



**Great Bay**  

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**CHARTER SCHOOL**

# Student Handbook

2023-2024

Revised August, 2023

## **Message from the Executive Director**

August 9, 2023

Dear Great Bay Charter School Students and Families:

I hope everyone is having a safe, enjoyable summer. We are busy at school preparing for this school opening on August 28, to kick off our best year yet! There has been a lot going on this summer with lunch program planning, fundraising activities, summer academy, meetings with prospective GBCS students and their families, and further enabling features in *Alma*, our student information system, now in its second year. We are also building our special education program, as we work with resident districts to ensure that each of our students gets their services and supports in the most efficient way possible.

We are still working on final details to get ready for opening, including balancing our classes and finalizing student schedules. These are well along in the process; we expect to have them completed shortly.

Our staff will be welcoming approximately forty new students to our school community and invite these students to an orientation session on Friday morning, August 25 (from 9:00-11:00 AM). I am pleased to introduce and welcome three new staff members to our GBCS family— Jill Bradley and Hannah Cyr, joining us in Special Education, and Talia Graham, R.N., our new School Nurse. Each brings a kind, thoughtful enthusiasm to GBCS along with their unique professional experiences. I am confident that staff, students and parents will really enjoy working with them.

As a significant cost saving measure, we are transitioning away from hard copy mailings for our summer information. You will receive this information electronically in two ways: 1) In Alma Start, you will find a student information form that you will be able to complete online. 2) You will receive an email from us containing several informational items and forms: a school calendar, a link to the Free-Reduced Lunch form, fundraising information, a student supply list, a school wish list and a link to a new form that will contain specific information that will need to be completed online. These forms will provide us with essential updates to new information or changes that you may have experienced since we last collected the information. Please take the time to review and complete each form and return them electronically before the start of school. If for some reason you need the hard copies, please call our office and we can mail them to you.

We look forward to having our students back soon and working together to make this an awesome school year. Our staff will be meeting with our new students for an orientation on Friday, August 25 and welcoming everyone back together when school begins on Monday, August 28. Please mark your calendars for our annual Fall Open House on Wednesday evening, September 6. (More details will follow.) Welcome back to the Great Bay Charter School family for 2023-2024!

Sincerely,

Peter E. Stackhouse  
Executive Director

## **Great Bay Charter School Mission**

The Great Bay Charter School will provide an engaging, respectful, accepting learning environment enriched with flexible, project-based options in support of students with diverse needs and interests as they navigate their personalized path to college and career readiness, participatory citizenship, and service to others.

## **Statement of Core Values and Beliefs**

We, the Great Bay Charter School Learning Community, believe that students and teachers benefit most from a respectful, diverse, project-based learning environment. Our program is based on the strong conviction that every student can learn. We further believe that all learners are also teachers and all teachers are also learners. We are committed to sharing what we know about teaching and learning with each other, as well as individual educators and students from outside of our school. Above all, we value open minds, acceptance, healthy relationships, active cognitive engagement, student voice, integrity, and social responsibility.

## **School-wide Learning Expectations**

We, the Great Bay Charter School Learning Community, believe that our graduates will:

- Demonstrate and apply the skills necessary to read, write, speak, view, and listen effectively.
- Demonstrate and apply mathematical reasoning and computation skills.
- Demonstrate and apply understanding of the history, culture, and art of America and the world.
- Demonstrate and apply the principles of physical and biological sciences.
- Demonstrate and apply an understanding of how to use appropriate tools and a variety of techniques to effectively collect, research, analyze, organize and present information.
- Demonstrate and apply appropriate problem-solving strategies in a variety of contexts, both individually and in groups.
- Demonstrate and exhibit personal qualities such as responsibility, self-management, integrity, and respect for oneself and others.

