Illness Outbreak

SNA reserves the right, during outbreaks of illness, to exclude any child who has not been fully immunized from school. In such cases, there will be no refund or adjustment of tuition.

Sick Policy

If your child/student is sick, please call the school by the start of class time to notify the teacher. Please inform the school if your child/student has a communicable disease (strep throat, impetigo, hepatitis, chicken pox, measles, mumps, etc.). If your child/student is sick at home the night before or in the morning, the student should be kept home. We require that children/students be excluded from school in the event they exhibit any of the following symptoms:

- has fever of 100.4°F or higher.
- has had a fever during the past 24 hours and required medication.
- has been vomiting within the last 24 hours.
- has more than one episode of diarrhea within the last 24 hours.
- is complaining of nausea or stomach ache.
- has or is suspected of having conjunctivitis.
- has a rash or skin lesions which have not been diagnosed or treated by a licensed healthcare practitioner.
- shows extreme lethargy or fatigue.
- has uncontrolled coughing or wheezing.
- has strep throat (must be on antibiotics for 24 hours).
- is too ill to participate in regular daily activities.
- requires more care (i.e., one-on-one attention) than the caregivers can provide in a group setting.

Respiratory Illness Policy

If symptoms align with those of COVID-19, influenza, and/or RSV, the school/center may require a negative test, additional exclusion, and/or other symptom-free requirements before a return to care/school. For cases of positive test results for a contagious respiratory illness, please contact the appropriate program head for additional information and requirements.

Illness During School Hours

If your student becomes sick during school hours, he/she will be isolated until a parent/guardian can be contacted and comes to pick up the student. If a student is sent home sick with vomiting, diarrhea, conjunctivitis, a fever, etc., he/she will not be readmitted for 24 hours.

- Students must be fever-free for 24 hours without medication to attend school.
- State guidelines state that if a student has a fever of 100.4°F or higher, the parent or another adult must pick up the student.
- Parents/guardians must pick up sick students within 1½ hours of being notified.
- Please keep in mind that sending a sick student to school puts other students and staff members at risk. There may be another student or a staff member with a compromised immune system, a staff member or another parent who is pregnant, or a staff member or family member that is undergoing treatment for diseases such as cancer that would put them at greater risk if they got sick.

Illness & Outdoor Play

Going outside in cold weather does not contribute to or increase the chances of illness. If you feel that your student is too sick to go out to play, then your child should not be in school.

Head Lice

Head lice is a misunderstood “nuisance” health problem and, by state law, is not grounds for exclusion. Nor it is not a sign of poor hygiene or poor health habits. Rather, it is a common occurrence among young children who come in close contact with other children. If your child does become infected with head lice, please notify the school as soon as possible to prevent the spread of lice to others or re-infestation of the same child.

Medication Policy

Principle

SNA will administer medication to a student with the written approval of the parent/guardian and, if required, an order from a health provider for a specific child or a specific condition for any child in the facility for whom a plan has been made and approved. Because administration of medication poses an extra burden for staff, and having medication in the facility is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside school/care hours cannot be made. The first dose of medication should be given at home to see if the child has any type of reaction. Parents or legal guardians may administer medication to their own child during the day.

Procedure

SNA will administer medication only if the parent or legal guardian has provided written consent, the medication is available in an original labeled prescription or manufacturer's container that meets all safety check requirements. The facility must have on file the written or telephone instructions of a licensed clinician to administer the specific medication. Only authorized personnel that have received the proper training for medication administration will be permitted to dispense medication.

- 1) For prescription medications, parents or legal guardians will provide caregivers with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage and disposal instructions. For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

- 2) Instructions for the dose, time to be administered, the method of administration to be used, and the duration of administration will be provided to the child care staff in writing on the form provided. The requirement applies both to prescription and over-the-counter medications.
- 3) A physician may state that a certain medication may be given for a recurring problem, emergency situation, or chronic condition. The instructions should include the child's name; the name of the medication; how often the medication may be given; the conditions for use, and any precautions to follow.
- 4) Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant, closed container that is inaccessible to children and prevents spillage.
- 5) Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions stating that the medication may be used whenever needed must be renewed by the physician at least annually.
- 6) The staff will maintain a medication log to record the instructions for giving the medication as well as parental consent, dosage, time of administration, and the person who administered the dose. Spills, reactions, and refusal to take medication will also be recorded.
- 7) Medication errors will be controlled by checking the following 5 items each time medication is given:
 - a. Right child
 - b. Right medicine
 - c. Right dose
 - d. Right time
 - e. Right route of administration

If a medication error occurs, the Regional Poison Control Center and the child's parents/guardians will be contacted immediately. The incident will be documented in the child's records at the facility.

Meals & Snacks

Meals and snacks that are provided as a part of full-time tuition (SNA Full Care and Pathways to SNA) and are offered as a convenience for parents/guardians for children over (12) months of age. There are no refunds or reductions for parents/guardians who provide their full-time student's meals.

Please note that infant feeding schedules are not subject to the following snack and lunch guidelines or schedules. Older infants who are at least six months of age and developmentally ready for foods, will be offered simple, small solids to supplement breastmilk or formula.

Breakfast

For children/students enrolled in early childhood care and/or before care, parents/guardians are permitted to bring prepared, cold breakfast items from home, if they adhere to our healthy eating guidelines. All breakfast must be finished by 8:15 am to prepare for the school day. It is the responsibility of the parent/guardian to communicate to the staff if your child has breakfast from home on any day.

School Lunch

SNA Full Care

Lunch fees are included in the tuition for all children/students enrolled in SNA Full-Care. However, all SNA students must submit monthly lunch orders, regardless of enrollment type. Order forms are posted on the school website on a monthly basis.

SNA Standard Day

For those enrolled in SNA Standard Day, individual lunches may be ordered and paid for on a monthly basis, on the school website.

Pathways to SNA

Lunch fees are included in the tuition for all children enrolled in Pathways to SNA.

Home Lunch

Home lunches must be sent in ready to eat. Reheating at school is not permitted. Tips for keeping food warm until lunch:

- Fill your thermos with hot water and let stand for a few minutes.
- Reheat your food item on the stove or in the microwave.
- Empty water out of the thermos and then place hot food in the now warm thermos.

Snacks

SNA Lower & Upper Schools

A nutritious snack is to be provided by the parent/guardian. There is one snack time per school day, not including after care. One additional snack is included in the cost of and provided in the SNA after school program.

Pathways to SNA (12+ months)

A variety of healthy snacks are also provided, twice per day. A snack menu is posted in each classroom. *If your child/student has specific dietary needs that warrant sending in snacks from home, please discuss this with your child's/student's teacher and the Director. Snacks and meals are not to be offered to children/students outside of scheduled snack and meal times (outside of the infant program, which follows developmentally-appropriate individual feeding schedules).*

Substitutions

Food and milk substitutes are not provided by the school/center. Please note that cow's milk is served to all children as part of lunch. If you wish to send in a milk substitution, you may do so in a sealed thermos in a lunch box/bag with an ice pack. No milk substitutions may be kept in the refrigerator, due to space restrictions.

Healthy Food Recommendations

Eating a healthy diet helps children/students stay alert during school, can fight illness, prevents obesity and diabetes, promotes the development of strong bones and muscles, inhibits tooth decay, and helps children/students grow into healthy strong adults. At SNA, we encourage healthy lifestyles by serving nutritious meals and snacks, encouraging children/students to try new healthy foods, educating children/students about nutrition, and growing organic vegetables in our own gardens. We also engage the children/students in active outdoor educational activities and we provide physical education classes. Please avoid sending your child/student to school with foods with excessive levels of sugar, sodium, and caffeine, such as candy, soda, and energy drinks.

Food Allergies

If your student has a food intolerance or food allergy, it is the duty of the parent/guardian to inform school authorities about any such conditions. Parents/guardians must provide to us a written statement of said allergies from the child's doctor. Precautions, treatment, and an emergency plan must be included in this statement. Parents/guardians are responsible for regularly checking the menu and providing alternate snacks and/or lunch items. The school does have alternate food items available for these occurrences.

While we will do our best to accommodate your child/student, it is not our policy to make substitutions to the menu items.

Therefore, it is the responsibility of the parent/guardian to provide an alternate meal or snack if a student is allergic or intolerant to a food. In the event of a life-threatening allergy such as food-induced anaphylaxis, SNA will make all reasonable attempts to keep your child safe. This includes avoiding exposure to certain foods, informing all staff and parent volunteers of known food allergies, notifying families of the students in your child's class, and administering epinephrine in the event of an accidental contact with that specific food.

While we do everything in our power to avoid serving products that contain the most common allergens, we do use a variety of prepared foods including things like breaded chicken, frozen meatballs, breads, pasta, pasta sauce, spice mixes, and prepared pancake mix. These items may contain eggs, soy, coconut, and other allergens. When we plan the menu, we do this with the best intentions. However, we have found that food brands are constantly changing their ingredients. We purchase in bulk after the menu is published and the ingredient labels are often very long. Therefore, we can never guarantee that our lunches do not contain an allergen. It would be impossible for us to read every individual bag or box as it comes in each week. This is why we cannot specify every allergen on the lunch menu.

Food Allergy Safe School Policy

Although SNA cannot guarantee the absence of food allergens, it is our policy to minimize exposure, for the benefit of children/students with anaphylactic food allergies.

All Ages/Programs

- **Evolving Restrictions:** Each year, certain spaces and/or entire buildings may be subject to specific food restrictions, based on the presence of students/children with severe/anaphylactic allergies.
- **Cafeteria:** Tables will be set aside in the cafeteria to accommodate students with anaphylactic food allergies.
 - Children/Students who have these allergen foods in their lunches will not be allowed to sit at the “safe” tables to avoid cross-contamination.
 - Children/Students will be expected to wash their hands after eating lunch.
 - The kitchen staff of SNA will do its best to read all food labels, but cannot guarantee that foods containing trace amounts of allergens can be eliminated.
 - Tables will be washed before and after each meal by the supervising staff.
- **Peanuts/Tree Nuts Disclaimer:** Although SNA does not serve peanuts, peanut butter, tree nuts, or foods containing peanut oil in our daily school lunches, children/students are permitted to bring peanut butter for lunch. Additionally, products containing tree nuts/peanuts are made in our kitchen, for sale at the Campus Café.

SNA Lower & Upper Schools

- Food sent from home, either store bought or homemade, will not be served to other students in the classroom, without written permission from parents/guardians. *Do not send in food to share with the class without checking with your student’s teacher. Any food sent without following proper protocols will not be distributed and will be returned home.*
- Students may only eat food that they have brought from their own home or school lunch, if they have ordered it. No other food will be served to the students, unless in the event of special circumstances adhering to protocols.
- Students should not share any snacks, treats, lunches, etc.
- Food should not be used as rewards or prizes.

Pathways to SNA

- Food sent from home, either store bought or homemade, will not be served to other children while in care.
- Children should not share any snacks, treats, lunches, etc.
- Food should not be used as rewards or prizes.

Confidentiality

At SNA, we acknowledge the sensitive nature of some family issues, student performance, disabilities, etc. We would like to stress the importance of privacy for both the children/students in our care and our staff. We are asking all individuals who come into contact with children/students to adhere to our confidentiality policy.

Child/student confidentiality is the process that protects information, regarding any child/student, from being shared with anyone other than SNA officials. However, if any student information creates a safety or health risk, SNA will then notify the parents/guardians of the student(s)/child(ren). Employee confidentiality likewise is the process that protects information regarding employees from being shared with any individuals other than SNA officials or that employee.

Maintaining a safe school, and work environment have been, and always will be, the number one priority of SNA. Safety is the foundation for quality care. Our staff members work very hard to protect the health, safety, well-being, and rights of the children/students, as well as its employees. In addition, we try to respond to facts rather than react to rumors. When in doubt, please communicate directly with us.

Volunteers

Family members bring a breadth of skills, talents, and experience to SNA. Often parents/guardians wish to share these gifts with their student’s class as a classroom volunteer. We welcome and encourage family volunteers. For young students, however, we do ask these individuals to wait a few weeks after their child’s start date, until we feel that the child is acclimated to their new surroundings, before volunteering in the class.

Any adult who volunteers in the classroom must fill out an application, agree to adhere to and sign our confidentiality policy, and submit a background check. All three components must be returned to the office prior to volunteering.

Visitors

Any visitor (a person not acting at the time as an employee of SNA) must report to the main office in the early childhood building upon entering the campus and sign in. Visitor passes will be issued and must always be worn while in the school buildings and on school grounds.

Photography and Videography Restrictions

We understand that many families enjoy taking and sharing photographs and videos of their children, including in their school setting(s). However, for many other families, this is a source of great discomfort, stress, and/or concern for the safety and well-being of their children. We ask that you always bear in mind that many families have a variety of reasons for not allowing permission of photography/videography of their children and/or the digital dissemination of such images. These reasons include, but are not limited to, career-related rules and safety (e.g., government, law, social work, etc.), domestic safety (e.g., domestic violence, court-issued restraining orders, etc.), and personal preferences (e.g., internet safety in the digital age).

For privacy and confidentiality reasons, SNA, prohibits family members from taking photographs or videos of students, other than their own children, on SNA campus premises or during off campus field trips while the students are in the care of SNA teachers and staff. If parents, guardians, or other family members wish to photograph their child on school property or during school sanctioned events while they are in the care of teachers/staff, they may not include the images of other students or staff members in any photograph.

SNA staff is only allowed to take/use photographs with express written permission from parents/guardians. This permission does not extend to those not employed by the school.

Emergency Preparedness

SNA is committed to the development of practices that will help to create an environment as safe as reasonably possible for all individuals in the school community. As outlined by the New Hampshire Homeland Security and Emergency Management as part of The New Hampshire Department of Safety, SNA has in place an emergency plan.

Each year, SNA staff undergoes emergency response training provided by the New Hampshire Department of Safety and the directors have taken the Federal Emergency Management Agency (FEMA) Incident Command System for Schools course. The campus is also equipped with emergency alert radios and receives up-to-date emails from NH DOS and the City of Nashua's Director of Emergency Management. Finally, the staff and children participate in emergency drills that help keep us prepared in the event of a real emergency.

As part of our emergency response plan, staff throughout the building are assigned roles such as command chief, public information officer, student care, medical care, purchasing, documentation, etc. This allows us to act quickly in the event of a real emergency. In addition, we are equipped with supplies such as first aid kits, AED, bottled drinking water, two-way radios, and nonperishable food. Moreover, most staff members are trained in adult and child first aid and CPR/AED. Finally, many parents/guardians may not realize that the school is equipped with a large basement for shelter in the event of a tornado warning or actual tornado. While no emergency plan is guaranteed, please rest assured that we are doing everything we can to keep your children safe.

According to FEMA, the priority during an emergency is life safety. This means all staff members are required to tend to the needs of those in our care. Therefore, we must insist that parents/guardians do not call the school or drive to the school to retrieve their children in the event of a weather alert or local emergency. If the staff is focused on handling telephone calls or answering the door, then we are unable to concentrate on the care of the children. In some emergencies, we may have to shelter in place with the facility secured or evacuate to another building. If there is a real emergency and parents/guardians need to be contacted, we will do so after the situation is secure. We understand that the first impulse is to call or to drive to the school, but this could put you, your child, and the staff in harm's way and could interfere with emergency personnel and local authorities.

Campus Response Plan

Emergency Response Action	Description	Communication	Family Action
Evacuation	Is activated to relocate to an evacuation assembly area in the event of an <i>internal threat</i> (e.g., <i>fire</i> , <i>chemical spill</i> , <i>toxic gas</i> , etc.)	Text and email with assembly location and reunification protocol as soon as feasible.	Wait for details Do not come to the school until notified to do so. Do not contact the school to keep phone lines open.
Secure Campus	Is activated when a threat <i>external</i> to the school is identified; all school doors remain locked (e.g., <i>heavy police presence in a nearby location</i>)	Text and email with details and/or information from local authorities about the hazard.	Wait for details Do not come to the school until notified to do so. Do not contact the school to keep phone lines open.
Drop, Cover, Hold	Is activated in the event of an <i>earthquake</i> or severe weather (e.g., <i>flooding</i> , <i>windstorms</i> , <i>hurricanes</i> , <i>tornadoes</i> , etc.)	Text and email with details and/or information from local authorities about the hazard.	Wait for details Do not come to the school until notified to do so. Do not contact the school to keep phone lines open.
Avoid, Deny, Defend	Is activated because of internal or <i>imminent external threat</i> (e.g., <i>hostile intruder</i>)	Text and email with details and/or information from local authorities about the hazard.	Wait for details Do not come to the school until notified to do so. Do not contact the school to keep phone lines open.
Reverse Evacuation	Is activated when students/staff need to enter school quickly to avoid potentially dangerous situations <i>outside of school</i> (e.g., <i>aggressive or strangely behaving animal</i>)	Email at the end of day for informational/clarification purposes.	Wait for details Do not come to the school until notified to do so. Do not contact the school to keep phone lines open.
Shelter-In-Place	Is activated to protect students/staff from <i>external airborne</i> (e.g., <i>hazardous materials</i> , <i>toxic smoke</i> , or <i>nuclear material</i>)	Text and email with details and/or information from local authorities about the hazard.	Wait for details Do not come to the school until notified to do so. Do not contact the school to keep phone lines open.
Scan	Is activated in response to a report of hazardous/harmful material (e.g., <i>bomb threat</i>)	Text and email with details and/or information from local authorities about the hazard.	Wait for details Do not come to the school until notified to do so. Do not contact the school to keep phone lines open.

Additional Safety Considerations

Babysitting Protocol

2nd Nature Academy, LLC does not support or condone its staff providing child care outside of school. We cannot provide a recommendation to parents/guardians of our employees as babysitters.

Traffic & Pedestrian Safety

With considerable vehicular and foot traffic on campus, including children of all ages moving about, we cannot stress enough the importance of remaining diligent and aware of your surroundings while driving.

- Parking in the circle is reserved for parents/guardians with infants and young toddlers. We kindly request that all other families park in the lot, for the courtesy and safety of our youngest community members.
- Parking in the crosswalks, inside portions of the traffic circle, or any lane that blocks the flow of traffic is prohibited. Parking is only allowed in designated spaces or on the outer curb around the circle.
- Do not leave your engine running or leave other children unattended in the car. It is illegal to leave children unattended in a car. If a child is found unattended, the authorities will be notified.
- Do not block or park in the side driveway. This lane must always be left clear for emergency vehicles and facilities access. Parking in the side driveway is reserved for opening/closing staff.
- Ensure that you:
 - o Come to a complete stop at the stop sign.
 - o Adhere to posted 10 mile per hour speed limits.
 - o Always yield to pedestrians.
- Driving students must submit an application for a student parking pass and be required to park in designated spaces/areas.
- Elementary, Middle, & High School families may not drop students off in the circle before school. All students must be dropped off in the carpool lane through the parking lot.
- Early Childhood families may not park in the circle during Academy afternoon pick-up (3:10-3:40), but must use the parking lot during this time.

Asbestos Hazard Emergency Response Act (AHERA)

All buildings on the SNA campus were built beginning in 2006-07. Our healthy, high-performance, green buildings are all entirely asbestos-free.

Farm & Animal Safety

Due to the nature of the environmental science and farm-related curriculum at SNA, students enrolled in our school will come in age-appropriate direct and indirect contact with various wildlife including, but not limited to, insects, frogs, turtles, snakes, and birds. In addition, children enrolled in our programs will come in age-appropriate direct and indirect contact with farm animals including, but not limited to, chickens, ducks, rabbits, pigs, sheep, goats, dogs, cats, cows, donkeys, alpaca, etc. Students will not be forced to interact or handle any animals but will have exposure to these animals for experiential learning and humane education. If your student has allergies, we cannot guarantee that exposure to hay, fur, feathers, dander, dust, pollen, and other allergens will not occur.