## School Community Expectations

*Our school's learning environment is based upon respect and our expectations arise from that foundation. Respect is an action – one can show regard or esteem for something. Respect is also a noun – it is a feeling of appreciation or deferential regard. We expect that all members of our community respect each other while, at the same time, behaving in a way that earns the respect of others.*

### ***Students are expected to:***

**respect themselves** – *students should conduct themselves in a manner they can be proud of,*

**respect their peers** – *students should learn all they can about their peers and understand that different personalities, different learning styles and different points of view are to be embraced as we create an environment where diversity of every kind is honored,*

**respect their adults** – *students should work productively and positively with the adults in our school community in order to support and protect the environment we are creating together, and*

**respect their school** – *students should understand that they ARE the school and that in order for the school to succeed, they need to succeed. Every action that a member of the school community takes impacts the school in some way.*

### ***The GBCS Non-Negotiables***

*As GBCS Community Members, we will:*

- ***Practice respectful behavior***—*show respect to each member of the community (students and adults, alike) and respect the physical environment in which we all work.*
- ***Be productive***—*we are a school, first and foremost, where learning is an active endeavor. We recognize that our jobs are focused on teaching and learning and working to meet our responsibilities in a timely fashion. This means coming to the table ready and willing to work and giving our best effort each day.*
- ***Focus on and follow through with our commitments***—*We will know where we are supposed to be, will be there on time, and will arrive ready and willing to participate in a positive and productive way.*

***We ask that students at Great Bay Charter School be continually mindful of our expectations and the non-negotiables in order to foster the learning environment we are seeking to promote and support.***

## Academics

### Proficiency Categories

GBCS will use the following designations to report progress toward meeting course-based and cross-curricular competencies:

#### **4      *Proficient with Distinction***

Student demonstrates a level of understanding and application beyond the targeted level. Content and skill mastery is excellent and applications of this mastery to other areas of the curriculum are evident.

#### **3      *Proficient***

Student demonstrates a level of understanding and application at the targeted level of proficiency. Content and skill mastery has been demonstrated and applications of this mastery to other areas of the curriculum are emerging.

#### **2      *Basic Proficiency***

Student demonstrates a level of understanding and/or application at an acceptable, level, but below the targeted level of proficiency. Gaps in understanding and/or ability to apply knowledge and skills still exist.

#### **1      *Emerging Evidence of Proficiency***

Student demonstrates a preliminary or minimal level of understanding or application. Concepts have been presented and opportunities to demonstrate understanding have been given, but evidence is lacking. This could be due to a lack of written or other evidence submitted, or the student has yet to demonstrate an emerging level of basic proficiency.

#### **NYA   *Not Yet Assessed***

Content and skill assessment have yet to be assessed. Curriculum delivery and assessment is pending.

### Earning Credit

Students in grades 9-12 earn *competency unit credit* for the successful completion of coursework taken at Great Bay Charter School and/or other educational programs (previous high schools, Seacoast School of Technology, VLACS, or other college/dual enrollment programs). This coursework may be supplemented with GBCS coursework through collaboratively developed, approved individual learning plans (ILPs), extended learning opportunities (ELOs), or internships.

GBCS courses are designed with approximately 10 course competencies (curriculum topic clusters) identifying the knowledge and skills to be learned. Through the completion of projects and the project artifacts (or products), students demonstrate their level of proficiency. In order to receive competency

unit credit for a course, the student must demonstrate a minimum level of *Basic Proficiency (2)* or higher in his/her cumulative course assessment as determined by the teacher.

Students receiving a course assessment of *Emerging Evidence of Proficiency (1)* or below do not receive competency unit credit. If this course is a core graduation requirement, it will either need to be re-taken or a plan developed to improve his/her overall course competency assessment. This is typically done via Summer Academy or occasionally via ILP.

### **Advisory**

For credit earning purpose students in grades 9-11 are enrolled in Advisory 9, 10, 11, each a credit bearing course (0.5 unit each year) counting as elective credit. Advisory is assessed through the completion of advisory projects/activities and required exhibition work.