Community

Birthday Parties

It is the policy of SNA to not conduct birthday parties at school. In the event of a birthday or special holiday, families often like to mark the occasion with the class. However, we ask families to adhere to the following guidelines:

- The following items will not be distributed at school:
 - food treats from home (homemade or store-bought), per our Food Safety Policy
 - goodie bags, hats, party favors, and other party items
- *Celebratory activities must not impede the class's daily learning routine.*
- If your student wants to share another treat to celebrate their birthday, we recommend the following and *require that you coordinate in advance with your child's teacher(s)*:
 - Sharing favorite stories/books, songs (for a dance party), or an age-appropriate game.
 - Sending in arts & crafts materials for a project.
 - Coordinating with your child's teacher(s) for parent/guardian volunteerism opportunities.
- Teachers will distribute invitations to private birthday parties only if the entire class receives one. Otherwise, parents/guardians may request a copy of the class contact list (only includes those families who have given permission) to invite specific children outside of school.

Spirit Days

Spirit (dress-up) days are a great way to foster a sense of continuity and community amongst the children across all classrooms and programs on campus. Throughout the year, the campus administration coordinates and plans periodic community dress up and spirit days across programs. Announcements and reminders are shared throughout the school year.

Inclusive Holidays

SNA respects individual rights to religious and cultural beliefs and practices. We are a multicultural community and deeply committed to diversity, equity, and inclusion. We believe in the celebration of traditional holidays of our student body in a secular format. Likewise, we believe in the power of celebration and tradition to bring communities together and teach children inclusivity, compassion, and empathy.

SNA Community Committee (SNACC)

SNACC's mission is to strengthen SNA community bonds to foster a rich, multifaceted, learning network through dynamic student, teacher and caregiver engagement. This collective of adult family members of SNA and Pathways to SNA families work together to contribute to our school and campus community through volunteerism, and is made up of family members from all programs.

Research indicates that family engagement in schools promotes student achievement and success. Families are essential partners in providing high quality education and programming. In addition to running community events, we have also used fundraising dollars toward class gifts, such as wish list teaching tools, toys, and special events and field trips, for infants through grade 12 students. Current and past SNACC events include:

- Fall festivals
- Winter carnivals
- Pancake breakfasts
- Spaghetti dinners
- Teacher appreciation luncheons
- Raffles

Discipline

At 2nd Nature Academy and Pathways to SNA, we believe that children are responsible for their actions and need to be held accountable for their decisions. They need to know adults care enough for them to ensure that they adhere to class and center rules. It is the teacher's responsibility to maintain good discipline in the classroom, school building, on the playground, and in the surrounding areas they may travel to (barn, woods, science center). Misbehavior will result in corrective action by teachers or referral to the director.

An effective school climate is one that is nurturing, safe, and conducive to learning. In establishing a discipline policy, it is important to focus on encouraging students to make good choices and in being responsible for their behavior. In making these decisions, students learn that there are natural and logical consequences for their actions. Our job as educators and parents/guardians is to guide students to make appropriate choices and to assist them in learning from their mistakes. Within this framework, teachers certainly have the leeway to establish a variety of individualized behavior management plans that support the school's philosophy. By creating a culture of community through classroom meetings, peer conflict resolution, and critical thinking, it is hoped that this consistency provided by the school-wide plan will assist students in realizing their potential, thereby making the learning environment as productive as possible.

We use positive discipline methods to curb unwanted behaviors. By creating and implementing classroom norms together, children take on responsibility for their actions. If patterns of behavior develop, teachers, administrators, and families will collaborate to remedy the situation. If the behavior is of a more severe nature, then an Incident Report Form will be sent home and further actions may be taken. Incident Report Forms **MUST** be signed by a parent/guardian and returned to the school.

For repeated, severe behaviors requiring greater disciplinary action, privileges may be revoked and consequences may result in suspension and/or expulsion. In the event of repeated offenses and violations, SNA reserves the right to submit a formal review to the SNA Disciplinary Board.

Suspension & Expulsion Policy

Our goal at SNA is to work together with families, teachers, and children to encourage positive behavior choice and to create a safe, welcoming, and nurturing center environment. Unfortunately, there are occasions when we may ask that a child/student be removed from the school, either on a short-term or permanent basis. In keeping with our Admissions Policy, SNA reserves the right to revoke enrollment due to a child/student's violent or repeatedly disruptive behavior(s). Suspension or expulsion will be used on a limited basis, and only after the school has followed its procedures regarding behavior management. Tuition will not be reduced or refunded if a child/student is suspended or expelled.

To maintain a safe environment for all children/students enrolled in the programs:

- Parents/guardians are responsible for following through and working with the staff concerning issues demonstrated while at the school (i.e., discipline, potty training, etc.)
- Teachers are responsible for setting clear limits with appropriate consequences for unsuitable behavior, and for communicating regularly with parents/guardians regarding progress, concerns, and behavioral issues.
- Students are responsible for carrying out reasonable requests and/or directions from the faculty, staff, and administrators, and for being respectful to other children, the faculty, staff, and administrators.

Seclusion & Restraint Policy

SNA provides a safe and healthy environment for children to grow and develop in. Teachers and staff use positive behavior interventions and de-escalation methods to create a culture to achieve social, emotional, and academic gains while minimizing problem behaviors. SNA recognizes that there are times when it may become necessary for teachers and staff to use reasonable physical restraint and/or seclusion to protect a student from causing harm to themselves or to others. Seclusion and physical restraint would only be used in a situation where a child's behavior poses imminent danger of serious physical harm to self or others. Physical restraint would be limited to emergency situations only and would be used by trained personnel using extreme caution when all other interventions have failed. Seclusion and/or physical restraint would never be used as a means of discipline or to address issues. SNA does not use seclusion and physical restraint as strategies to address instructional problems or inappropriate behavior or as a means of retaliation or coercion.

Bullying & Harassment

Distinctions

SNA is committed to a safe and civil educational environment for all students, employees, volunteers and patrons free from harassment, intimidation or bullying.

"Bullying" and "harassment" are terms often used interchangeably when talking about harmful behavior.

Similarities:

- Actions that hurt/harm another person, physically or emotionally
- An imbalance of power and the target having difficulty stopping the action

Key difference: When the bullying behavior directed at the target is also based on a protected class, the behavior is then defined as harassment.

Comparative examples (from New Hampshire Commission for Human Rights):

Bullying	Harassment
A student is picked on because they used the same backpack as last year.	A student's accent is repeatedly mocked by others.
A student is made fun of on social media because of their weight.	Students remove another student's hijab and throw it out the window.

Bullying

Bullying comprises of:

- repeated acts,
- occurring over time,
- that involve a real or perceived imbalance of power, social or physical.

The victim of bullying is sometimes referred to as a target. It typically involves subtle methods of coercion such as psychological manipulation. Bullying includes exclusion, gossip, threats, and non-verbal body language as well as physical violence.

Bullying consists of five basic types of abuse:

1. Emotional
2. Verbal
3. Physical
4. Written
5. Cyber

Off-Campus Conduct and Cyberbullying

The school reserves the right to address and take disciplinary action for student behavior that occurs off campus when such conduct substantially disrupts or materially interferes with the school environment. This includes, but is not limited to, off-campus bullying, harassment, intimidation, or cyberbullying that affects a student's ability to learn, compromises their sense of safety, or disrupts the orderly operation of the school.

Off-campus conduct may fall under school jurisdiction when it is directed toward a student, staff member, or member of the school community; and/or

- Is reasonably foreseeable to reach the school environment; and
- Results in a substantial disruption to learning, school activities, or the well-being of students or staff.
- Interferes with a student's ability to feel safe, participate in learning, or access educational opportunities;
- Disrupts classroom instruction, school activities, or the orderly operation of the school;

- Results in ongoing conflict, emotional distress, or harm that carries over into the school setting;
- Targets a student or group of students in a way that undermines their well-being, dignity, or sense of belonging.

Cyberbullying may include harassment, threats, spreading rumors, sharing images or messages without consent, or any other harmful behavior conducted through social media, messaging apps, gaming platforms, or other digital means. Posts, messages, images, videos, or other digital content shared electronically that cause harm, humiliation, or intimidation may be subject to school discipline even if created off campus or on personal devices.

When such conduct meets the threshold of substantially disrupting the school environment, the school reserves the right to investigate and apply appropriate disciplinary action that will be determined in accordance with school policies and may include restorative measures, behavioral interventions, or other consequences as deemed appropriate. The school is committed to maintaining a safe, respectful, and inclusive learning environment for all students.

The school encourages students and families to report concerns related to bullying or cyberbullying so they can be addressed promptly and appropriately.

Harassment

When a bullying behavior directed at the target is also based on a protected class, it is defined as harassment. Protected classes (federal and state) include:

- | | |
|-----------------------|---------------------------------|
| • Race and color | • Sex and pregnancy |
| • Creed and religion | • Sexual orientation |
| • National origin | • Gender identity |
| • Age | • Marital and family status |
| • Genetic information | • Physical or mental disability |

Harassment is considered unwelcome conduct that may include, but is not limited to:

- Threatening or inciting violence towards any persons or groups
- Deliberate intimidation
- Unwelcome personal attention
- Unwelcome sharing of private information
- Unwelcome sharing of private communications, except to report complaints
- Jokes related to a protected class
- Jokes regarding a person's lifestyle choices and practices, including those related to food, health, parenting, drugs, and employment
- Gratuitous or off-topic sexual images or behavior
- Unwelcome sexual flirtations, bantering, advances, or propositions
- Unwelcome verbal commentaries about an individual's body, sexually degrading words used to describe individuals
- Unwelcome sexually-oriented or degrading gestures or other non-verbal communications

Title IX Requirements Surrounding Sex-Based Harassment

The U.S. Department of Education Office for Civil Rights describes Title IX requirements thusly:

Title IX requires schools to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence, as OCR uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Title IX also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. When a school knows or reasonably should know of possible sex-based harassment, it must take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, the school must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Investigations & Disciplinary Actions

2nd Nature Academy, LLC will not condone, permit, nor tolerate bullying of, harassment of, abuse of, or discrimination toward students in its care or its employees in any manner whatsoever. Persons who engage in such acts will be subject to appropriate discipline up to and including termination of their employment or enrollment and legal prosecution. Families who believe they, or a student in our care, have been subject to harassment, abuse, or discrimination should immediately bring it to the attention of the relevant program head (Head of School or Director of Early Childhood Education). Consequently, it is important that the accused perpetrator let their feelings be known.

All complaints will be investigated promptly, and the existence and nature of the grievant's complaint will be disclosed only to the extent necessary to make a prompt and thorough investigation, or as may be necessary to take appropriate corrective measures. In all cases, the person who initiated this procedure will be informed of the findings and disposition of the matter upon the conclusion of the investigation. Further, management will ensure that there is no coercion, retaliation, intimidation, or harassment directed against any grievant who registers a complaint or serves as a witness on behalf of a grievant.

Persons who believe they have been subjected to bullying or harassment should immediately bring a grievance to the attention of a trusted adult, teacher, deputy head of school, or head of school. Similarly, if a person has any questions as to whether certain conduct is unlawful discriminatory, or constitutes bullying, the Grievant is encouraged to speak with the Head of School and/or Deputy Head of School. SNA will not tolerate any form of bullying by any student, staff member, teacher, etc.

If it is suspected that bullying or harassment is taking place, if founded, the following measures will be taken:

- Meeting with student and parents/guardians
- Corrective action plan

If actions are repeated, the offending student may face suspension and/or expulsion.

Restorative Justice

Restorative justice is a flexible set of practices that are adaptable to many purposes, enabling students to bring forward their "best self." This practice focuses on repairing relationships, rebuilding trust, taking accountability, and establishing positive strategies for future interactions.

When conflicts arise, our primary goal is to help students repair relationships, rebuild trust, develop accountability, and learn from their mistakes. Through restorative justice conversations and practices, students are encouraged to take responsibility for their choices, understand the impact of their actions on others, make meaningful amends when appropriate, and develop strategies for handling similar situations more effectively in the future.

While SNA prioritizes restorative justice, severe or repeated infractions may require additional disciplinary actions, including suspension or expulsion.

Examples of Restorative Justice

Source: *Taking Restorative Justice to Schools: A Doorway to Discipline*. J. Holtham. (2009). Del Hayes Press.

Infraction	Punitive	Restorative
Graffiti or property damage	Referral to law enforcement; pay a court fee or fine.	Help clean, repair, or repaint and pay for damages.
Putdowns, gossip, or interpersonal conflicts	Spend time in detention.	Write a letter of apology to the individual(s) harmed; write a reflection paper on how it feels to be put down or gossiped about.
Classroom disruption	Be shamed in front of the class by the teacher.	Verbally apologize to the teacher and fellow students with a promise to contribute more positively in the future. Request that peers hold him/her accountable. Spend a week assisting the teacher with classroom supervision or clean-up.
Bullying younger students	Sent to in-school suspension; have privileges removed.	Set up a weekly book reading with the younger students and read to them out of <i>Touching Spirit Bear</i> , a book about restorative justice that addresses a serious assault. Facilitate a circle with individuals considered bullies and discover three reasons why they do it. Facilitate a circle with victims of bullies to find out how bullying affects others.
Ridicule or racial slurs of another individual or group	Given a sanction to stay away from the person in the future.	Participate in a blanket drive for the homeless. Help on a project to raise community awareness to stop "hate crimes." Set up a panel of speakers who can talk to the entire class or school about intolerance and the effect it has on our communities. Write a letter of apology to the person harmed and his/her family.
Fighting	Out-of-school suspension.	Prepare and deliver a speech to a classroom or larger school assembly about how to negotiate with words rather than fists. Teach a class during detention on anger management and self-control. Read the book <i>Boundaries for Kids</i> and give an oral report on it.
Theft	Out-of-school suspension	Return the stolen items with a sincere verbal or written apology. Pay for replacement of stolen items.
Use and possession of drugs	Out-of-school suspension and/or expulsion	Do community service in a drug rehab center or hospital where addicts are being treated. Spend a night under supervision in a rehab center.
Internet harassment	Out-of-school suspension	Contribute to a school newsletter article on how Internet harassment damages individual relationships. Write a research paper on recent Internet harassment incidents that have resulted in emotional depression or suicide of the person who was harmed.

Infraction	Punitive	Restorative
(Unintentional) arson or property damage	Suspension or expulsion.	Ride along with fire fighters. Visit a fire station. Interview paramedics.
Truancy	Suspension; referral to law enforcement; truancy court	Write a reflection paper on assets for youth. Help facilitate a circle discussion on truancy and identify why some kids skip school. Interview a recent high school graduate that dropped out of school and returned after recognizing the value of a high school diploma. Interview a college student and ask why he or she wants to complete college. Ask for help with an underlying problem that is causing the truancy.

SNA Disciplinary Board

SNA is committed to fostering a safe, respectful, and inclusive community. The Disciplinary Board plays a crucial role in ensuring equity, transparency, and resolution in matters of concern brought forth by students, faculty, or staff. The Disciplinary Board exists to provide a fair and impartial forum for the resolution of disputes and grievances at SNA. The Disciplinary Board is composed of a minimum of three members, selected for their integrity, impartiality, and commitment to the values of SNA. The Head of School and Director of Early Childhood Education shall appoint board members annually.

Role and Responsibilities

- **Impartiality:** Board members must maintain impartiality and avoid conflicts of interest throughout the grievance process.
- **Confidentiality:** All discussions and information related to a grievance must be treated with the utmost confidentiality to protect the privacy of all parties involved.
- **Equity:** The Disciplinary Board is committed to providing an equitable and transparent process for all parties. This includes ensuring that both the complainant and respondent have an opportunity to present their case and provide evidence.
- **Mediation:** Whenever possible, the board may encourage informal resolution or mediation to promote amicable solutions to grievances.
- **Recommendations:** The Disciplinary Board may make recommendations to relevant authorities for appropriate action based on the findings of the grievance process, including, but not limited to revocation of enrollment.

Child Abuse and Neglect

It is the intent of 2nd Nature Academy, LLC to provide a safe educational/working environment for all families and employees which is free from abuse of children, students, or employees in any manner whatsoever.

Child abuse is a serious matter and children depend on others for their safety and well-being. *SNA* is committed to the protection, safety, and healthy growth of the children in our care. All children have the right to live a life free from violence, harm, and neglect, and no child is responsible for abuse perpetrated against them.

The primary responsibility for ensuring the safety and well-being of children lies with each child's parent(s)/guardian(s) and other caretaker(s). Children depend on their parents/guardians to love, nurture, and protect them. Parents/guardians have a duty to provide for their child's emotional and physical well-being while also being responsible for controlling and supervising their children. Other caretakers also have a special duty to help keep children safe. This includes professionals who care for children. Therefore, it is our *legal obligation* to report any suspected cases of abuse. It is not our responsibility or intention to offer interpretation or explanation of our observations.

Types of Child Abuse

Child abuse happens when a person or situation threatens the development, security, and survival of a child. Many forms of abuse are criminal in nature. According to the protocols in the "Reporting Child Abuse and Neglect," from NH Division for Children Youth and Families, child abuse can include any of the following:

- Physical Abuse: injury by other than accidental means. *The child's injuries must be directly attributed to a non-accidental physical act by the caregiver. When a parent or caregiver does not control his or her reaction by stopping the punishment before it causes injury, this constitutes an abusive act. Medically significant injuries need not be present if there is a threat of harm to the child.*
- Sexual Abuse: the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or having a child assist any other person to engage in, any sexually explicit conduct or any simulation of this conduct for the purpose of producing any visual depiction of this conduct; or the rape, molestation, prostitution, or any other form of sexual exploitation of children, or incest with children. This includes the intentional touching of the child's or the perpetrator's sexual or intimate parts, including breasts and buttocks, and the intentional touching of the child's or perpetrator's clothing covering the immediate area of the child's or perpetrator's sexual or intimate parts. (NH Child Protection Act, RSA 169-C: 3, XXVII and NH Criminal Code, Sexual Assault and Related Offenses, RSA 632-A:1)
- Neglect:
 - o Applies to a child
 - Who has been abandoned by their parents, guardian, custodian; or
 - Who is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his physical, mental or emotional health, when it is established that their health has suffered or is very likely to suffer serious impairment, and the deprivation is not due primarily to the lack of financial means of the parents, guardian or custodian; or
 - Whose parents, guardian or custodian are unable to discharge their responsibilities to and for the child because of incarceration, hospitalization or other physical or mental incapacity.
 - o Conditions of Neglect:

▪ Abandonment ▪ Parental Incapacity ▪ Educational Neglect ▪ Failure to Protect	▪ Lack of Supervision ▪ Medical or Dental Neglect ▪ Inadequate Basic Care
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Mandated Reporting

The protection and best interests of a child prevail over the interests of parent(s)/guardian(s)/caretaker(s) or families when cases of child abuse are reported or investigated. The first concern of both the police and NH Division of Children Youth and Families is the protection of the child. As educators, we may find ourselves in a position where a child shows some indication of abuse or neglect. Legally, any staff member of *SNA* is considered a mandated reporter* and have a responsibility of reporting any suspected cases of abuse. No proof of abuse is needed, only a suspicion based on observations that have been made. When it is suspected by any staff that a child may have been neglected or abused, the matter shall be referred immediately to the NH DCYF Central Intake.

The following information will be provided to the NH DCYF Child Protective Service Worker:

- Who
 - Children (victim and siblings)
 - Parent(s)/guardian(s)
 - Additional household member(s)
- Basic content
 - How the information was obtained
 - Relation of perpetrator
 - Who was present
 - Date(s)/time(s) of incident(s)
 - Method of harm
 - Frequency and severity
- What
 - Name(s)
 - Date(s) of birth
 - Address(es)
 - Phone number(s)
 - Risk factors
 - Substance abuse
 - Domestic violence
 - Mental and/or physical impairment(s)
 - Any additional information

Formal interviewing is not recommended by the NH DCYF. However, it is recommended that clarifying questions are asked (e.g. "What happened next?," "Who did that?," and/or "When did that happen?").

*A mandated reporter, as defined by the State of NH, is "Anyone who suspects child abuse and/or neglect."