### **Senior Advisory and Seminar**

Senior students (grade 12) are separately enrolled in both Senior Advisory and Senior Seminar, each a 0.5 competency unit component of the 1.0 course required for earning a GBCS diploma. Senior Advisory is assessed through the completion of advisory projects, activities, and the first semester exhibition project. Senior Seminar is assessed through post-secondary planning requirements and the completion of the Senior Capstone Project. *Students must successfully complete both Advisory and Seminar components in order to earn the required 1.0 Senior Advisory competency unit.*

### **Exhibition**

Exhibition projects are school-wide, focused projects with components from both subject classes and advisory. Typically, two Exhibitions are held each year at the end of each semester. (Seniors only participate in Exhibition I as they have their Senior Capstone Project in lieu of Exhibition II.) Students are assessed on their project artifacts both through advisory (advisory components) and their individual classes (specific class components). Student's participation and presence at Exhibition is required, expected, and assessed for the presentation component of the project.

### **Attendance/School Day**

**Attendance Guidelines and Procedures** - Attendance at school is essential to the success and safety of our students. Therefore, we will take all attendance issues very seriously. The faculty and staff at GBCS are responsible for all students in their charge and are committed to knowing where all students are at all times. We are asking for the full cooperation of all students and their families in helping us with this task by following attendance procedures and expectations. Students are expected to attend school daily and the GBCS staff will be proactive ensuring that students attend and/or that parents or guardians are informed. A key component to maintaining good student attendance is home-to-school communication and the shared belief that students must be in school except for unusual circumstances—illness or family-related issues.

## **Attendance**

All students are asked not to arrive at campus and gather much before 7:30 AM. Students may enter the cafeteria in preparation of morning meeting or until given permission to go upstairs. Students should not proceed directly upstairs when entering prior to or during morning meeting.

Students are expected to be in their advisory tables in the cafeteria, with advisors, by 7:40 AM. Attendance will be recorded at that time. Students not present at the beginning of morning meeting will be marked as “Absent” by their advisor.

## **Tardy to School**

Any students arriving after morning meeting has begun should enter the cafeteria and sign in on the tardy sheet. They can have a seat near the entrance area and listen to morning meeting announcements. After morning meeting has ended and the students are dismissed to go upstairs, any late arriving students who have yet to sign in should report directly to the GBCS main office. They will sign the tardy sheet at the office with the time signing and be issued a pass for A Block. They should then proceed to their A Block class.

No tardy student should be admitted to his/her A Block class (A1 on Fridays) without a pass from the office. It is expected that all tardy students will ***bring a note or a parent will email or call the office in advance*** explaining the reason for the tardiness. Without a note or call, school personnel are required to take extra time to call home to confirm the reason for the late arrival. Students with an alternative schedule arriving late must sign in with Ms. Sullivan in the main office before 9:20 AM or the beginning of the second block, whichever is earlier.

## **Absent from School**

If a student is going to be absent for the entire day, the parent/guardian is requested to call GBCS at (603) 519-9003 ***that morning*** to inform the school of the absence and the reason. *If this call is not made, school personnel are required to take extra time to call home during the day to confirm the absence.* If the school’s phone call does not result in a personal connection with a parent/guardian (no connection, voicemail, email, etc.) the student is expected, upon return the next school day, to bring a signed note stating the reason. Without a call or signed note from the parent/guardian, the absence will be considered unexcused.

## **Dismissal from School**

When a student has a planned dismissal from school, it is extremely helpful that we know this (at least) upon arrival of the student at school. When a student dismissal from school is anticipated, s(he) is expected to bring in a signed note from a parent/guardian ***that morning*** and turn it in to Ms. Sullivan immediately after morning meeting. In the absence of a note, parents must directly speak with school personnel in person or by phone (603) 519-9003 before a student will be dismissed from school.

Last-minute parent calls to dismiss students may require administrative verification prior to the student being released. Alternatively, parents should come into the main office to personally sign the student out. A log of all attendance calls and notes will be maintained by the school and reviewed as necessary. Dismissals are not encouraged and should only be used in the event of an appointment or other commitment that cannot be fulfilled outside of school hours.