RSA 169c 169-C:29 Persons Required to Report. – Any physician, surgeon, county medical examiner, psychiatrist, resident, intern, dentist, osteopath, optometrist, chiropractor, psychologist, therapist, registered nurse, hospital personnel (engaged in admission, examination, care and treatment of persons), Christian Science practitioner, teacher, school official, school nurse, school counselor, social worker, day care worker, any other child or foster care worker, law enforcement official, priest, minister, or rabbi or any other person having reason to suspect that a child has been abused or neglected shall report the same in accordance with this chapter. Source. 1979, 361:2, eff. Aug. 22, 1979.

Any suspicion of abuse or neglect of a minor by an employee will be immediately reported to the local authorities, and the employee will be placed on unpaid leave until the investigation is complete.

SNA Addendum

2ND NATURE ACADEMY
ELEMENTARY, MIDDLE & HIGH SCHOOL
ADDENDUM

2nd Nature Academy (SNA) Addendum

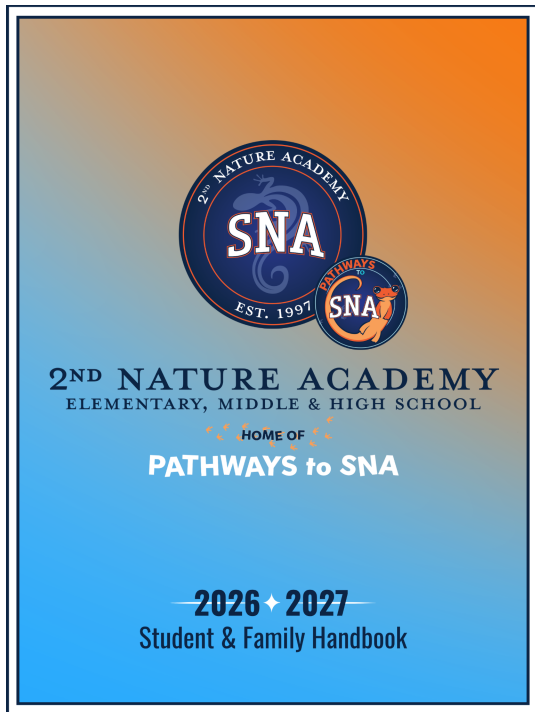
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Addenda

The following pages include information that specifically pertains to SNA Elementary, Middle & High School. For general information or other programs, please visit the appropriate addendum.

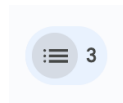


Introduction (General Information)

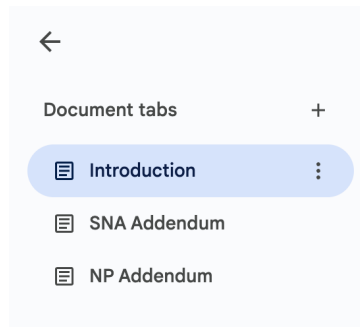
For all programs

[Jump to the Introduction >>](#)

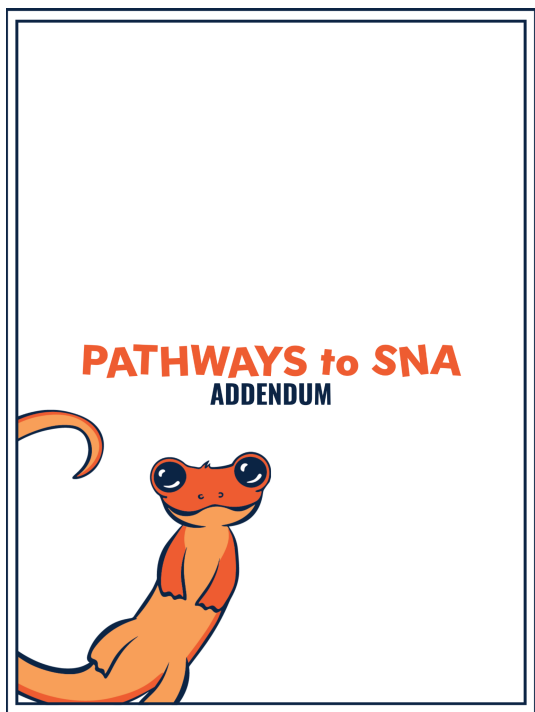
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Pathways to SNA Addendum

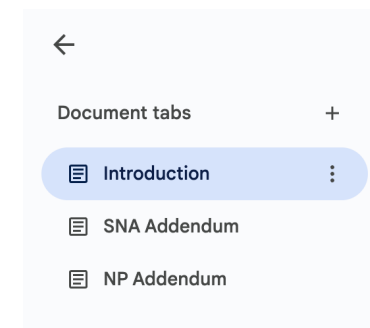
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Academic Philosophy

At SNA, we foster a rigorous and responsive learning environment where students thrive, not simply survive, in their formative academic years. We encourage students to explore, inquire, collaborate, create, analyze, and solve relevant problems. Our unique and original educational model combines elements of skills-based curricula, Project Based Learning, transdisciplinary studies, and whole child philosophy. We maintain a low student to teacher ratio to allow teachers the flexibility to implement strategies for differentiated, individualized instruction and build positive relationships with students. Teachers set expectations for high standards and academic achievement while also supporting social emotional health and wellness for all students.

Project Based Learning allows students to engage in collaborative exploration and work on authentic projects to solve complex, real-world challenges. Transdisciplinary studies integrate the perspectives of multiple disciplines in the problem-solving process. Students learn through questioning, investigating, researching, reasoning, comparing, and reflecting. They demonstrate their skills and knowledge by creating genuine products and presentations for real audiences. Whole child educational philosophy ensures that students are healthy, safe, engaged, supported, and challenged in school.

Students are all equipped with varied intelligence strengths. At SNA, we have designed a progressive educational environment that is inspired by continuing best practices. Teachers embrace students' varied intelligence strengths and provide many different instructional methods to create a more diverse learning climate. Teachers are committed to ensuring the physical, social-emotional and cognitive well-being and safety of all students.

We expect students to work collaboratively in both small and large groups, thus promoting a balance between a sense of self and belonging to the group. By working together, they develop important interpersonal and communication skills such as dialogue, negotiation, compromise, empathy, self-control, problem solving, and conflict resolution. Each student has the opportunity for their voice to be heard. These practices have resulted in a tight-knit school community, further strengthened by participation in student facilitated service learning projects as well as events and activities on campus.

Positive behavior guidance techniques are utilized at SNA. Behavior is guided by establishing predictable routines; setting clear expectations and rules; developing children's self-regulation skills; and modeling respect, kindness, and empathy. The goal of positive behavior guidance is prevention rather than punishment. However, when necessary, a variety of strategies may be used when responding to misbehavior. Logical consequences, such as the loss of a privilege or time away from the group, are sometimes necessary. Teachers also help children recognize and fix any harm or damage caused by their behavior and actions.

The student's first teacher is the parent/guardian. We value the parent/guardian's role as an active partner in the education of the child. As an equitable partner in their child's education, parents/guardians should: set high expectations for behavior and learning; offer praise and encouragement; emphasize effort and engagement; establish healthy habits and routines; promote independence; and reinforce and support school values. Regular communication between school and family is necessary to maintain a healthy educational environment.

SNA is a safe and engaging space where students develop a lifelong enthusiasm for learning and become independent critical thinkers able to collaborate, create, communicate, and conquer everyday challenges. We foster a culture based on respect for diversity, community, and the natural environment. Our students are resilient, collaborative, hardworking, and compassionate young people who are committed to improving their communities and the world.

Newtonian Spirit

The SNA mascot is the *Newtonian*, which represents our strong foundation in science- and nature-based curricula. The school's commitment to ecology is reflected in the incorporation of the New Hampshire state amphibian—the red-spotted newt. Don't let its small size fool you! Like our students, the red-spotted newt is highly adaptable, resilient, and quite colorful and vibrant in its early days. The name Newtonian represents Sir Isaac Newton, a key figure during the Age of Enlightenment (Age of Reason) who contributed immensely to the pursuit of knowledge with his theories and discoveries in math, physics, astronomy, and philosophy. We are proud of our *Newtonian* name.



Admissions & Enrollment

General Enrollment Policy

SNA is free from discrimination and harassment on the basis of race, color, ancestry, religious creed, gender identity and expression, national or ethnic origin, caste, sex, sexual orientation, age, genetic information, disability, or any other category protected by law (also known as membership in a "protected class"). However, SNA reserves the right to deny admission or revoke enrollment at their own discretion for reasons including, but not limited to, the following:

- Non-payment of tuition and/or fees
- Inability to provide the school with medical records
- Lack of immunizations
- Child's/Student's repeated disruptive and/or disrespectful behavior
- Child's/Student's violent behavior
- Harassment (physical, verbal, sexual, or otherwise)
- Lack of cooperation with school staff by student or parent
- Developmental incompatibility for program which cannot be reasonably accommodated
- Failure to comply with SNA policies and procedures

Admissions Process

All prospective SNA students are required to undergo an extensive admissions process for their grade level. Requirements include, but not limited to, the following: application form; student submissions; school and community recommendation forms; academic records; academic, medical, psychological, or other evaluations; campus tour; student visit and/or interview.

The admissions process includes required dialogue with the Director of Admissions. Additionally, prospective students and their families should expect additional dialogue with the head of school and members of the educational team. All prospective students are required to participate in a minimum of one shadow day visit. Additional visits may be required if deemed necessary.

To be considered for admissions, a student must demonstrate the readiness for school and learning, the ability to participate in school curriculum, and the willingness to:

- participate in individual, small group and whole group curricular activities,
- be an active learner,
- inquire, investigate, hypothesize, and experiment,
- be open to new ideas,
- cooperate with teachers, staff, and other students,
- actively participate in humane education and environmental science projects,
- and demonstrate knowledge through a variety of media including written reports, oral presentations, dramatic representations, visual displays, tests, debates, projects, and exhibitions.

The Ideal SNA Student

SNA welcomes creative and actively engaged learners who are inquisitive, explorative, and collaborative problem-solvers. We expect our students to strive for excellence and positively contribute to the school community, as well as their home communities, at large. An SNA student should be a well-rounded individual who is willing to take risks, learn from failures, and accept feedback.

SNA seeks students who:

- are engaged, innovative, resilient, collaborative, compassionate, and mindful.
- possess a strong work ethic.
- understand the importance of community and actively participate as positive members.
- demonstrate engagement, effort, and achievement.
- come highly recommended by educators and community leaders.

- are committed to living and learning through social justice, as well as embracing our diversity, equity, and inclusion values.

2nd Nature Academy is a diverse learning community built on a foundation of mutual respect, however it is not a special education or therapeutic school. Our educational team strives to make all reasonable accommodations for students with learning differences. Students with IEPs or 504 plans are welcome to apply. These plans will be carefully evaluated and discussed during the application process to determine if appropriate accommodations can be made to meet individual needs. Our goal is to create a positive learning environment which benefits all students enrolled.

Disclaimer: SNA does not provide special education services including classroom aides, therapists, counseling, emotional support, or other specialist services. While we do our best to make all reasonable accommodations, we cannot modify the curriculum for students who are not able to meet curriculum expectations.

Waitlist

If an applicant is waitlisted in the Fall Priority Admissions Cycle, their application will be reconsidered during SNA's Spring Admissions Cycle. If a student is denied admission in any admissions cycle, they are welcome to reapply for the next school year. *Completion of an application is not a guarantee of admission to SNA.*

Financial Information

Tuition & Payments

Tuition covers the cost of school days in session, which are subject to vary each year.

<i>Applies/Available to:</i>	<u>Standard Day</u>	<u>Full Care</u>
Elementary School (K-5)	✓	✓
Middle School (6-8)	✓	✓
High School (9-12)	✓	✗
Days & hours in class, from first through last day of school	✓	✓
Extended day childcare (e.g., before/after school)	✗	✓
Early release childcare	✗	✓
Snow day childcare (assuming campus remains open)	✗	✓
3 school vacation weeks of childcare (holiday, winter, spring)	✗	✓
School lunch (monthly orders still required for planning)	✗	✓
Child care between school & summer camp	✗	✗
Holiday closures	✗	✗
Full campus closures (e.g., extreme weather)	✗	✗
Summer camp (ages 6-14)	<i>Add'l cost</i>	<i>Add'l cost</i>

2026-2027 Deposit & Payment Plans

The school year's tuition payments are divided into equal installments, based on the selected payment plan. *2nd Nature Academy (SNA) reserves the right to mandate different payment plan options for subsequent school years, including a return to the previously-planned required 6-installments for all families.*

Deposit = 15% of (total annual School-Day Tuition + Materials/Activities Fees) + SNA Administrative Fee (\$175 per student) + Blackbaud Administrative Fee (\$56 per family)		
Balance = 85% of (total annual School-Day Tuition + Materials/Activities Fees) + add'l fees (e.g., optional add-on: annual Full-Care Tuition)		
<i>Plan A: Pay in Full</i>	<i>Plan B: 6 Installments</i>	<i>Plan C: 9 Installments</i>
Due by:	Equally-divided & due by:	Equally-divided & due by:
1 August 15, 2026	1 August 15, 2026	1 August 15, 2026
	2 September 15, 2026	2 September 15, 2026
	3 October 15, 2026	3 October 15, 2026
	4 November 15, 2026	4 November 15, 2026
	5 December 15, 2026	5 December 15, 2026
	6 January 15, 2027	6 January 15, 2027
		7 February 15, 2027
		8 March 15, 2027
		9 April 15, 2027

Tuition Assistance & Scholarships

It is the belief of SNA to help families make an independent school education possible for their children. We also understand that not every family can afford the cost of an independent school education. Through our policies and practices, our goal is to try to enroll talented and motivated students regardless of their family's ability to afford a SNA education. An education from SNA is an investment in a child's future. As such, it is our expectation that each family will contribute to the extent they are able, and, if qualified, with the help of a financial aid grant from available funds, make SNA a part of their child's future.

Presently, there are two avenues that families may pursue for tuition assistance to attend SNA. Both options are awarded based on both financial need and the availability of funds. All NH-resident families seeking tuition assistance must apply through both the Children's Scholarship Fund (CSF) for funds provided by the state and Blackbaud's Financial Aid Management System (FAMS) for funds provided by SNA. All families who do not reside in NH must apply through FAMS.

Refund/Reduction Policy

All tuition, fees and deposits are non-refundable. As it would be difficult to ascertain the amount of the school's actual damages from early withdrawal, 2nd Nature Academy, LLC will not refund tuition or fees paid or cancel any unpaid obligations when a child/student is absent, withdraws, or is dismissed for any reason including illness, vacation, time off, or any other reason at any time during the year.

Withdrawal Policy

Enrollment is for the school year. Parents/guardians are responsible for payment of the entire academic year's tuition unless the contract is canceled, in writing to the Director of Admissions, before May 1st of the preceding school year. In the event of such termination, 2nd Nature Academy will retain the non-refundable deposit and the person(s) assuming financial obligation under this contract shall not have further financial responsibility.

Accepted Payment Types

SNA strongly encourages all families to enroll in one of the two payment options listed here, to avoid missing payments and incurring late fees:

1. Your bank's free bill-pay service – Many banks allow you to set up automatic recurring bill pay through your online account. To set this up:
 - You only need our mailing address, not an account number: SNA, 10 Groton Road, Nashua, NH, 03062
 - *Please ensure:*
 - *Your child(ren)'s name(s) are written in the memo field.*
 - *The payment is sent to us prior to the 15th of each month.*
2. ACH withdrawal – This service is available to withdraw from your checking account, savings account, or via credit card, pursuant to the terms and conditions of the SNA-authorized bill pay platform.

You may also pay tuition installments via:

- cash,
- checks made payable to "2nd Nature Academy,"
- or credit card through the SNA-authorized bill pay platform.

Penalty Fees

Late Tuition Payment Penalty Fees

Failure to make any installment of tuition shall constitute late payment. Late fees may be assessed through 2nd Nature Academy, LLC authorized bill pay platform(s).

Reasonable Costs of Collection

If 2nd Nature Academy, LLC determines to seek collection of any amounts past due, the parent/guardian is responsible to pay all reasonable costs of collection, including reasonable attorney's fees and all legally allowable interest and late charges.

Late Pick-Up Penalty Fee

2nd Nature Academy, LLC reserves the right to implement late pick-up charges based on repeated offenses. Ongoing, repeated offenses could result in termination of enrollment.

Please keep in mind that our staff members have other responsibilities, including to their own child(ren), and it is unfair to leave your child(ren)/student(s) in their care after their scheduled pick-up time. It is essential that parents/guardians be prompt when picking up. Please allow enough time for appointments, traffic and other delays. *In the event of an emergency, please contact the office if you know you are going to be late.*

Students not enrolled in after care or a school activity should be promptly picked up during their designated carpool time. If your K-8 student is enrolled in before/after care and you would like to request a change, please contact the main office.

Returned Checks, Drafts, or Money Orders Fees

2nd Nature Academy, LLC reserves the right to charge a fee of \$25.00 plus all protest and bank fees, in addition to the amount of the initial payment to the person presenting the payment to cover the costs of collection.

Suspension of Services

2nd Nature Academy, LLC reserves the right to suspend the student's enrollment if an account is more than [30] days past due.

Registration

Enrollment is not approved until admissions have been officially granted by SNA and the registration process has been completed. The registration process includes completing all onboarding visits/shadow days, submitting the following registration materials and remitting the following payments, and in instances of mid-year transfers or early childhood onboarding, scheduling an official start date with the relevant director.

Required Materials

- Digital Blackbaud SIS Enrollment which includes, but is not limited to:
 - Registration/enrollment materials
 - Waiver, Release of Liability, & Indemnification from all parent(s)/legal guardian(s)
 - Parent/Guardian Agreement from all parent(s)/legal guardian(s)
 - Child/Student Conduct Agreement
- Pediatrician forms
 - Well-child health form: this may be filled out by an employee of the student's pediatrician. The health form will only be accepted if it is signed and dated by the student's physician or a licensed health practitioner. (The school will provide a form to parents/guardians upon request; however, every physician's office will provide their own.) Please note that the health form **MUST** be updated **PRIOR** to the child/student beginning the program.
 - Proof of required immunizations: Please note that immunizations which are overdue according to the age requirements outlined in the New Hampshire Code of Administrative Rules **MUST** be updated **PRIOR** to the child/student beginning the program.
- Deposit and fees

Well-Child Physical Health Form

A well-child physical health form must be updated and placed on file within one year and sixty days from the date of the child's last physical with all updated immunizations noted. Students under age 6 whose well-student health form has exceeded the one year and sixty days' time frame shall not be allowed admittance to SNA until an updated health form has been provided to the center. Students over age 6 whose well-student health form has exceeded the two years and sixty days' time frame shall not be allowed admittance to SNA until an updated health form has been provided to the school.

While we will provide parents/guardians with a reminder note, it is the responsibility of the parents/guardians to provide SNA with an updated well-child health form within one year and sixty days from the previous health form.

Updates to Student/Child Records

Families are required to update all student/child information in Blackbaud SIS once annually during the re-enrollment period. Additional updates throughout the year, including medical information, may be submitted via Blackbaud SIS or to the administrative office.

Please immediately notify the administrative office, in writing, in the event of a change of job, address, contact information, or any other change that would hinder our reaching you in the event of an emergency or daily correspondence.

Student Record Policy

2nd Nature Academy shall permanently maintain individual student records that include pupil registers for each year that the school was approved to operate, as required by RSA 189:27-a, that includes, at minimum, the following information: name, date of birth, and town of legal residence. Likewise, 2nd Nature Academy permanently maintains transcripts of academic performance for each year that a student attended as well as record of award of high school diploma, including the date of award.

In the event of the closing or termination of 2nd Nature Academy, the school will notify the New Hampshire Department of Education no less than 90 days prior to the closing date to provide information regarding the permanent location of

student records, as described above. In addition to providing the reason(s) for closure, 2nd Nature Academy will provide the name and contact information of two school representatives who the department may contact after school closure.

Roles & Responsibilities

Parents/Guardians

To ensure that children/students arrive at care and school ready to learn and thrive, parents/guardians are responsible for preparing their child/student in the following ways. *If a parent/guardian does not fulfill the obligations below, SNA has the right to revoke the child's/student's enrollment.*

Educational Support

- Support your child's/student's at home learning time by providing a space free from distractions and providing supplies needed for home assignments and projects.
- Attend scheduled parent/teacher meetings or conferences.
- Participate in goal setting with your child/student.
- Review child/student work and projects with your child.
- Support the school's mission, vision, philosophy, and creed.
- Work with the staff to develop behavior plans or to follow through on disciplinary actions for school/child/student related behavior issues demonstrated at school or via mail, text, chat groups, email or on social media.
- Provide testing or evaluations as needed and recommended to support child/student learning.

Morning & Arrival

- Your child/student may not be dropped off at the center before open time and/or the agreed upon drop off time.
- Ensure your child/student has had a nutritious breakfast.
- If your child/student is not eating school lunch, provide him/her with a nutritious lunch from home.
- Make sure your child/student is well rested.
- Do not send sick children/students to school.
- Ensure your child/student is punctual. Late arrivals disrupt classroom activities and your child/student's learning.

End of Day & Pick Up

- Make sure that you are punctual when picking up your student.
 - A child is permitted to be in care for up to 10-hours per day.
 - Your student must be picked up by PM carpool or closing time, dependent on their enrollment.
- Check bags/take home folders and any relevant messaging apps/emails **DAILY** for notes from school and promptly fill out and return and/or reply, if required. Remove all notices and projects, on a daily basis.
- Take time each day to discuss your child's/student's school experience with them.
- Elementary, Middle, & High School: Stay cognizant of your student's daily take-home assignments and ensure that homework, reports, projects, etc. are completed and turned in when due.

Apparel & Personal Belongings

- Provide your child/student with necessary educational supplies and materials as requested by the school.
- Provide your child/student with a reusable water bottle.
- Dress your child/student appropriately for the weather, outdoor education, and messy activities. Children/Students go outdoors in all weather, including sun, cold, rain, and snow.
 - Provide adequate outdoor clothing during the cold months (winter coats, snow/ski pants, hats, warm mittens, boots). Scarves and sweatshirts or jackets with pull strings are not permitted due to the choking hazard they present on playground equipment.
 - Provide sun hats and sunscreen in hot, sunny weather.
- Dress your child/student appropriately for hands-on learning activities, outdoor education, and messy activities. It is highly probable that clothing will become soiled, stained, ripped or torn.
- Provide a bag or backpack that will enable your child/student to be responsible for their belongings.
- Provide a change of clothes for the event that the child's/student's clothing becomes wet or soiled. (Multiple changes recommended for young children/students.)

- LABEL YOUR CHILD'S/STUDENT'S PERSONAL ITEMS, CLOTHING, OUTERWEAR, BOOTS, BAG, ETC. WITH THEIR FULL NAME. *The staff are not responsible for lost, damaged, or misplaced items.*

Communication

We feel that communication is essential to the success of your child/student's education/care. We must make sure that we can openly share any concerns or questions that may arise. We believe in an open-door policy and encourage parents/guardians to feel free to call and check on your child's/student's day if you have any concerns. We understand that, to you, the most important person in the entire school/center is your child/student and we respect that fact and in turn treat your child/student with just as much respect. We try to put ourselves in the parent's/guardian's place and we recognize that you have a right to expect the best education/care possible for your child/student.

- Communicate with the staff about any needs, concerns, or changes in your child's/student's routine.
- Respond to teacher correspondence in a timely fashion.
- Inform school of any restrictions that apply for pick-up of the child/student from school.
- If you know that someone other than the parent/guardian will be picking up your child/student, please notify the school *in writing*. If you must notify the school or center by phone, we may follow up with a return phone call to verify. If someone other than the parent/guardian is picking up a child/student, they *must* show photo identification and sign the child/student out.
- Inform your child's/student's teacher or office staff of any familial changes (i.e., divorce, illness, etc.) which may impact your child's/student's day.
- Inform your child's/student's teacher or office staff of any immunizations your child/student has recently received. A child/student can demonstrate effects of shots up to ten days after they are given.
- Notify the school or center regarding changes in address, phone numbers, emergency contacts, etc.
- **NOTIFY THE SCHOOL OR CENTER IF YOUR CHILD/STUDENT WILL BE ABSENT.**
- Follow through and work with the staff/faculty concerning issues demonstrated in school.

Modes of Communication

Administrators and teachers employ a variety of SNA-approved communication tools to provide families with up to date, relevant information. These include emails and text alerts, as well as Blackbaud SIS and other program specific communication apps, such as:

- Class Dojo app (Lower School)
- Google Workspace for Education (Upper School)
- Additional communication platforms, as utilized by teachers

Setting Expectations for Teacher Communication

Please allow teachers 24-48 school day hours to respond to messages and emails. Teachers will not respond to emails after 5:00 pm on weekdays, during weekends, or on holidays.

Conferences with teachers must be scheduled in advance. Teachers will not meet with parents/guardians during class time.

Family Grievance Procedure

It is our goal to strive for quality and excellence in the education and care of your child/student. We always welcome your input and feedback regarding the care of your child/student. The Head of School and Director of Early Childhood Education appreciate questions or discussions of any kind that affect a positive outcome for your child/student. However, if you feel that there is a problem concerning the facility or a staff member, please follow the steps as listed:

1. Speak with the educator involved with your child/student.
2. Allow follow up from the educator to you.
3. If you are still not satisfied with the results of your concerns, please make an appointment to personally speak with the appropriate program head.

All comments made to staff members are relayed to the Head of School and/or Director of Early Childhood, so that they are aware of any problems or issues. If a complaint is made, the Head of School and/or Director of Early Childhood will listen carefully to the issue that the parent/guardian has, and will attempt to work with the parent(s)/guardian(s) to rectify the problem. At that time, it may be appropriate to discuss any other issues that the relevant program head may feel is important concerning the student in the context of the complaint.

Students

At SNA, we recognize students as individuals with unique personalities and learning styles who grow and learn through the process of exploration and discovery. Each student learns at a different pace and acquires knowledge in a different manner. Students actively form relationships in various ways and obtain understanding through different approaches.

If a child/student does not fulfill the obligations listed below, SNA has the right to revoke enrollment.

For all students to successfully attain cognitive, physical, social and emotional development, we expect all students to:

- work to their fullest potential.
- work with others in a cooperative, team atmosphere.
- solve problems and issues in a calm and effective manner using constructive verbal communication.
- refrain from gossiping, making negative comments, name calling, teasing, taunting, exclusion, verbal harassment, swearing, hitting, fighting, bullying, physical harassment, sexual harassment, violence, and abuse whether in person or via mail, text, chat groups, email, or on social media. *Students who exhibit any of these behaviors may be expelled from school.*
- refrain from smoking, vaping, and/or use of possession of drugs or alcohol at school or on out-of-school trips. *Students who exhibit any of these behaviors may be expelled from school.*
- refrain from carrying weapons of any type, including knives, BB guns, firearms, ammunition, sharp sticks, Leatherman's (pocket tools), spears, arrows, slingshots, etc. If any of these prohibited items are brought to school, disciplinary action, including involving law enforcement and/or potential suspension and/or expulsion, will result. *Students who exhibit any of these behaviors may be expelled from school.*
- be willing to communicate and cooperate with the faculty, staff, and administrators.
- be respectful to oneself, other students, the faculty, staff, and administrators.
- carry out a reasonable request and/or directions from the faculty, staff, and administrators.
- respect individual differences.
- participate in group activities.
- share and take turns.
- participate in class discussions.
- participate in class meetings and resolve conflicts with peers.
- complete class assignments on time.
- read regularly.
- respect books, materials, equipment, tools, classrooms, buildings, school grounds, and conservation areas.
- respect natural spaces, plants, wildlife, and farm animals.
- complete homework assignments, reports, projects, etc. and turn in when due.
- dress appropriately. following the dress code as set forth in this handbook.
- give back to the community and take part in service-learning projects.
- use peer conflict resolution skills to solve problems.

Students are likewise encouraged to:

- ask questions.
- try new things.
- interact with peers and adults.
- participate in hands-on, experiential learning activities both indoors and out.

Faculty & Staff

Educators act as guides who facilitate the learning process by observing the student and presenting them with challenges that promote individual learning. Educators must be made aware of any special needs a child/student has, to adequately provide for the child/student. To contribute to the child's/student's learning in a positive way, the teacher will:

- Provide a safe, stimulating and nurturing environment.
- Encourage children/students to explore.
- Offer varied opportunities to make meaningful choices.
- Offer materials for creative expression.
- Respect individual needs and limitations.
- Provide varied materials and instructional methods.
- Facilitate the learning process and guide the students through experiential learning models.
- Meet curriculum guidelines as set forth by SNA.
- Adhere to the philosophy and mission of SNA.
- Set clear limits with appropriate consequences for unsuitable behavior.
- Model self-control, good manners, respect and acceptance of all individuals.
- Recognize and celebrate students' accomplishments.
- Encourage participation in indoor and outdoor learning experiences.
- Communicate regularly with parents/guardians regarding progress, concerns, behavioral issues, etc.
- Review and evaluate each child/student's progress to facilitate the learning process.
- Refrain from humiliation as a means of punishment.
- Refrain from physically or verbally abusive treatment.
- Use peer conflict resolution whenever possible to handle conflicts.
- Use positive behavior guidance techniques.

Communications Standards

Communication Philosophy & Expectations for Family Engagement

We believe strong, regular communication between home and school drives student growth. To help us maintain an active partnership while focusing on student care and instruction during the day, please keep the following guidelines in mind:

General Engagement & Channels

- **Routine Updates:** We ask families to engage regularly with official school communications (e.g., email, Blackbaud, Google Classroom) to stay informed on classroom progress and school news. *If you are not receiving school emails, please let us know at your earliest convenience by reaching out to info@2ndnatureacademy.com.*
- **Appropriate Platforms:** Limit communication to official school channels rather than personal phone numbers or social media.
- **Start with the Source:** Reach out directly to the classroom teacher or staff member involved before contacting administrators or department heads.
- **Follow Chain of Command:** If a resolution cannot be reached with the teacher, escalate the matter to the counselor, department chair, or principal.

Tone & Collaboration Standards

- **Civil Language:** Communicate with courtesy and mutual respect, whether in person, via email, or on the phone. Personal attacks, raised voices, profanity, or threatening language are never acceptable.
- **Presume Good Intent:** Approach discussions with the understanding that both families and educators share the same goal: supporting the student's well-being and academic success.
- **Fact-Based Discussions:** Focus on specific behaviors, academic performance, or concrete events rather than generalizations.
- **Action-Oriented Inquiries:** Frame questions around how home and school can work together to support your child's academic, social, and emotional growth.

Response Times, Meetings & Boundaries

- **Standard Response Window:** Many of our staff balance teaching duties and limited office hours. Please allow up to two working days for a response to non-emergency messages. Teachers are focused on instruction during school hours and cannot reply instantly.
- **Scheduled Meetings:** Arrange appointments in advance for conferences or phone calls. Drop-in visits during instruction or school duties interrupt learning and cannot be accommodated.
- **After-Hours Policy:** In support of healthy work-life boundaries, staff are not expected to read or respond to messages outside of their scheduled working hours.
- **Student Privacy (FERPA):** Recognize that school staff can only discuss your child's educational records and disciplinary outcomes, not those of other students.

Policy Note: SNA faculty, staff, and administration reserve the right to end a conversation or meeting if communication becomes abusive or hostile.

Thank you for helping us maintain a supportive, connected community!

Methods of Digital and Written Communication

Email

Email is the primary method of communication for SNA administration/faculty to family correspondence, including:



- Regular school/campus updates issued by administration or alerts to notices posted in Blackbaud.
- Direct teacher-to-family correspondence.
- Direct administration-to-family correspondence.

Parent/Guardian Responsibility: Families are expected to check their primary email account regularly, maintain updated contact information with the school, and review messages promptly to stay informed of critical deadlines and school news. *If you are experiencing issues receiving school emails, please ensure your correct email address is included in your Blackbaud account. If issues persist, please contact the school promptly at info@2ndnatureacademy.com.*

Blackbaud



Blackbaud serves as SNA's official Student Information System (SIS), centralizing critical administrative, academic, and financial details for your family.

Through Blackbaud Tuition Management, families can view billing statements and manage tuition payments securely.

Through the Blackbaud Family Portal, parents and guardians can access:

- Administrative: Enrollment, registration, and required digital forms
- School & Campus Alerts: School calendars, event details, and news updates
- Resource Board: Handy links and resources
- Bulletin Board (Replacing Class Dojo for the Lower School): Classroom news, updates, and media regarding your student's learning

Parent/Guardian Responsibility: Families are expected to log into Blackbaud regularly to submit required materials on time, access key resources, and stay up to date on school calendars and news. *If you experience technical issues accessing your account, please contact the school promptly at info@2ndnatureacademy.com.*

Google Workspace for Education (Upper School Only)



The upper school uses Google Workspace for Education to help keep upper school families informed about their student's assignments and academic progress. Parents/guardians connect to their student's Google Classroom by accepting an email invitation from a teacher or school administrator. Once connected, they will receive regular, automatic email updates highlighting missing work, upcoming assignments, and recent classroom activity (without needing a Google Classroom account of their own). This platform helps ensure families stay connected to their student's learning.

Parent/Guardian Responsibility: Families are expected to accept the email invitation at the start of the school year, review automatic summaries with their student, and encourage their student to take ownership of tracking daily assignments.

Communication Frequency Expectations

Lower School

- Time-Sensitive Communications: Refer to your email inbox
- Class/Learning Updates: Blackbaud Bulletin Board
 - Frequency of posting:
 - Classroom teachers: Weekly, 1 to 2 times per week
 - Unified Arts and World Languages teachers: Biweekly (1x every other week)

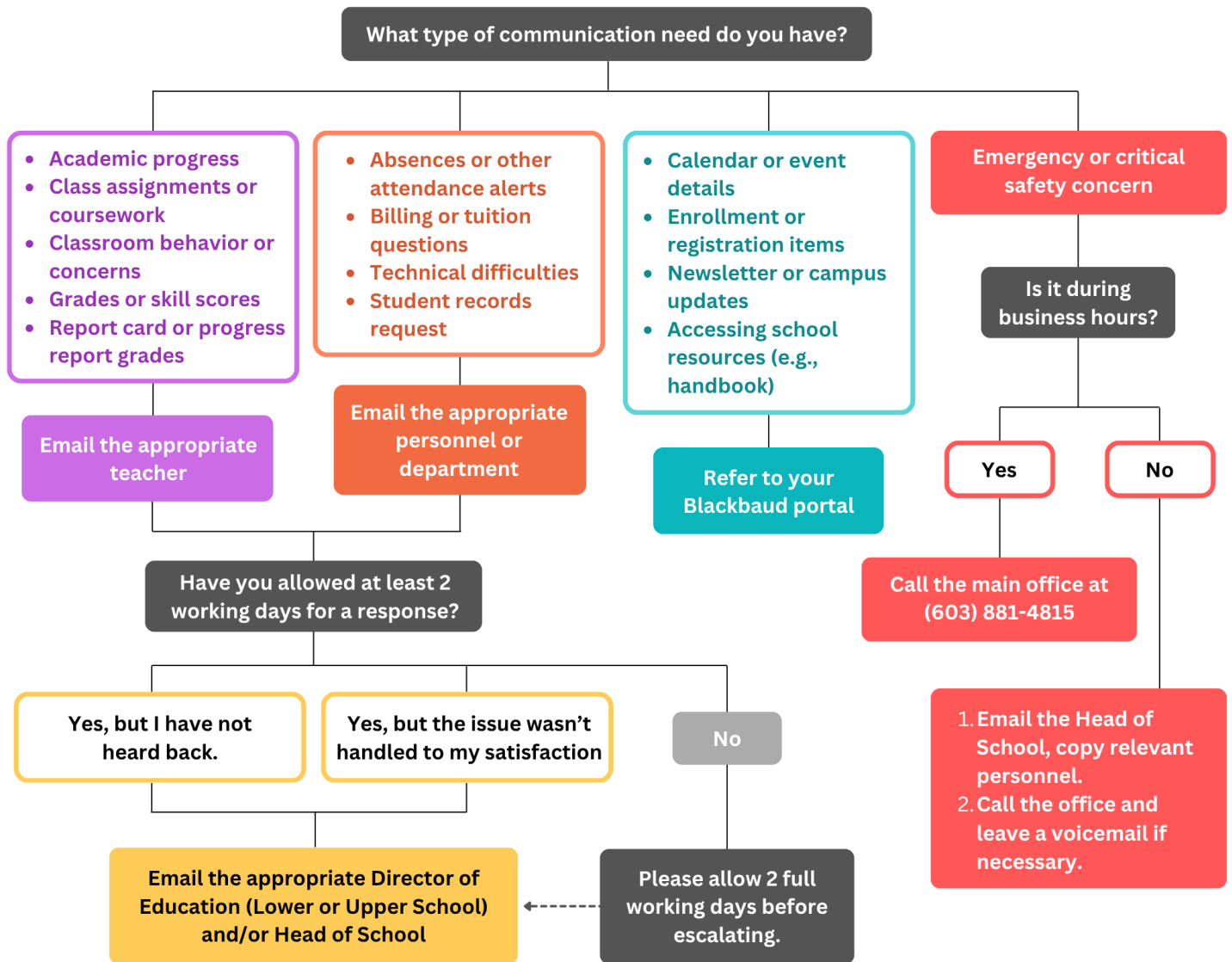
The Blackbaud Bulletin Board has replaced ClassDojo, effective for the 2026-2027 school year. Lower School families can expect a higher frequency of communication than in the Upper School. The Bulletin Board is a fantastic resource to get regular updates about what is happening in the classroom (and beyond), including occasional media.

Upper School

- Time-Sensitive Communications: Refer to your email inbox
- Class/Theme Updates: Blackbaud Bulletin Board
 - Frequency of posting: As needed
- Class Assignments: Google Classroom

In the Upper School, teachers move away from weekly classroom posts. This is an intentional part of our program, as we work to help students build the independence and accountability expected in middle and high school. We encourage students to take ownership of communicating about their school experiences, assignments, and upcoming events with their families. Of course, teachers and administrators will continue to reach out directly whenever there are important updates, concerns, or information that families need to know. Likewise, upper school teachers will provide pertinent updates as new units/themes begin.