***Please note: Once present at school, students should not call home to have their parent/guardian dismiss them. Students should notify GBCS adults (office, nurse, etc.) when there is an issue with a***

***student calling. We will check in and school personnel will call home if there is a determined need for dismissal. Parents receiving such a call are requested to remind the student of the procedure and notify the office if there is an issue that needs to be addressed with the student.***

### **Unauthorized Leave**

All students are expected to attend all classes for which they are scheduled and are expected to be at lunch, advisory, and all other scheduled activities. The only exceptions to this are students with alternative schedules that have been developed with the school administration. Any student leaving the supervision of GBCS staff members for any reason during the school day, whether on or off campus, will be subject to disciplinary consequences. Parents will be called immediately when a student is unaccounted for and appropriate consequences may be issued upon the students' return.

### **Excused vs. Unexcused**

The administration determines the status of each tardy and absence based upon the reason and notification. We ask that parents be forthcoming with the reason for the absence so that the school can proceed accordingly. Generally, only student absences due to physical illness, planned absences (appointments or family travel--with sufficient parental notification to the school), those involving off-site academic pursuits, or other reasons specifically outlined in GBCS Policy JH-R will be excused.

All tardies and absences without proper notification by parents shall be considered unexcused regardless of the reason. Unexcused absences and tardies are considered truancy events for legal reporting purposes. *Please note: parents are asked to notify the school immediately if a student exhibits behaviors indicating school avoidance or refusal to attend.* These will be considered unexcused absences for attendance purposes, but we would like to be proactive in working with families to address and resolve these situations.

### **Accumulated Tardies**

Parents will be notified when accumulated unexcused tardies become excessive. Following this notification, if the situation is not corrected, a parent meeting will be requested by the administration to discuss a course of corrective action. If the student cannot correct his/her tardiness after having met once with parents in a school year, the administration will call or write requesting a meeting to discuss options for other programs.

### **Accumulated Absences**

The State of New Hampshire requires that GBCS report annually in its accountability reporting those students who are considered "***habitually truant.***" By definition, these students accumulate unexcused absences totaling five days (or 10 or more half-days) of school during the entire school year. As a public school, GBCS is held accountable for attendance and in turn, will hold each student accountable as well. Once a student has been identified as *habitually truant* (five unexcused absences or 10 unexcused half-days), his/her enrollment status will immediately be in jeopardy.

New Hampshire Statute (RSA 193:1) requires that all students attend a school program until they reach the age of 18. Application and admission to Great Bay Charter School demonstrates a commitment of both family and school to partner in this public school option, one that each of you has chosen and GBCS has accepted.

Parents/guardians will be notified when a student accumulates a total of five absences (or ten half-day absences). The administration will notify the parents/guardians in writing of the *habitual truancy* status. This notice may be sent electronically and/or via hard copy.



After additional truancy events (14 half-days) the parents will be notified (phone, email, and/or via hard copy) and a meeting scheduled to address the attendance issue. Should the student desire to correct the attendance situation and continue enrollment at GBCS, a written plan signed by the school, student, and parent/guardian will be put in place to state the conditions. Subsequent truancy will result in immediate suspension from school until a meeting can be held with parent/guardian to correct the situation. Written communication will be sent via registered mail to the parent/guardian per GBCS indicating the number of events, steps taken to remedy the situation, relevant text from NH RSA 193:1 and a stated course of administrative action.

While we will work to ensure that all students are supported, the school does not have the resources--financial or personnel, to prosecute families of *habitually truant* students. If students fail to meet the attendance expectations as outlined in policy JHB-R, school personnel will pursue administrative separation under RSA 194-B:9 and their resident school district superintendent will be notified.

Again:

- By enrolling at GBCS, students commit to following all rules of the school
- *Daily attendance is mandatory, not an option*
- GBCS is not an on-line program or a distance learning school; our classroom interpersonal experiences are important and attendance required
- Steps will be taken to ensure that *habitually truant students* correct their attendance situation (preferred), or have their enrollment from GBCS separated

### **Expectations for Respectful Behavior**

***“Respect yourself, your peers, your adults and your school”***

We only need one premise to guide our collective behavior - **RESPECT**. It is out of that basic ideal that we have developed rules for conduct for all members of the GBCS community. If each of us focuses on doing our job in a respectful way, behavioral rules of conduct will never become an issue.