Chain of Communication Chart



FAQ Flowchart

If your question or comment is about...	Start here:
→ Absences, tardies, or early dismissals reporting	Attendance/Absence Reporting
→ Academic progress	Classroom or subject teacher
→ Admissions or prospective students	Admissions & Retention Director
→ Billing or tuition inquiries	Billing Office
→ Blackbaud SIS technical difficulties or questions	General inbox
→ Calendar or school events	Blackbaud SIS account > Calendar
→ Class assignments or coursework	Classroom or subject teacher
→ Classroom behavior or concerns	Classroom or subject teacher
→ Enrollment/registration items	Blackbaud SIS account
→ Email receipt troubleshooting	General inbox
→ Grades or skill scores	Classroom or subject teacher
→ Lunch orders	Lunch order form
→ Newsletters and campus updates	Blackbaud SIS account > News
→ Report card or progress report grades	Classroom or subject teacher
→ School resources (e.g., handbooks and other useful links)	Blackbaud SIS account > Resource Board
→ Student records (e.g., past report cards, progress reports, transcripts)	Admissions & Retention Director
→ Tuition payments and statements	Blackbaud Tuition Management

Email Directory

Role	Name	Contact Information
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Lower School Team: Classroom Teachers		
Grade K/1	Keishla Lopez	k.lopez@2ndnatureacademy.com
Grade 2/3	Narissa Hill	n.hill@2ndnatureacademy.com
Grade 4/5	Melissa Coakley	m.coakley@2ndnatureacademy.com

Upper School Team: Core Subjects		
English/Language Arts (ELA)	Bernadette Chiccino	b.chiccino@2ndnatureacademy.com
History	David Irons	d.ironson@2ndnatureacademy.com
Mathematics, High School	Xiangli (Nini) Wu	x.wu@2ndnatureacademy.com
Mathematics, Middle School	Courtney Long (formerly Mehurg)	c.long@2ndnatureacademy.com
Sciences	Courtney Long (formerly Mehurg)	c.long@2ndnatureacademy.com

Unified Arts & World Languages		
Art	Sarah Thompson	s.thompson@2ndnatureacademy.com
Mandarin	Xiangli (Nini) Wu	x.wu@2ndnatureacademy.com
Music	Megan Sweeney	m.sweeney@2ndnatureacademy.com
PCCM Advisor, High School	Kaitlin Quinn-Stearns	k.quinnstearns@2ndnatureacademy.com
Physical Education	Jessika Mallory	j.mallory@2ndnatureacademy.com
Service Learning, High School	Mariona Oca Jordan	m.oca@2ndnatureacademy.com
Spanish	Mariona Oca Jordan	m.oca@2ndnatureacademy.com
Theater Arts, Lower School	Melissa Coakley	m.coakley@2ndnatureacademy.com
	Narissa Hill	n.hill@2ndnatureacademy.com
Theater Arts, Upper School	David Irons	d.ironson@2ndnatureacademy.com

School Administrators		
Head of School	Meghan Ayer	m.ayer@2ndnatureacademy.com
Director of Education, Upper School	Meghan Ayer	m.ayer@2ndnatureacademy.com
Director of Education, Lower School	Jillian Towne	j.towne@2ndnatureacademy.com
Admissions & Retention Director	Kaitlin Quinn-Stearns	k.quinnstearns@2ndnatureacademy.com

General & Administrative Support		
Administrative Assistant		admin.assistant@2ndnatureacademy.com
Attendance/Absence Reporting		attendance@2ndnatureacademy.com
Billing Office (Tuition Inquiries)		billing@2ndnatureacademy.com
General Inquiries		info@2ndnatureacademy.com
Admissions Inquiries		admissions@2ndnatureacademy.com
SNA Community Committee (SNACC) Board		snacc@2ndnatureacademy.com
SNA Community Committee (SNACC) Volunteer Committee		snacc.volunteer@2ndnatureacademy.com
Marketing & Communications Director	Kerry Gleeson	k.gleeson@2ndnatureacademy.com
Administrative Services Manager	Desiree Enriquez	d.enriquez@2ndnatureacademy.com
Operations Coordination Manager	Donagh McKean	d.mckean@2ndnatureacademy.com

Dress Code

General Requirements

Our goal at SNA is to foster a sense of belonging, pride, and respect, both to others and oneself, within our learning environment. SNA reserves the right to mandate that students wear appropriate school attire. It is our belief that students should be engaged in learning activities and not focused on apparel. The appropriateness of student clothing is up to the discretion of the SNA staff. Any apparel which the administration determines to be unacceptable in light of community standards is prohibited.

SNA encourages students to:

- demonstrate individuality, self-expression, and inclusion, within the dress code guidelines.
- take pride in their attire as it relates to the school setting.

SNA expects students to:

- be mindful of the fact that they are members of a K-12 community and older students act as role models for the younger students.
- take into consideration the educational environment, safety, health, and welfare of themselves and others.

The following tenets apply:

1. Graphics are permitted, but all clothing must still be school appropriate.
 - a. Depictions of violence, weapons, drugs, alcohol, tobacco, inappropriate innuendos, and sexually explicit content are not allowed.
 - b. Vulgar, sexual, offensive, hateful, racist, divisive, and/or exclusionary language will not be permitted.
2. Clothing, jewelry, and accessories must not pose hazards, must be well-fitting, and must not restrict learning and exploration.
3. All undergarments and midriffs must be covered at all times.
4. Clothing straps must be a minimum of 1-inch wide. Off-the-shoulder tops are not permitted unless paired with an undershirt adhering to the minimum width.
5. Excessively revealing clothing is not acceptable. Clothing must support a range of motion throughout all school activities without becoming revealing (e.g., being able to bend and reach).
6. Appropriate footwear is required. This includes shoes that fasten securely for walking, hiking, and climbing.
7. Students are expected to come to school dressed appropriately for physical education (P.E.) classes (e.g., athletic wear and sneakers) or change before/after their class. Students should be prepared to participate in outdoor P.E. classes.
8. In addition to the above guidelines, students who are involved in extracurricular activities are subject to the standards of dress as defined by the sponsors or leaders of such activities.

Mandatory School Apparel Policy

All SNA students are required to own a minimum of one SNA top. It is recommended that, if a student owns only one top, it is short-sleeved so they may adapt it to different seasons. This top is to be worn on special occasions, whereupon students will be notified in advance. A pre-sale campaign store will be periodically shared with families to offer them the opportunity to purchase this and other optional school apparel. This store only opens during certain times of year (e.g. prior to the start of a school year and other special campaigns).

Outdoor Activities & Play

When we speak of educating the whole person, we are referring to all aspects of student development: cognitive, social, emotional, and physical. Climbing, running, jumping, throwing, catching, and balancing are critical to the development of youths. Therefore, it is our policy to go outdoors most days, in rain or shine. However, certain weather conditions may prevent us from going out. Heavy rain, thunderstorms, extreme cold, and icy conditions, for example, would be instances when we would keep students inside. In addition, we will frequently be working in the garden, hiking in the woods, and observing wildlife in the fields and around the ponds. We request, then, that your student is appropriately dressed for rugged outdoor activities. This includes:

- Comfortable, rugged clothes
- Sturdy shoes or sneakers (no open-toe or open-back shoes)
- Rubber rain boots for wet/muddy conditions
- Rain slicker or waterproof jacket
- Hats, mittens, warm coats, ski/snow pants, etc. on cold days
- Snow pants and snow boots while snow is on the ground
- Scarves may not be worn on the playground as they pose a choking hazard.

All articles of clothing should be labeled.

Sunscreen & Insect Repellent

Lower School

During warm weather, parents/guardians are required to apply sunscreen at home prior to bringing the student to school. It is recommended that parents/guardians apply a DEET free insect repellent prior to bringing the student to school to repel ticks.

Upper School

Applying sunscreen and DEET free insect repellent is strongly recommended, when seasonally-appropriate.

Additional Guidelines

For additional information and tips, as well as seasonally-specific expectations, visit 2ndnatureacademy.com/outdoors.

Attendance & Punctuality

Expectations

Consistent attendance is crucial to a student's learning and development. Likewise, when students arrive late to or leave early from school, they miss important information, directions, skills reviews, introductions, etc., and cause class disruption.

Student Expectations

- Attend school every scheduled day.
- Arrive on time and be prepared for all classes.
- Remain in school for the entire school day unless otherwise excused.

Parent/Guardian Expectations

- Ensure their child attends school regularly.
- Ensure their child arrives on time.
- Notify the school promptly in case of absence.
- Provide appropriate documentation when required (e.g., a doctor's note).

Absences

Protocol

Please send all reports regarding absences, tardies, or early dismissals to: attendance@2ndnatureacademy.com

For the most efficient processing, please include the following in your email:

1. Student Full Name:
2. Student Grade Level:
3. Date(s) Affected:
4. Type of Report: (Absence, Tardy with arrival time, or Early Dismissal with departure time)
5. Reason:

Deadlines & Procedures

- **Submission Time:** Please *email by 8:30 am* to ensure your student is included in the morning report sent to faculty and teachers.
- **Safety Check:** If we have not received an email or call by the start of the school day, our office will begin making follow-up phone calls to families of absent students.
- **Phone Calls:** While we strongly encourage using the email system for clarity and record-keeping, we will still accept phone calls for those who prefer them.

Excused and Unexcused Absences

Excused Absences

An absence is considered excused when it is due to one of the following:

- Personal illness or injury
- Medical or dental appointments (with documentation)
- Family emergency or bereavement
- Religious observances
- Court appearances
- Pre-approved educational activities or travel (with administrative approval)
- Pre-approved athletic or extracurricular activities (with administrative approval)

Documentation may be required within three (3) days of the student's return.

Unexcused Absences

An absence is considered unexcused when it does not meet the criteria listed above, including:

- Truancy or skipping class
- Family vacations
- Lack of transportation with the exception of emergencies
- Oversleeping
- Taking a "rest day"

Unexcused absences may result in disciplinary action and may affect grades.

Tardiness

A student is considered tardy if they arrive after the designated start time without an acceptable excuse. Repeated tardiness may result in:

- Parent/guardian contact
- Detention or loss of privileges
- Referral to administration

Early Dismissal

Students must be signed out by a parent/guardian or authorized adult when leaving before the end of the school day. Frequent early dismissals may impact attendance records. Students may not contact parent/guardian directly to be dismissed. If a student is feeling unwell, they should communicate with a teacher and the office will contact a parent/guardian. All early dismissals should go through the main office. Parents/guardians must report to the main office to dismiss their student; students will not be dismissed directly from the Academy.

Chronic Absenteeism & Truancy

A student is considered chronically absent when they miss 10% or more of school days/specific classes, excused or unexcused. Truancy is defined as repeated unexcused absences and may result in intervention by school administration. Repeated absences will impact grades.

Make-Up Work

Students with excused absences will be given the opportunity to make up missed assignments and tests. It is the student's responsibility to:

- Request missed work
- Complete and submit assignments within the allotted time (typically equal to the number of days absent)

Make-up work for unexcused absences may be denied or subject to partial credit at the teacher's discretion.

Notification & Intervention Procedures

Issues of excessive tardiness and absenteeism are addressed on a case by case basis by administration. Possible interventions may include parent/guardian notification, written notices, conferences with administration, and formal intervention plans.

Academic Calendar

The following is a tentative 26/27 Academic Calendar that is subject to change prior to the start of the school year. Public Holiday & Campus Closures information may be found on [page 8 of the Introduction section](#).



Academic Calendar 2026-2027

	M	T	W	Th	F	
SEP	7	8	9	10	11	4
	14	15	16	17	18	9
	21	22	23	24	25	14
	28	29	30	1	2	19
OCT	5	6	7	8	9	24
	12	13	14	15	16	28
	19	20	21	22	23	33
	26	27	28	29	30	38
NOV	2	3	4	5	6	43
	9	10	11	12	13	48
	16	17	18	19	20	53
	✓ 23	24	25	26	27	55
	30	1	2	3	4	60
DEC	7	8	9	10	11	65
	14	15	16	17	18	70
	21	22	23	24	25	73
	28	29	30	31	1	--

Mon, 9/7	Campus closed	Labor Day
Tue, 9/8	First day of school	
Fri, 10/9	Early release	Dismissal @ 1:30 pm
Mon, 10/12	Campus closed	Indigenous Peoples Day
Thu, 10/15		🏠 P/G* Open House
Fri, 11/13	Early release	Dismissal @ 1:30 pm
Fri, 11/20	✗ LS ☆ Trimester 1 ends	
Mon, 11/23	✓ LS ☆ Trimester 2 starts	📅 P/G*-Teacher conferences
Tue, 11/24		📅 P/G*-Teacher conferences
Wed, 11/25	No school	📅 P/G*-Teacher conferences
Thu, 11/26	Campus closed	Thanksgiving Day
Fri, 11/27	Campus closed	Black Friday
Fri, 12/11	Early release	Dismissal @ 1:30 pm
Thu, 12/24	Campus closed	Christmas Eve (Holiday break)
Fri, 12/25	Campus closed	Christmas Day (Holiday break)
12/28-12/31	No school	Holiday break
Fri, 1/1	Campus closed	New Year's Day (Holiday break)

*Parent/Guardian ☆ Lower School ▲ Upper school

	M	T	W	Th	F	
JAN	4	5	6	7	8	78
	11	12	13	14	15	83
	18	19	20	21	22	87
	25	26	27	28	29	92
FEB	✓ 1	2	3	4	5	97
	8	9	10	11	12	102
	15	16	17	18	19	106
	22	23	24	25	26	--
MAR	1	2	3	4	5	111
	8	9	10	11	12	116
	✓ 15	16	17	18	19	121
	20	23	24	25	26	126
APR	29	30	31	1	2	131
	5	6	7	8	9	136
	12	13	14	15	16	140
	19	20	21	22	23	145
MAY	26	27	28	29	30	--
	2	4	5	6	7	150
	10	11	12	13	14	155
	17	18	19	20	21	160
JUN	24	25	26	27	28	165
	31	1	2	3	4	169
	7	8	9	10	11	174
	14	15	16	17	18	178

Fri, 1/15	Early release	Dismissal @ 1:30 pm
Mon, 1/18	Campus closed	Civil Rights/MLK Jr. Day
Fri, 1/29	✗ US ▲ Semester 1 ends	
Mon, 2/1	✓ US ▲ Semester 2 starts	
Mon, 2/15	Campus closed	Presidents' Day
2/22-2/26	No school	Winter break
Fri, 3/12	Early release	Dismissal @ 1:30 pm
Fri, 3/12	✗ LS ☆ Trimester 2 ends	
Mon, 3/15	✓ LS ☆ Trimester 3 starts	
Fri, 4/16	No school	Teacher in-service training
4/26-4/30	No school	Spring break
Fri, 5/21	Early release	Dismissal @ 1:30 pm
Mon, 5/31	Campus closed	Memorial Day
Thu, 6/10	Seniors' last day of school	
Fri, 6/11	🎓 Graduation Day	Class of 2027
Thu, 6/17	Last day of school	Dismissal @ noon No lunch
Fri, 6/18	Campus closed	Juneteenth (observed)

Drop-off/Pick-up

Traffic Safety

Our first priority for carpool and campus traffic control is to maintain safety for all children/students in our care. Therefore, it is critical that all children and parents/guardians respect and adhere to the following policies:

- Adhere to all speed limits and traffic signage at all times.
- No playing on paths, sidewalks, or around the building entrance.
- All pedestrians should pay close attention to traffic.
- All pedestrians must utilize crosswalks when crossing the street/driveway.
- Parents/guardians are responsible for guiding and modeling pedestrian and traffic safety for their children.
- Only parents/guardians, or otherwise approved adults, may pick up a student. Minors will not be permitted to remove a student from our care.

Carpool Protocols

Please respect and follow the directions of the carpool monitors. They are working hard to keep our students safe and keep traffic moving. Parents/guardians are responsible for sharing these rules with any alternate drivers (grandparents, nannies, etc.) who pick up their children.

Morning Carpool

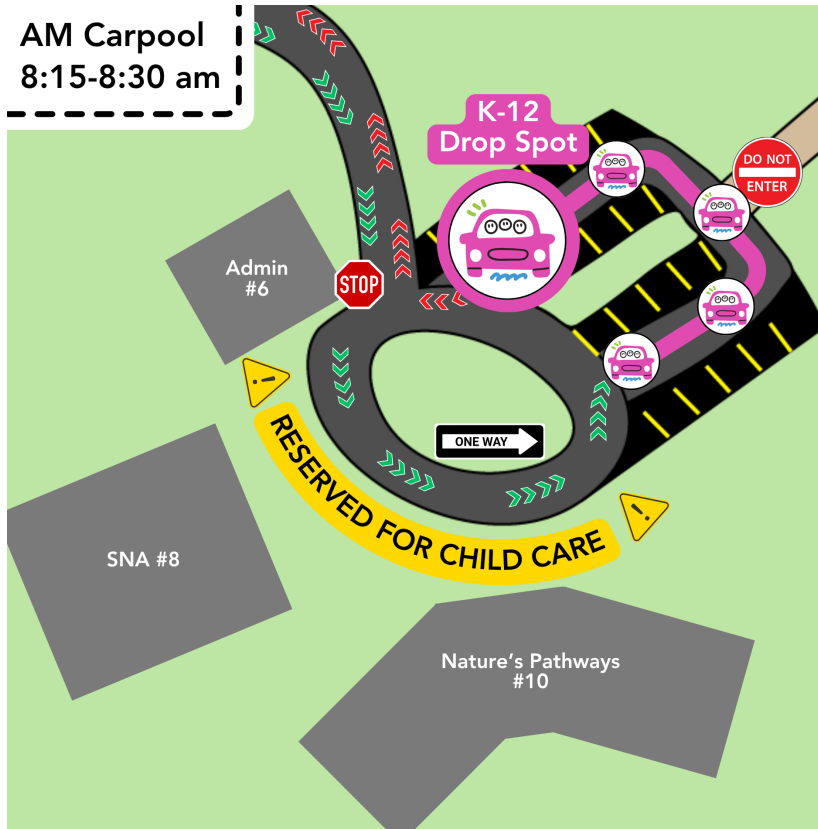
- **Timely Arrival (8:15-8:30 am):** Carpool drop-off begins when a monitor is on duty at 8:15 am. All students are expected to be in their classrooms by 8:30 am.
 - **Early Drop-Off:**
 - Standard Day elementary and middle school students will not be allowed to enter the school prior to the start of carpool as no adult supervision is present. Do not drop elementary and middle school students off more than 15 minutes before the start of classes.
 - Full Care elementary and middle school students may be dropped off in the great room of Pathways to SNA as early as 7:30 am.
 - Full Care elementary and middle school students may be dropped off in the great room of Pathways to SNA as early as 7:30 am.
- **Where to Drop Off:** Use the designated parking lot area only.
- **No Circle Drop-Offs:** Do not drop students off in the traffic circle (unless you have express permission for injuries or heavy items).
- **Crosswalk Safety:** Students must stay in the car until a staff member is present at the crosswalk to guide them.
- **Late Arrivals:** If you arrive after the morning carpool ends, park in the lot. Your student must report to the main office.

Afternoon Carpool

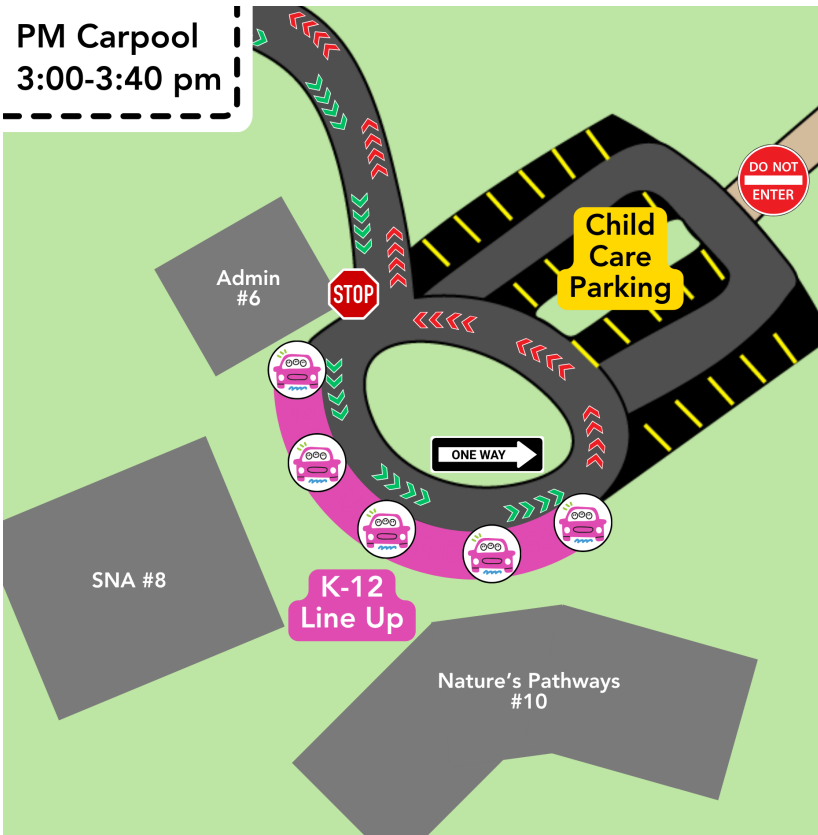
- **Timing Matters:**
 - **Upper School (3:15 PM):** Only Upper School drivers may wait in the circle at this time.
 - **Lower School (3:30 PM):** If you arrive early, wait in the parking lot until Upper School cars have cleared. Do not block the circle.
- **Loading Up:** Pull all the way up to the car ahead of you. Staff will call your student to your car.
- **Stay in Line:** Do not pass or jump the carpool line. Remain in your vehicle.
- **No Walk-Ins:** Parents/Guardians are not permitted to park and enter the building to pick up students during carpool.
- **Late Pick-Ups:** Students not picked up on time will wait in the main office. You must enter the early childhood building to sign them out.

Carpool Maps

AM Carpool
8:15-8:30 am



PM Carpool
3:00-3:40 pm



Assessments & Conferences

General Expectations

Parents/guardians are encouraged to discuss the progress of their child/student with their teacher at any time during the school year. If a problem arises, parents/guardians are expected to speak directly to the teacher first. Should the problem remain unresolved, parents/guardians may then contact a school administrator to set up a meeting to discuss the matter. In most cases the teacher will also be included in the discussion. The parties involved will be expected to speak to and about each other in a respectful manner, or the administrator may terminate the meeting.

Assessment Types

SNA utilizes multiple forms of both formative and summative assessment. We recognize that there are many ways to gauge student knowledge and abilities. Assessment may be provided by teachers, peers, the public, or oneself.

- Strategic teacher observations
- Quick checks for understanding
- Written feedback
- Oral feedback
- Rubrics
- Quizzes and tests
- Student reflections
- Self-assessments
- Peer assessments
- Student exhibitions, performances, presentations, & projects

Formal Assessments

Lower School

A combination proficiency and narrative based report card at the end of each trimester. *To be promoted to the next grade level, students must demonstrate social, emotional, and academic readiness as outlined on the report cards.*

Upper School

Mid-term progress reports (two times a year) and a proficiency and graded report card at the end of each semester. *To be promoted to the next grade level, students must demonstrate social, emotional, and academic readiness as outlined on the report cards.*

Parent/Guardian-Teacher Conferences

Formal conferences are held in November. Conferences are very important in initiating and facilitating open communication channels between home and school. Parents/guardians are expected to attend at least one parent-teacher conference during the school year. If parents/guardians have any questions or concerns about the students' school performance at any time during the school year, it is important to call the teacher and arrange for a conference. A parent-teacher conference may be held at any time during the school year upon request of the parent or the school.

Supplies & Belongings

School Supplies

SNA collects a materials fee to cover educational and curriculum materials for learning in the K-12 levels, including books, workbooks, paper, journals, art supplies, Internet access, computer ink, educational online subscriptions, etc. Occasionally, special projects may require inexpensive materials from home. *Parents/guardians will be held responsible for the cost of replacing school supplies damaged through deliberate neglect, misuse, or purposeful destruction by their child/student.*

Lower School

The materials fee for elementary school students also covers general classroom supplies, educational tools, and other classroom consumables. *Students enrolled in 5th grade may be required to bring a personal device to support their MidSchool Math Curriculum. Specific requirements will be communicated to families ahead of the start of the school year.*

Upper School

Parents/guardians of middle and high school students are responsible for providing individual consumable school supplies including, but not limited to pencils, pens, crayons, markers, erasers, binders, rulers, glue sticks, etc. Teachers will provide a list of school supplies that parents/guardians are required to purchase.

Prohibited Personal Belongings

We stress that parents/guardians do not allow their child/student to bring toys, unapproved electronic devices, or other personal devices that are not needed for childcare/school from home. We cannot be responsible for personal items being lost or broken. If children/students repeatedly bring toys, prohibited electronics, and other non-school items to school, such items will be confiscated and a parent/guardian may come to school to pick them up.

Electronic Devices

SNA recognizes that information technology is a tool that can enhance the classroom experience when utilized responsibly. Students' lives are saturated with electronic devices and SNA acknowledges the importance of safe and acceptable usage of electronic devices. Student use of any electronic device, personal or school appointed—including, but not limited to laptops, desktops, tablets, iPads, iPods, smartphones, and cell phones—shall adhere to the SNA Acceptable Usage Policy. All students are required to sign the SNA AUP before using any electronic device.

Student Phone-Free School Policy

We recognize that the use of technology is a crucial part of preparing students for the future. However, the use of cell phone technology and social media apps during the school day are not necessary and have a negative impact on the overall culture at SNA. By encouraging our students to unplug during school hours, we are empowering them to fully immerse themselves in life at SNA, including their studies, extracurricular activities, and social interactions. While we recognize that we live in a technologically connected world, we stand behind growing research that the harm caused by the use of cell phones and social media in childhood far outweighs any benefits, especially in an academic setting. Intentionally unplugging from constant connection is an important and necessary skill in today's world. Additionally, students need to understand the importance of when it is and is not appropriate to use cell phones and social media.

Definition of Phone Free Campus for Students

It is strongly encouraged to leave phones at home. However, if this is not possible, then all students must adhere to the policies here.

1. Phones are turned off before arriving on campus.
2. All SNA students will be assigned a designated and secure check-in point to leave their cell phone each morning.
3. Student phones will be returned at dismissal or at the conclusion of afterschool activities. Phones are NOT to be turned on until students leave campus.

Definition of a Social Media Free Campus

The use of social media apps is not allowed on campus, unless otherwise specifically approved by administration and/or teachers for academic purposes. These include, but are not limited to, Snapchat, TikTok, X, Pinterest, etc.

School Communication

- All classrooms are equipped with phones that allow incoming and outgoing calls as needed.
- Administration, teachers, and staff use a variety of communication modes throughout the school day to ensure the safety and wellbeing of all students and each other. These include but are not limited to Google Chat, Walkie Talkies, and classroom phones.
- In the event of an emergency, we will rely on these modes of communication, as well as text alerts and messaging, as needed.
- If a student needs to be in touch with their parent/guardian during the school day, we will make that happen through official school communication channels.

Acceptable Usage Policy (AUP)

We currently live in a rapidly changing, media-infused environment that provides us access to a wealth of information. Used correctly, technology can save time, increase literacy, and enhance curriculum. At SNA, our goal is to use technology to efficiently and effectively access digital information and to promote evaluation skills, analytic skills, critical thinking skills, and creativity. Furthermore, we want our students to have a sound understanding of the ethical and legal issues surrounding media use and the access to digital information.

Whether students are using personal or school issued devices, they are expected to follow the SNA Internet and technology policy rules. Failure to follow any of the policy rules will result in loss of privileges until the parents/guardians meet with the school and disciplinary action is decided upon. Being a good digital citizen means using technology safely, respectfully, and responsibly. We feel the best way to accomplish this is by following these tenets:

- Respect yourself: Be mindful of using appropriate online names, language, and images of yourself.
- Protect yourself: Don't publish personal information including your real name, age, contact information, address, or daily schedule.
- Respect others: Do not use technology to harass, bully, or gossip about other people.
- Protect others: Always report abuse and never forward inappropriate material.
- Respect intellectual property: Always cite sources, including websites (as well as books and other media) used for research.
- Protect intellectual property: Only use software that you have a license to use and request permission before using other people's intellectual property.

Student Responsibility

- Only bring in/use technology from home with the permission of teachers and parents. Students are responsible for looking after this equipment and following all school rules and policies relating to it.
- All assignments and school communications should be conducted using the SNA provided student account (grades 6-12).
- Treat all devices with respect and care.
- Only use the Internet for schoolwork, unless given express permission by an adult.
- Only search for school related and appropriate content.
- Report any inappropriate material/content you find to an adult.

Safety

- Only access the Internet under adult supervision.
- Only visit approved sites.
- Never send any messages or post personal information including last name, home address, or phone number for yourself or any other person.
- Never post personal information about yourself or others.
- Don't converse with strangers online.
- Never agree to meet someone you met online in person.
- Never post personal or private information about yourself or classmates on the Internet.
- Do not take photos and/or videos of anyone or anything in school without express permission. Photos and/or videos will usually be taken by adults and must be used in accordance with the schools' photo policy.

Respect/Etiquette

- Do not use any vulgar, suggestive, obscene, or inappropriate language/content.
- Never post, send messages, or communicate in a way that could be intimidating, threatening, embarrassing, humiliating, ridiculing, taunting, teasing, harassing, abusive or that targets another person.

Specific to Grades 4 & Under

Lower School students may have access to school-appointed devices at school as needed. *We stress that Lower School parents/guardians do not allow their students to bring electronic toys, cell phones, and/or electronic game devices from home to school. These devices can become a distraction in the classroom setting.* If students repeatedly bring toys,

prohibited electronics, and other non-school items to school, these items will be confiscated, and a parent/guardian may come to school to pick them up.

Lower School students in the extended day (before/after school) program and vacation week care will not be allowed access to personal electronic devices unless specifically being used for a school-assigned purpose (e.g., homework or special project).

Specific to Grades 5 & Up

Upper School students may be expected to utilize computers or tablets for research, to type reports, to create projects, and to demonstrate learning. All SNA Upper School students will be equipped with a Google Workspace for Education account. *Upper School students are required to have a laptop or Chromebook with a usable keyboard or keypad and web browser compatible with Google Workspace for Education applications (i.e. Chrome or Firefox) to provide input, editing, formatting, and output of text.* SNA is not responsible for personal items being lost, stolen, or broken. Upper School students are responsible for maintaining their own devices and following the rules as set forth in the Acceptable Usage Policy.

Artificial Intelligence (AI)

Students are not permitted to submit work generated, in part or in whole, by ChatGPT, Google Gemini, or other Artificial Intelligence (AI) assistants without the express written permission of the instructor. Misuse of such tools will be considered a violation of SNA's [Academic Integrity Policy](#) and will be subject to disciplinary procedures and consequences. For additional information on how AI may be used at SNA, please refer to the [Artificial Intelligence \(AI\) Policy](#).

Disclaimer & Limitation of Liability

Students and staff are responsible for following the policies in this AUP. Teachers will be vigilant and guide students to make good decisions when using technology and the Internet. However, students are ultimately responsible for following the rules as set forth in this agreement, as well as abiding by any laws governing the use of the Internet. Use of technology and the Internet while at SNA is at the user's own risk. SNA will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on hard drives or servers, or for delays or changes in or interruptions of service, or for information or materials that fail to send or be delivered, regardless of the cause.

Academic Integrity Policy

Philosophy & Purpose

SNA is a student-centered educational community with the core mission of developing well-rounded and independent critical thinkers. If an SNA student is to engage authentically to reach their the potential for lifelong learning and success, they must understand the value of and should practice academic integrity in all aspects of their educational journey, and carry this integrity with them throughout their time in higher education, their career, and their daily life and interpersonal relationships.

When a student engages in academic misconduct, they are directly opposing the very principles that SNA is founded upon, which can result in many negative consequences for their own growth and development.

- Students can negatively impact their higher education and career opportunities in very real ways by engaging in academic dishonesty. Such impacts include:
 - contributing to an unfavorable academic record that could hurt their chances of pursuing their preferred paths in education and career.
 - fostering dishonesty and creating false perceptions of success that they cannot measure up to in other educational and career settings.
- Perhaps, even more critically, academic dishonesty is known to:
 - create a vicious cycle of poor learning that results in low self-esteem, anxiety, and guilt.
 - rob students of the opportunity to develop and hone critical thinking skills and other tools that they could otherwise carry with them throughout their lives.

Therefore, it is critical that all SNA students adhere to the same standards of academic integrity and do not engage in acts of misconduct, both for their own benefit and the reputation of the institution.

Definitions of Academic Misconduct

Breach of Confidentiality	Sharing assessment content, questions, or answers with students who have not yet taken the assessment.
Cheating	The use of unauthorized materials, notes, or electronic devices during an assessment, or copying another student's work or allowing one's own work to be copied.
Collusion	Also known as unauthorized collaboration, this means working with others on an assignment meant to be individual work, or sharing answers or test content with students who have not yet taken the assessment.
Duplication	Submitting the same work for multiple courses without prior teacher approval.
Fabrication/Falsification	Inventing information, changing data, or forging school documents.
Misuse of Artificial Intelligence (AI)	The use of a system that performs tasks, completes assignments, or creates works that are meant to be the student's own effort requiring their own human intelligence.
Plagiarism	The act of taking someone else's ideas, work, images, designs, words, or data and passing them off as your own or not properly acknowledging or citing.
Theft of Copyrighted Material	Using or downloading copyrighted material or copying information without an owner's/author's permission, which is illegal.

Responsibilities

Students

Students are responsible for producing original work, asking for clarification when unsure, and reporting incidents of misconduct. Students must also always properly cite sources, which means acknowledging or giving credit to a person or

web page when using information, whether summarized or quoted. This includes use of text, media, music, graphics, and movies. Plagiarism of Internet sources will be treated as any other form of cheating or plagiarism and be dealt with in the same manner.

Students may never:

- use AI in violation of the SNA AI Policy.
- cheat or collude,
- breach confidentiality,
- duplicate work across classes without prior teacher approval,
- fabricate or falsify information,
- or steal or plagiarize the works of others.

Teachers/Faculty

Teachers/faculty are responsible for communicating clear expectations for each assignment, teaching proper citation formatting, clearly outlining the terms of AI use (if applicable) for assignments, and modeling academic integrity.

Parents/Guardians

Parents/Guardians are expected to be familiar with the policy, encourage honest behavior, and support the school's efforts. If an investigation into a report of misconduct should occur and consequences be required, full parent/guardian compliance and support is expected.

Academic Misconduct Procedure

Investigation

Any allegation of academic misconduct will be treated seriously. If a teacher, student, or other individual suspects or finds proof of academic misconduct, they are required to promptly report it to the appropriate class teacher and/or administration. Student reports will be treated with care and discretion. Once a report has been made, a thorough investigation will be launched, requiring full cooperation of all relevant parties.

Consequences

First Offense

Parent/guardian notification, a meeting with staff, a zero on the assignment (with the potential to redo for partial or full credit), and a possible discipline referral for documentation.

Second Offense

Parental notification, a zero on the assignment with no resubmission option, a meeting with an administrator, and potential removal from programs or class offices.

Third Offense

Potential removal from specific programs, or other significant disciplinary action determined by administration, up to and including academic probation, suspension, and expulsion.

Artificial Intelligence (AI) Policy

AI is ever evolving and therefore our policies surrounding AI must likewise evolve.

8/24/26 update: Our AI usage policy is in the process of being actively developed with educator feedback and remains a priority for the school. Once finalized, all families will be updated.

Special Education Policy

It is important to be aware that children with disabilities who are placed by their parents/guardians (known as “parentally-placed private school children with disabilities”) do not retain an individual right to continue receiving special education and/or related services under the Individuals with Disabilities Education Act (IDEA) while enrolled in the private school.

SNA does not provide special education services and therefore does not make curriculum modifications or offer specialized services such as specialized instruction, assistive technology, speech therapy, counseling, school based support, individual education plans, alternative assessments, modified grades, or modified report cards.

Accommodations vs. Modifications

At SNA, we are committed to supporting a variety of learning styles and helping all students access the curriculum effectively. To that end, we provide accommodations to help students engage with learning without changing the academic expectations.

Accommodations

Accommodations are adjustments in how students learn or demonstrate understanding, including but not limited to:

- Flexible seating or workspace options
- Multimodal instruction (visual, auditory, and hands-on approaches)
- Sensory accommodations (fidget tools, breaks, movement opportunities, the use of tools such as headphones)
- Use of graphic organizers, guided notes, or other learning supports
- Extended time on assignments or assessments (when appropriate)
- Voice and choice on how students demonstrate skill acquisition and understanding of material

Modifications

Modifications, on the other hand, involve changing what is being taught or expected academically. At SNA, we do not modify the curriculum; students are expected to meet the same academic standards and learning objectives as their peers.

While we strive to accommodate all learners to help them succeed, it is important to note that SNA is not a special education school and does not have a special education department. Therefore, we do not create or implement 504 Plans or Individualized Education Programs (IEPs). Our focus is on supporting students within the standard curriculum through thoughtful accommodations and instructional strategies.

Middle School

Middle school is a pivotal stage of growth and development, and at SNA, students in these grades are intentionally granted greater freedoms and more autonomy than younger students. With these increased freedoms comes an expectation of greater responsibility, accountability, and self-management. While teachers closely monitor students in elementary school, middle schools offer more autonomy with greater expectations. Middle school students are expected to become more self-reliant by independently completing assignments, managing their own schedules, taking on challenges, actively solving problems, navigating social situations, and seeking support when needed.

Expectations

Student Independence & Responsibility

Students in grades 6-8 are afforded more freedom. However, with this freedom comes responsibility. Students are still expected to communicate respectfully with teachers regarding their whereabouts, follow instructions when needed, and remain within the designated recess/break areas. These boundaries ensure a safe, inclusive environment where everyone can enjoy their break while learning to manage their independence responsibly.

It is important that we are not constantly “helicoptering” our middle school-aged students. This stage of development is a critical period for building maturity, responsibility, and independence. Research shows that over-supervising young adolescents can inhibit their ability to grow into self-regulating individuals. At this age, students are forming a stronger sense of identity, testing boundaries, and navigating more complex social dynamics. They need space to make choices, learn from mistakes, and manage interpersonal challenges without constant adult intervention.

While middle school students will continue to be supported by faculty and staff, there will be less hand-holding than in earlier grades. This approach is not about removing oversight, but about providing students with meaningful opportunities to practice autonomy in a supportive environment. Giving middle school students room to operate with increasing independence is not only appropriate—it is essential for their long-term social, emotional, and academic growth.

Executive Functioning Skills

A key focus during the middle school years is the development of executive functioning skills, including time management, organization, planning ahead, and breaking large assignments into manageable steps. While teachers will provide instruction, tools, and guidance to support these skills, students are expected to increasingly take ownership of managing their work, meeting deadlines, and advocating for help when needed.

Social and Emotional Growth

Middle school is also a critical time for social and emotional growth. Students will be supported in developing effective communication skills, resolving conflicts respectfully, and navigating peer relationships. Staff will offer guidance and intervention when appropriate, but students are encouraged to practice problem-solving and conflict resolution with increasing independence.

Collaboration

In addition, students are expected to actively and thoughtfully participate in collaborative work. Collaboration is a vital skill intentionally developed at SNA, as it is central to our project-based learning (PBL) model and essential preparation for high school, college, and the real world. Students are expected to contribute meaningfully, listen to others, communicate respectfully, and take responsibility for their role within group work.

Additional

Add/Drop Period

At the beginning of each semester, SNA provides Upper School students a two-week add/drop period during which they may request changes to their course schedules. This period allows students to adjust enrollment to ensure appropriate academic placement and course fit. Students and families are encouraged to carefully review schedules at the start of each semester and communicate promptly with the school regarding any concerns.

The following provisions apply:

- Courses that are core requirements may not be dropped during the add/drop period.
- All schedule change requests are subject to administrative approval, course availability, and graduation requirements.

After the add/drop period has ended, schedule changes will not be permitted except in extenuating circumstances, as determined by school administration.

Extracurricular Requirements

All Upper School students are required to participate in a minimum of one SNA activity each school year. Activity offerings include athletics, clubs, student government, event planning committees, etc. It is the responsibility of students and their families to monitor SNA offerings and fulfill this requirement.

High School

Graduation Requirements

Students must adhere to the required number of courses each year taken at SNA, as well as any approval requirements for outside courses taken. SNA reserves the right to deny credits if approval or minimum grade requirements are not met. SNA required courses are those courses offered at SNA. Students may not opt to replace these courses with any other classes, except in the event of extenuating circumstances. Administrative approval must be obtained and will only be granted on a case-by-case basis.

SNA-Specific Courses

In addition to meeting state and general high school graduation requirements, students must successfully complete all SNA-specific graduation requirements as outlined by the school.

These requirements may include, but are not limited to:

- Successful completion of designated SNA-specific core courses;
- Completion of required interdisciplinary, experiential, or project-based learning components;
- Demonstration of competencies aligned with SNA's educational philosophy and learning outcomes.

Students must earn credit in all required SNA-specific courses in order to be eligible for graduation. A student who does not pass a required SNA-specific course may be required to:

- Participate in remediation or academic support;
- Revise and resubmit coursework to demonstrate proficiency;
- Repeat the course or complete an approved alternative pathway;
- Adjust their graduation timeline, if necessary.

Core Course Requirements

	Year 1	Year 2	Year 3	Year 4
English Language Arts (ELA)	✓	✓	✓	✓
History <i>or</i>	✓	✓	✓	✓
Social Sciences	✗	✗		
Science (non-lab)	✓	✗	✗	✗
Science (lab)	✗	✓	✓	✓
Math	✓	✓	✓	✓
Foreign Language (Mandarin) <i>or</i>	✓*	✓*	✗	✗
Foreign Language (Spanish)				
Service Hours (approved)	20	20	20	20

** A minimum of two years of one consecutive language is required prior to graduation.*

Elective Requirements

Students must enroll in electives each year and may opt to take outside courses for electives, subject to administrative approval. Elective requirements for graduation may include, but are not limited to art, physical education, civics and government or a social science equivalent, yearbook/school media, music, and independent study/internship (grades 10-12 only).

Additional Course Options

Early College Courses

- Nashua Community College: NH resident students in grades 10-12
- Middlesex Community College: MA resident students in grades 10-12

Students may enroll in a maximum of two Early College courses each semester. Early College courses may not replace required courses offered at SNA. Students must receive approval from SNA to enroll in Early College courses. SNA reserves the right to refuse approval for these courses. Students must receive a grade of B- or higher to be awarded graduation credit toward a SNA High School diploma. Courses from similar institutions will also be accepted, subject to administrative approval.

Virtual Learning Academy Charter School (VLACS) (NH residents only)

VLACS courses may not replace required courses offered at SNA. Students must receive approval from SNA to enroll in VLACS courses. SNA reserves the right to refuse approval for these courses. Students must receive a grade of 70 or higher to be awarded graduation credit toward a SNA High School diploma.

Passing Grades

SNA-Specific Courses

Students enrolled in SNA-specific high school courses are expected to meet the academic and participation standards established for each course. To earn credit, a student must successfully complete all required coursework and demonstrate mastery of the course objectives.

A passing grade for SNA-specific courses is defined as:

- Earning a final grade of 70% or higher, or
- Earning a “P” in pass/fail courses, or
- Meeting the proficiency benchmarks outlined in the course, as determined by the instructor and approved by administration.

Courses that are designated as required for graduation must be passed in order for credit to be awarded. Failure to earn a passing grade may result in the need for remediation, course repetition, or an alternative plan as determined by the school.

Additional Courses

Grading for additional courses will be pursuant to the rules and expectations set forth by the administering institution.

Extracurricular Requirements

All Upper School students are required to participate in a minimum of one SNA activity each school year. Activity offerings include athletics, clubs, student government, event planning committees, etc. It is the responsibility of students and their families to monitor SNA offerings and fulfill this requirement.

Credit Awarding

	Credit Potential		
	½	1	2
Half-Year: Single subject	✓		
Full-Year: Single subject		✓	
Full-Year: Two subject			✓
NCC Early College or equivalent**		✓	

** Applies to grades 10-12 only; Subject to course syllabus*

*** Additional administrative approval may apply*

Academic Support and Review

SNA is committed to supporting students in meeting graduation requirements. Academic progress will be monitored regularly, and families will be notified if a student is at risk of not earning credit in a required course. Final decisions regarding credit, remediation options, and graduation eligibility rest with school administration and will be made on a case-by-case basis, taking into account the student’s overall progress, effort, and circumstances.

Add/Drop Period

At the beginning of each semester, SNA provides Upper School students a two-week add/drop period during which they may request changes to their course schedules. This period allows students to adjust enrollment to ensure appropriate academic placement and course fit. Students and families are encouraged to carefully review schedules at the start of each semester and communicate promptly with the school regarding any concerns.

The following provisions apply:

- Courses that are core requirements for graduation may not be dropped during the add/drop period.
- All schedule change requests are subject to administrative approval, course availability, and graduation requirements.

After the add/drop period has ended, schedule changes will not be permitted except in extenuating circumstances, as determined by school administration.

High School Privileges

Early Dismissal During NEWT Blocks (Grades 11–12)

Juniors and seniors may be permitted to leave campus early during NEWT blocks when the NEWT block is scheduled as the first or final block of the school day for approved reasons. The following provisions apply:

- Eligibility is contingent upon the student being in good academic and disciplinary standing.
- Students must obtain written parent/guardian approval prior to receiving administrative approval for early dismissal.
- Approval may be revoked at any time if a student no longer meets eligibility requirements.
- Late arrival to/early dismissal during NEWT blocks is a privilege and not a right, and participation must align with school safety and supervision expectations.

Open Campus

Students in high school have open campus privileges, which allows them the flexibility to travel around the permitted areas during designated times such as lunch or free periods. This increased freedom reflects the trust placed in students as they prepare for life beyond high school. However, with these privileges comes the expectation of responsible behavior. Students must follow all school rules, return on time, and communicate clearly with staff when needed. Open campus is a privilege—not a right—and maintaining it requires maturity, accountability, and respect for school policies.

Student Driver Policy

All students who wish to drive to SNA High School must complete and return this Student Driver Permission form before they are allowed to drive to campus. This policy exists to ensure student safety and clear communication between the school and families.

Students must attach:

- A copy of their valid driver's license, and
- Proof of current automobile insurance.

It is the student's responsibility to keep all information on this form up to date. Failure to comply with the requirements outlined below may result in the delay, suspension, or revocation of student driving privileges.

Student Driving Regulations

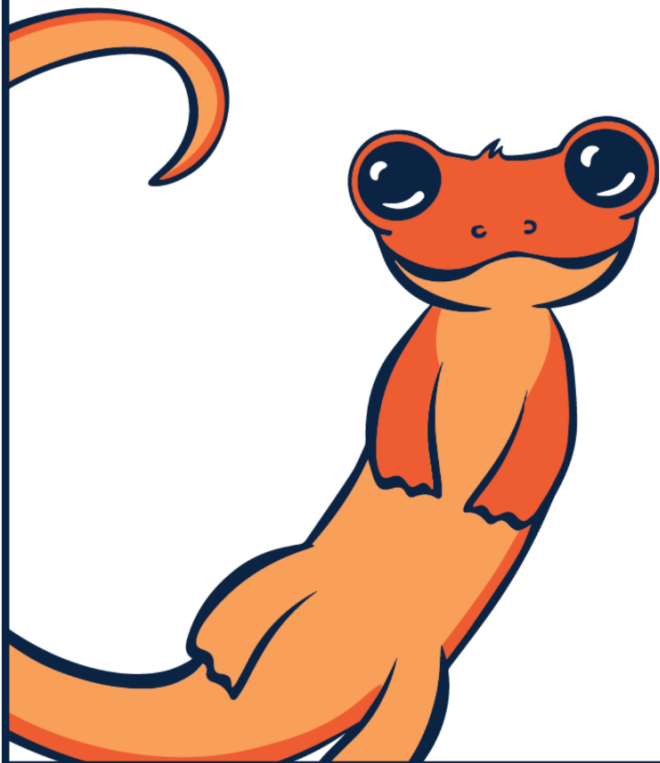
1. Students who are approved to drive must park only in the designated student parking area and display any required student parking identification; student parking spaces are first-come, first-serve and subject to availability.
2. Students must submit a copy of their valid driver's license and proof of insurance along with this form prior to driving to campus.
3. SNA High School maintains a closed campus policy. Students may not drive on or off campus during the school day without written permission from a parent/guardian, verified and approved by the front office.
4. A parent/guardian must sign this form to grant permission for their student to drive to and from school.

5. If a student intends to transport other students, those students must be listed on this form.
6. If transported students are not siblings of the driver, written permission from the parent/guardian of each passenger must be on file in the front office.
7. No students may be transported by a student driver unless appropriate parent/guardian permissions are on file. This includes transportation related to:
 - School day
 - Field trips
 - Athletic or extracurricular events
 - Before-school or after-school activities
8. SNA High School is not responsible for motor vehicle violations, accidents, or incidents that occur while students are driving to, from, or related to school activities.

Pathways Addendum

PATHWAYS to SNA

ADDENDUM



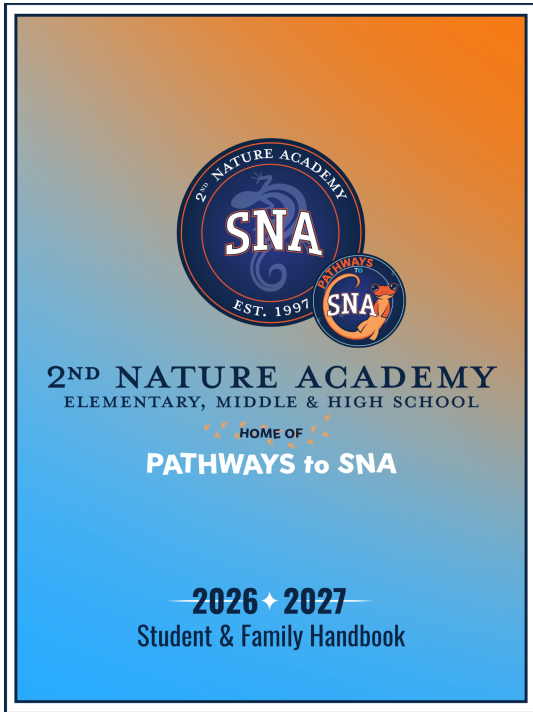
Pathways to SNA Addendum

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Addenda

The following pages include information that specifically pertains to Pathways to SNA infant, toddler, and pre-elementary programs. For general information or other programs, please visit the appropriate addendum.

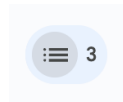


Introduction (General Information)

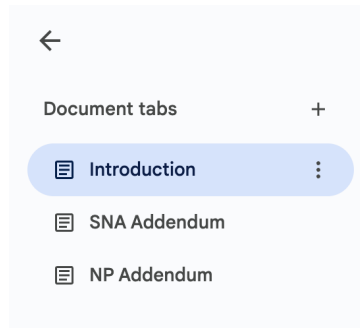
For all programs

[Jump to the Introduction >>](#)

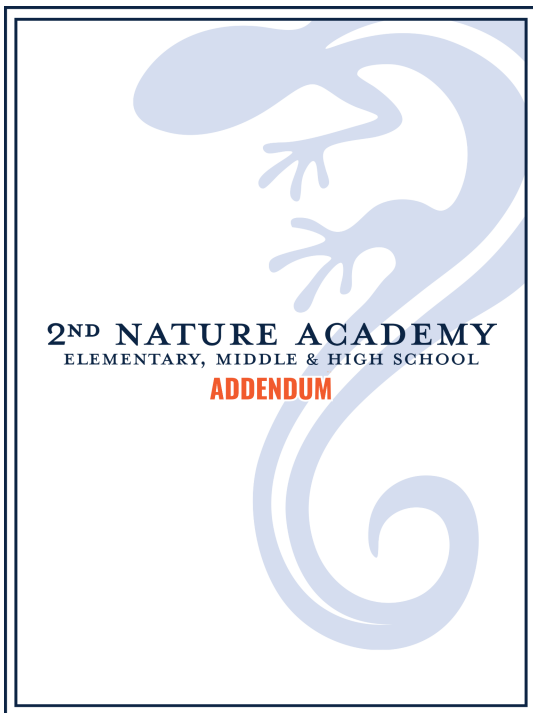
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2nd Nature Academy (SNA) Addendum

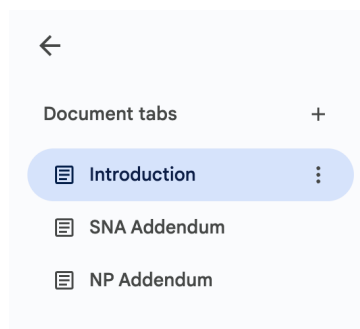
Elementary, Middle & High School

[Jump to the SNA Addendum >>](#)

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Early Childhood Educational Philosophy

At Pathways to SNA, we believe in meeting each child's individual needs, interests, and developmental abilities. Children learn and grow at their own rate in their own learning style. Children have more of an investment in their learning when they are participating in activities based on their individual needs, learning style, and interests. Our experienced educators provide a warm, safe, and nurturing environment for children ages 8 weeks through 24+ months. Inquiry, curiosity, and exploration are valued and encouraged using a multi-sensory, integrated approach to learning. We focus on individual strengths and value the uniqueness of each learner. Teachers also foster cooperation, positive conflict resolution, self-help skills, collaboration, compassion, and critical thinking.

The Pathways to SNA Difference

- Highly qualified, experienced, engaged, and nurturing staff
- Consistent daily routines with a thoughtfully planned emergent curriculum
- Healthy facilities with geothermal heating, natural day lighting, great air quality, and eco-conscious cleaning
- Well-appointed campus offering experiences in nature, outdoor education, interactions with farm animals, and organic gardening
- Safe and secure facilities with supervised locked entry, video monitoring, low teacher to child ratios, and a FEMA emergency plan
- Nutritious meals prepared on-site daily by an experienced chef using fresh ingredients

Emergent Curriculum

Emergent curriculum is all about following student interest and inquiry. Our teachers intentionally plan activities, projects, and the overall learning environment based on the specific group of children that they are working with. Classroom observations, reflective practice, and ongoing adjustments further tailor the learning environment. Emergent Curriculum is highly recommended by NAEYC, the foremost authority on early childhood education in the United States.

Emergent curriculum at Pathways to SNA builds the foundation for inquiry and project-based learning at SNA Elementary, Middle, & High School. This student-centered model involves acquiring deeper knowledge through active exploration of real-world challenges, best preparing students for life beyond the classroom.

Addressing Challenging Behaviors

When addressing challenging behavior in the classroom, Pathways to SNA teachers, staff, and administrators will:

- Redirect a child's attention to a desirable activity when a child is engaging in unacceptable behavior
- Provide positive behavior guidance
- Establish developmentally appropriate rules or limits for acceptable behavior which are fair, consistently applied, realistic, and designed to promote cooperation and respect
- Provide children with developmentally appropriate reasons for rules (e.g. "We use walking feet because we can get hurt if we run," or "We use gentle hands with our friends so they won't get hurt.")
- Give positively worded directions (e.g. "We use walking feet inside," rather than "No running!")
- Act as a role model to demonstrate desired behaviors and problem solving skills
- Arrange the classroom in a way that promotes desirable behavior
- Implement safe, logical, and natural consequences related to the misbehavior and enforcing those consequences as soon as possible after the misbehavior has occurred

If a child exhibits repeated challenging behaviors, Pathways to SNA teachers, staff, and administrators will:

- Continue implementing all strategies listed above
- Praise the children for positive behaviors
- Communicate with the child's family verbally and in writing regarding the behaviors
- Complete Incident Report(s) for the child's family to review and sign as needed
- Schedule a conference with the child's family to discuss how to promote positive behaviors

- Recommend that the family seek an evaluation from the child's pediatrician regarding root causes for the repeated challenging behavior(s)
- Schedule follow-up meetings as needed to address strategies and continued behaviors

If, after all the above actions have been taken, a child's behavior continues to present a health or safety risk to themselves, other children, or staff, a child's enrollment may be revoked. Administrators will notify the child's family verbally and in writing about the child's behavior warranting expulsion. Should the center deem expulsion necessary, families will be given two weeks' notice to find other child care arrangements, before the expulsion shall begin.

Please note that Pathways to SNA will never expel a child due to the following reasons:

- A parental report of abuse or neglect occurring at the center
- A parent bringing forward comments or concerns to the Director regarding policies and procedures

Application & Enrollment

General Enrollment Policy

SNA is free from discrimination and harassment on the basis of race, color, ancestry, religious creed, gender identity and expression, national or ethnic origin, caste, sex, sexual orientation, age, genetic information, disability, or any other category protected by law (also known as membership in a "protected class"). However, SNA reserves the right to deny admission or revoke enrollment at their own discretion for reasons including, but not limited to, the following:

- Non-payment of tuition and/or fees
- Inability to provide the school with medical records
- Lack of immunizations
- Child's/Student's repeated disruptive and/or disrespectful behavior
- Child's/Student's violent behavior
- Harassment (physical, verbal, sexual, or otherwise)
- Lack of cooperation with school staff by student or parent
- Developmental incompatibility for program which cannot be reasonably accommodated
- Failure to comply with SNA policies and procedures

Application Process

Children may be granted admission by Pathways to SNA only after submitting a completed application form, scheduling and attending a tour of the facilities and programs, and conducting a trial visit with the parent(s)/guardian(s) and child (other than infants). Admissions is based on availability and compatibility to the program.

After a trial visit, we will recommend placement for the child into the classroom we feel most appropriate based on the child's social, emotional, physical, and cognitive abilities. Readiness to transition to the next classroom is up to the discretion of the child's teachers and the director based on developmental skill level, as well as availability in that given age group.

Readiness to start pre-elementary programs (preschool, prekindergarten, interim-kindergarten) will be determined based on emotional and social development, the ability to transition to various learning centers, and the readiness to participate in our preschool curriculum. Pre-elementary readiness also includes the ability to communicate with staff, a willingness to cooperate with others, a capability of participating in small and large group situations for short periods of time.

Financial Information

Tuition

Pathways to SNA tuition includes:

- up to ten (10) hours of care per day.
- meals and snacks as described above.

Installment Schedule

The non-refundable initial deposit is the first full month's tuition payment. Both the deposit and the registration fee are due *at the time of enrollment*. Thereafter, each monthly tuition payment thereafter is due by the 15th of each month, as per the following schedule:

- | | |
|------------------------------|-------------------------------|
| • by December 15 for January | • by June 15 for July |
| • by January 15 for February | • by July 15 for August |
| • by February 15 for March | • by August 15 for September |
| • by March 15 for April | • by September 15 for October |
| • by April 15 for May | • by October 15 for November |
| • by May 15 for June | • by November 15 for December |

Annual Administrative Fee

All families are required to pay an annual administrative fee.

Reserving Spots Policy

Requests to hold a child's spot for an extended period for any reason (e.g., extended vacations, work schedule changes, visiting relatives, family illness, etc.) will only be honored if payment for the extended period is made in full in advance of the leave.

Refund/Reduction Policy

All tuition, fees and deposits are non-refundable. As it would be difficult to ascertain the amount of the school's actual damages from early withdrawal, 2nd Nature Academy, LLC will not refund tuition or fees paid or cancel any unpaid obligations when a child/student is absent, withdraws, or is dismissed for any reason including illness, vacation, time off, or any other reason at any time during the year.

Withdrawal Policy

In the event of early withdrawal from Pathways to SNA, one month (30 calendar days) written notice to the Director of Admissions is required without exception.

Accepted Payment Types

All accounts are required to maintain an active, automated payment method on file through Tuition Express. Monthly tuition and recurring fees will be automatically debited on the 15th of each month to cover the upcoming month's balance. Families must set up their preferred payment method—either Automated Clearing House (ACH) bank transfer or credit/debit card—through Tuition Express as part of enrollment.

Penalty Fees

Late Tuition Payment Penalty Fees

Failure to make any installment of tuition shall constitute late payment. Late fees may be assessed through 2nd Nature Academy, LLC authorized bill pay platform(s).

Reasonable Costs of Collection

If 2nd Nature Academy, LLC determines to seek collection of any amounts past due, the parent/guardian is responsible to pay all reasonable costs of collection, including reasonable attorney's fees and all legally allowable interest and late charges.

Late Pick-Up Penalty Fee

2nd Nature Academy, LLC reserves the right to implement late pick-up charges based on repeated offenses. Ongoing, repeated offenses could result in termination of enrollment.

Please keep in mind that our staff members have other responsibilities, including to their own child(ren), and it is unfair to leave your child(ren)/student(s) in their care after their scheduled pick-up time. It is essential that parents/guardians be prompt when picking up. Please allow enough time for appointments, traffic and other delays. *In the event of an emergency, please contact the office if you know you are going to be late.*

Child care is limited to 10 hours per day, per child, and should follow the requested and center-approved drop-off/pick-up times agreed upon during the registration/enrollment process. If you wish to alter your drop-off/pick-up times, please submit a request for review to the Director of Early Childhood Education.

Returned Checks, Drafts, or Money Orders Fees

2nd Nature Academy, LLC reserves the right to charge a fee of \$25.00 plus all protest and bank fees, in addition to the amount of the initial payment to the person presenting the payment to cover the costs of collection.

Suspension of Services

2nd Nature Academy, LLC reserves the right to suspend the student's enrollment if an account is more than [30] days past due.

Registration

Enrollment is not approved until admissions have been officially granted by SNA and the registration process has been completed. The registration process includes completing all onboarding visits/shadow days, submitting the following registration materials and remitting the following payments, and scheduling an official start date with the relevant director.

Required Materials

- Digital Blackbaud SIS Enrollment which includes, but is not limited to:
 - Registration/enrollment materials
 - Waiver, Release of Liability, & Indemnification from all parent(s)/legal guardian(s)
 - Parent/Guardian Agreement from all parent(s)/legal guardian(s)
 - Child/Student Conduct Agreement
- Pediatrician forms
 - Well-child health form: this may be filled out by an employee of the student's pediatrician. The health form will only be accepted if it is signed and dated by the student's physician or a licensed health practitioner. (The school will provide a form to parents/guardians upon request; however, every physician's office will provide their own.) Please note that the health form **MUST** be updated **PRIOR** to the child/student beginning the program.
 - Proof of required immunizations: Please note that immunizations which are overdue according to the age requirements outlined in the New Hampshire Code of Administrative Rules **MUST** be updated **PRIOR** to the child/student beginning the program.
- Deposit and fees

Well-Child Physical Health Form

A well-child physical health form must be updated and placed on file within one year and sixty days from the date of the child's last physical with all updated immunizations noted. Students under age 6 whose well-student health form has exceeded the one year and sixty days' time frame shall not be allowed admittance to Pathways to SNA until an updated health form has been provided to the center.

While we will provide parents/guardians with a reminder note, it is the responsibility of the parents/guardians to provide Pathways to SNA at SNA with an updated well-child health form within one year and sixty days from the previous health form.

Updates to Student/Child Records

Families are required to update all student/child information in Blackbaud SIS once annually during the re-enrollment period. Additional updates throughout the year, including medical information, may be submitted via Blackbaud SIS or to the administrative office.

Please immediately notify the administrative office, in writing, in the event of a change of job, address, contact information, or any other change that would hinder our reaching you in the event of an emergency or daily correspondence.

Roles & Responsibilities

Parents/Guardians

To ensure that children/students arrive at care and school ready to learn and thrive, parents/guardians are responsible for preparing their child/student in the following ways. *If a parent/guardian does not fulfill the obligations below, Pathways to SNA reserves the right to revoke the child's/student's enrollment.*

Educational & Developmental Support

- Attend scheduled parent/teacher meetings or conferences.
- Participate in goal setting with your child/student.
- Support the school's mission, vision, philosophy, and creed.
- Work with the staff to develop behavior plans or to follow through on disciplinary actions for school/child/student related behavior issues demonstrated at school or via mail, text, chat groups, email or on social media.
- Provide testing or evaluations as needed and recommended to support child/student learning.

Daily Preparation

- Adhere to all [Dress Code](#) policy requirements.
- Adhere to all [Supplies & Belongings](#) policy requirements, including the [Daily Packing List](#).

Morning & Arrival

- Your child/student may not be dropped off at the center before open time and/or the agreed upon drop off time.
- Ensure your child/student has had a nutritious breakfast.
- If your child/student is not eating school lunch, provide him/her with a nutritious lunch from home.
- Make sure your child/student is well rested.
- Do not send sick children/students to school.
- Ensure your child/student is punctual. Late arrivals disrupt classroom activities and your child/student's learning.
- During high volume drop-off/pick-up periods, parking in the circle is reserved for families with infants/toddlers.

End of Day & Pick Up

- Make sure that you are punctual picking up your child/student.
 - Your child/student is permitted to be in care for up to 10-hours per day.
 - If your pick-up time is going to be later than your typical schedule, please call and inform the center.
 - Your child/student must be picked up by closing time.
- Checks bags/take home folders and any relevant messaging apps/emails DAILY for notes from school and promptly fill out and return and/or reply, if required. Remove all notices and projects, on a daily basis.
- Take time each day to discuss your child's/student's school experience with them.
- During high volume drop-off/pick-up periods, parking in the circle is reserved for families with infants/toddlers.
- During afternoon Academy carpool, between 3:00 pm and 3:40 pm, the circle is reserved for Academy families.
 - Pathways to SNA families must utilize the parking lot during these times.
 - For Pathways to SNA families who need to pick up during this timeframe, drivers will be motioned to slowly pull forward along the interior of the circle assuming the following conditions are met:
 - The carpool line is not moving forward and cars are not pulling out of the circle.
 - The carpool monitor in charge waves you forward.

In the event that the monitor feels it is not safe for you to move forward, they will instruct you to wait. You should only be stopped for a brief few minutes if carpool vehicles are actively moving/pulling out. Please follow the direction of the carpool monitor to move around the circle to the parking lot.

Communication

We feel that communication is essential to the success of your child/student's education and care. We must make sure that we can openly share any concerns or questions that may arise. We believe in an open-door policy and encourage parents/guardians to feel free to call and check on your child's/student's day if you have any concerns. We understand that, to you, the most important person in the entire center is your child/student and we respect that fact and in turn treat your child/student with just as much respect. We try to put ourselves in the parent's/guardian's place and we recognize that you have a right to expect the best education/care possible for your child/student.

- Communicate with the staff about any needs, concerns, or changes in your child's/student's routine.
- Respond to teacher correspondence in a timely fashion.
- Inform school of any restrictions that apply for pick-up of the child/student from school.
- If you know that someone other than the parent/guardian will be picking up your child/student, please notify the school *in writing*. If you must notify the school or center by phone, we may follow up with a return phone call to verify. If someone other than the parent/guardian is picking up a child/student, they *must* show photo identification and sign the child/student out.
- Inform your child's/student's teacher or office staff of any familial changes (i.e., divorce, illness, etc.) which may impact your child's/student's day.
- Inform your child's/student's teacher or office staff of any immunizations your child/student has recently received. A child/student can demonstrate side effects of immunizations up to ten days after they are given.
- Notify the school or center regarding changes in address, phone numbers, emergency contacts, etc.
- Notify the center if your child will be absent.
- Follow through and work with the staff/faculty concerning issues demonstrated in school.

Modes of Communication

Administrators and teachers employ a variety of SNA-approved communication tools to provide families with up to date, relevant information. These include emails and text alerts, as well as Blackbaud SIS and Procure Connect.

Procure Connect is the classroom management and family engagement app that our center uses for attendance, daily notes, to send messages between directors, teachers, and families, and to share photos and videos. An email invitation to Procure Connect will be issued prior to your child's start date.

Setting Expectations for App-Based Messaging

While we strive to share detailed information and photos each day for each child, the primary responsibility of the teachers is the health and safety of all children in their care at any given time. Teachers are expected to limit how frequently they are using the classroom tablets and to maintain active engagement with the children in their care. Therefore, daily patterns of photo sharing will be dictated by the group dynamic and schedule on a particular day. Daily use of Procure Connect is to be primarily focused on documentation of daily information such as feeding, diapering/toileting, and sleeping, as well as periodic communication with families. Teachers are always happy to respond to specific questions through the messaging feature, but if a parent/guardian has immediate questions or concerns, they should always call the center's main office.

Conferencing with Staff

The primary responsibility of our teachers and caregivers is the safety and well-being of each child in our care. We request that parents/guardians do not remain in the classroom for extended periods of time to converse with other parents/guardians or the teachers. Please bear in mind that even when there are no other children in a room at the end of the day, the staff is responsible for completing closing duties so they may go home to their own families.

Developmental Checklists

Developmental checklists are issued twice a year for pre-elementary children.

Parent/Guardian-Teacher Conferences

Formal conferences are offered for children in prekindergarten and interim-kindergarten in January.

Family Grievance Procedure

It is our goal to strive for quality and excellence in the education and care of your child/student. We always welcome your input and feedback regarding the care of your child/student. Our administrative team appreciates questions or discussions of any kind that affect a positive outcome for your child/student. However, if you feel that there is a problem concerning the facility or a staff member, please follow the steps as listed:

1. Speak with the educator involved with your child/student.
2. Allow follow up from the educator to you.
3. If you are still not satisfied with the results of your concerns, please make an appointment to personally speak with the appropriate program head.

All comments made to staff members are relayed to the Center Director, so that they are aware of any problems or issues. If a complaint is made, the Center Director will listen carefully to the issue that the parent/guardian has, and will attempt to work with the parent(s)/guardian(s) to rectify the problem. At that time, it may be appropriate to discuss any other issues that the relevant program head may feel is important concerning the student in the context of the complaint.

Children

We recognize children as individuals with unique personalities and learning styles who grow and learn through the process of exploration and discovery. Each child learns at a different pace and acquires knowledge in a different manner. Children actively form relationships in various ways and obtain understanding through different approaches.

For all children to successfully attain cognitive, physical, social, and emotional development, we expect all children in our care to:

- cooperate and collaborate, when appropriate.
- solve problems and issues in a calm and effective manner using constructive verbal communication.
- refrain from gossiping, making negative comments, name calling, teasing, taunting, exclusion, verbal harassment, swearing, hitting, fighting, bullying, physical harassment, violence, and abuse.
- leave all electronic devices at home.
- cooperate with the faculty, staff, and administrators.
- be respectful to others.
- carry out reasonable requests and/or directions from the faculty, staff, and administrators.
- respect individual differences.
- share and take turns
- respect toys, materials, equipment, school grounds.
- respect natural spaces, plants, wildlife, and farm animals.

Children are likewise encouraged to:

- participate in group activities.
- ask questions.
- try new things.
- interact with peers and adults.
- participate in hands-on, experiential learning activities both indoors and out.

If a child does not fulfill the aforementioned obligations, Pathways to SNA reserves the right to revoke enrollment.

Pre-Elementary

Children enrolled in preschool, prekindergarten, and interim-kindergarten programs must be toilet trained or actively toilet-training with a plan in place with the teacher(s).

Educators (Teachers/Caregivers)

Educators act as guides who facilitate the learning process by observing the child and presenting them with challenges that promote individual learning and development. Educators must be made aware of any special needs a child/student has, to adequately provide for the child/student. To contribute to the child's/student's learning in a positive way, the teacher will:

- Provide a safe, stimulating and nurturing environment.
- Encourage children/students to explore.
- Offer varied opportunities to make meaningful choices.
- Offer materials for creative expression.
- Respect individual needs and limitations.
- Provide varied materials and instructional methods.
- Facilitate the learning process and guide children through emergent curriculum models.
- Adhere to the philosophy and mission of SNA.
- Set clear limits with appropriate consequences for unsuitable behavior.
- Model self-control, good manners, respect and acceptance of all individuals.
- Recognize and celebrate children's accomplishments.
- Encourage participation in indoor and outdoor learning experiences.
- Communicate regularly with parents/guardians regarding progress, concerns, behavioral issues, etc.
- Review and evaluate each child/student's progress to facilitate the learning process.
- Refrain from humiliation as a means of punishment.
- Refrain from physically or verbally abusive treatment.
- Use peer conflict resolution whenever possible to handle conflicts.
- Use positive behavior guidance techniques.

Carpool Safety & Protocols

While the traffic circle is generally reserved for families with young children (infants and toddlers), there are times of day when Pathways families should be aware of exceptions.

Please respect and follow the directions of the carpool monitors. They are working hard to keep our students safe and keep traffic moving. Parents/guardians are responsible for sharing these rules with any alternate drivers (grandparents, nannies, etc.) who pick up their children.

What To Expect During School Carpool

Morning Drop-Off (6:30-10:30 am)

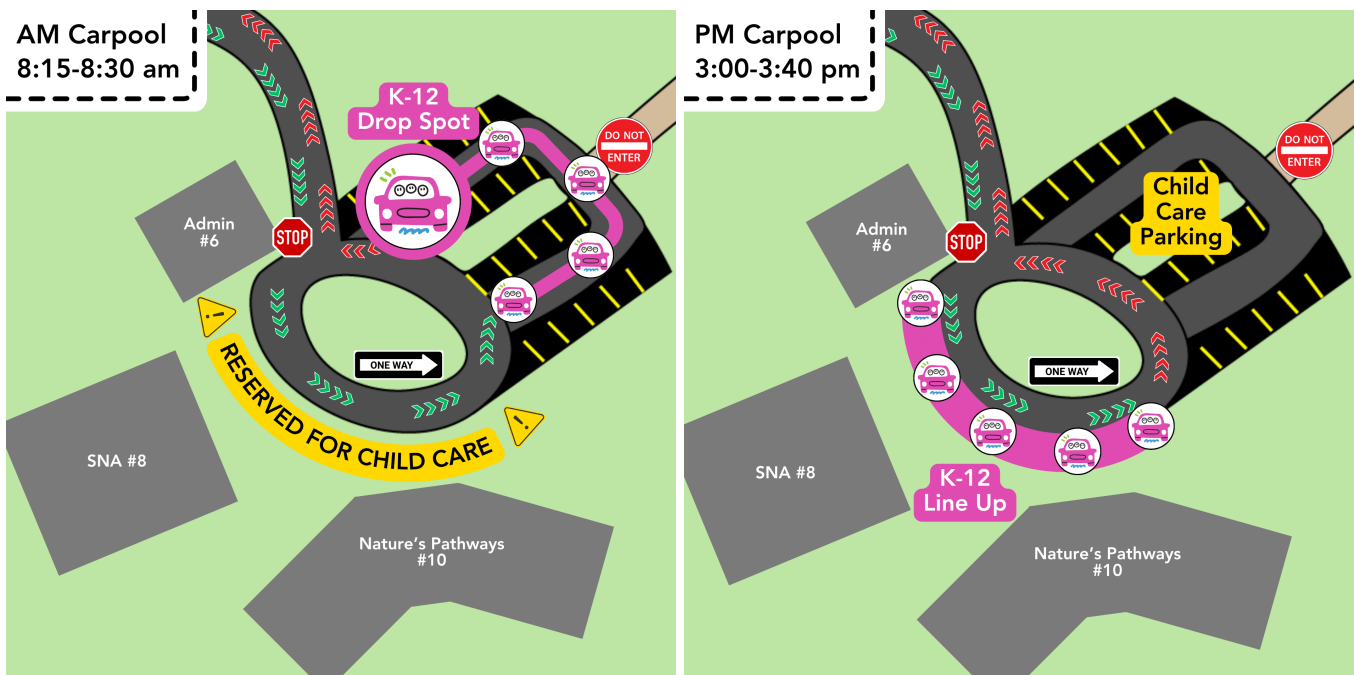
The traffic circle is strictly reserved for child care families in the morning.

After School Pick-Up (3:00-3:40 pm)

- Default Rule: Park in the parking lot. The circle is reserved for K-12 families during this time.
- Using the Circle: You may only pull into the interior of the circle if:
 1. The K-12 carpool line is stopped.
 2. A carpool monitor explicitly waves you forward.
- Safety First: If a monitor tells you to wait, please stop. You will only be delayed briefly until traffic clears.

End of Day Pick-Up (3:40-5:30 pm)

The traffic circle is strictly reserved for child care families after the SNA K-12 carpool ends.



Dress Code

General Requirements

~ LABEL ALL BELONGINGS ~

Because of the nature of the hands-on activities that the children engage in at Pathways to SNA, both indoors and outdoors, children should come to school dressed in clothes which may on occasion become soiled, stained, ripped, or torn.

- Clothing should be comfortable, rugged, and neat.
- Shoes should be sturdy, closed-toe, and firmly secured on the heel.

When age appropriate, provide clothing and outdoor apparel that allow for independent dressing. Considerations include:

- If your child is walking, dress him/her in appropriate footwear (hard-sole, secure, closed-toe).
- Avoid overalls, belts, snaps or buttons that are difficult for young children to fasten/unfasten independently.
- Clothes should be easy for young children to manipulate independently when using the bathroom.
- Teach pre-elementary children to independently dress and undress themselves, including shoe tying.

Not Permitted

- Shoes/sandals with exposed/open toes or unsecured heels
- Fancy dresses, shoes, slacks, etc.
- Scarves and clothing with strings (strangulation hazards)
- Accessories, such as tiaras and jewelry
- Costumes and dress-up clothes from home

Outdoor Activities & Play

When we speak of educating the whole child, we are referring to all aspects of development: cognitive, social, emotional, and physical. Climbing, running, jumping, throwing, catching, and balancing are critical to the development of youths. Therefore, it is our policy to go outdoors most days, in rain or shine. However, certain weather conditions may prevent us from going out. Heavy rain, thunderstorms, extreme cold, and icy conditions, for example, would be instances when we would keep students inside. In addition, we will frequently be working in the garden, hiking in the woods, and observing wildlife in the fields and around the ponds. We request, then, that your student is appropriately dressed for rugged outdoor activities in all seasons.

Required Outdoor Gear

Year Round

- Insect repellent (DEET-free)*
- Sunscreen*
- Lint roller (tick checks)
- Raincoat/rainsuit
- Rainboots

**Also apply before arrival*

Spring & Fall

- Light jacket, sweater or sweatshirt
- Mittens, as needed
- Hat, as needed

Winter

- Medium-weight jacket to heavy winter coat
- Hat
- Warm mittens

Summer

- Sun hat or cap
- Water play days:
 - Bathing suit
 - Towel
 - Water shoes (closed-toe, secured heel)

Attendance

Consistent attendance is critical to a child's learning and social development and plays an important role in setting and maintaining routines that help children feel secure and cared for.

Absences

It is the responsibility of the parent/guardian to notify the center promptly in the event of an absence. All absences must be called into the front office at 603-881-4815. Parents/guardians are encouraged to additionally message respective teachers on Procure Connect, but this should never replace the phone call to the main office.

Tardiness

Pre-Elementary

Each pre-elementary class participates in morning meeting time that sets the tone for the rest of the class time. When children arrive late to class, they miss important information, directions, skills review, introduction to themes, etc. It is very disruptive to the class when a child arrives late and requires time to become acclimated to school. Time must therefore be taken away from the class as the teacher reviews with the late arrivals what was discussed with the class. Please check with your child's teacher for a daily schedule and consider this class schedule when dropping your child off.

Infant/Toddler

As all groups enjoy taking long walks and hikes, it is important to note that when children arrive late, their group may not be present. In these instances, your child may need to join a different age group, which can create distress for children who are not familiar with other groups and teachers. While each day may be different, please check with your child's teacher for a daily schedule and consider this class schedule when dropping your child off.

Supplies & Belongings

Learning Supplies & Replacement Policy

Pathways to SNA provides most of the educational and curriculum materials for learning. Occasionally, special projects may require inexpensive materials from home. *Parents/guardians will be held responsible for the cost of replacing supplies damaged through deliberate neglect, misuse, or purposeful destruction by their child.*

Daily Packing List

~ LABEL ALL BELONGINGS ~

	Infants	Toddlers	Pre-Elementary
Bag or backpack to transport belongings to/from home	✓	✓	✓
Diapers (cloth or disposable)	✓	✓	
Wet bag (cloth diapers)	✓	✓	
Disposable wipes	✓	✓	
Diaper cream	If used	If used	
Changes of clothes	3 or more	2 or more	2 or more
Crib or cot sheet	✓	✓	✓
Blanket		✓	✓
Bottles with nipples	✓		
Breast milk/formula	✓		
Baby food	If applicable		
Pacifier	If used		
Unopened OTC medications in original packaging	✓	✓	✓
Stuffed animal/"love" for naptime		If used	If used
Photo of family (to ease separation anxiety)		✓	

Prohibited Personal Belongings

Apart from naptime items, such as blankets or small stuffed animals (i.e., "lovies," or "stuffedies") the following items are not permitted to be brought into the center by children:

- Toys
- Unapproved electronic devices
- Other personal devices not needed for childcare

We cannot be responsible for personal items being lost or broken. Prohibited items will be confiscated and a parent/guardian will be required to pick them up.

Electronic Devices & Screentime

Children enrolled in Pathways to SNA are not allowed to bring electronic toys, cell phones, and/or electronic game devices from home to school.

Children today are over-exposed to screens and their time at school or in case is to be focused on hands-on learning and interactive instruction. Parents/guardians are assured that "screen time" is expressly not in line with our mission, values, and curriculum. *Therefore, specific use of screens in the classroom is prohibited except for special requests made to and approved at the discretion of the Director of Early Childhood Education.*