Any disciplinary consequence shall be given for the purpose of discouraging/preventing future disrespectful or disruptive behaviors from occurring in the future. To the extent possible, teachers will handle classroom management and administrators will be involved as necessary.

Should behavioral issues arise which adversely impact the learning of others, school personnel will convene a parent/student/administration conference to discuss the options for the student’s educational future.

#### **I. Non-respectful/Disruptive Behavior:**

**Insubordination** – *refusal to comply with the reasonable request of any staff member*

**Classroom Disruption** – *any behavior that interferes with the educational process in classroom*

**Vulgarity, Profanity or Rudeness** – *the use of inappropriate language or gestures, as well as general disrespect to another member of the GBCS community-- student, staff, or visitor*

**Vandalism/Destruction of School Facility or Property** – *includes defacing, vandalizing or destroying any facility or property that belongs to the Great Bay Charter School, the building or premises owned by the Exeter Regional Cooperative School District, or any facility in which we ride, visit or participate in activities.*

**Serious and Intentional Misconduct** – *any conduct, or combination of offensive behaviors, that significantly disrupts the educational process. The administration will have final authority over what constitutes serious and intentional misconduct.*

**Lying, Cheating, Forgery** – *Any offense in which a student does not show integrity, honesty and veracity. This would also include issues of academic integrity, such as plagiarism.*

**Gambling** – *Any activity in which two or more students place a wager on an outcome of an event. This may include, but is not limited to, a game of chance or a sporting event.*

**Inappropriate Attire** – *All students are required to dress in a manner that is respectful of themselves, their peers, their adults and their school. This relates to how the clothing is worn (i.e coverage), but also to any messages, graphics, or images portrayed on or by the clothing item(s). Outerwear must appropriately cover skin/undergarments and outfits that might distract students from the educational process will not be considered appropriate. Appropriate, respectful attire does nothing to distract from the learning process, portray disrespect toward anyone or any group, or promote activities, products, or messages that are illegal or otherwise disrespectful. Inappropriate attire will be determined by the administration.*

## **II. Safety Issues (each defined by the Safe Schools Act and included in the school policies)**

- A.** Assault/Fighting
- B.** Drugs/Tobacco/Alcohol
- C.** Harassment/Threatening/Bullying
- D.** Weapons
- E.** Explosives/Incendiary Devices
- F.** False Alarms/Bomb Threats

**III. Disciplinary Consequences/Incident Resolution** - The severity of a disciplinary consequence will be determined after a review of the circumstances. The following are representative options of disciplinary consequences and actions that may be taken:

**A. Formal Warning** – This is a warning, whether written or verbal, to the student that a certain behavior is unacceptable and will not be tolerated. This may be for a classroom or school offense and may be given by either a teacher or administrator.

**B. Makeup Time** — Issued by the administration, this is a consequence of chronic tardiness and/or absence and is given for the sole purpose of remediating instructional time lost. When assigned, students will be expected to remain under school supervision for the number of days and/or period length of the assigned makeup time. The minimum required daily period will be one half hour and the maximum one hour.

**C. Sent from Class/Removal from Class** – At the professional discretion of the staff member, a behavioral incident may exceed the scope normal classroom management and the student may be separated from class and sent to the office from his/her assigned room. This will trigger a logged-disciplinary incident report “gray slip.” Regardless of the resolution, each gray slip referral will be logged in PowerSchool). The disposition of the incident will result from the following process:

*\* The staff member will try to resolve the incident with the student. Only if the incident is chronic, represents persistent behavior, or is beyond the scope of normal classroom management, should it be referred to the administration.*

*\* When a student is sent from class, the teacher will either send a referral slip with the incident documented or inform the office that the student has been sent to fill out the incident report. If administrative action is needed right away, this should be indicated by phone or text. Without this indication, the student is expected to complete the gray slip giving a written account. The report will*

*then be returned to the teacher as appropriate, either by the student or office personnel. It is expected that the student will approach the teacher at an appropriate time after the incident to discuss the situation with the goal of reaching a resolution. If administrative involvement is required, the resolution may or may not result in consultation with the teacher before issuing a consequence.*

*\* Unless it is an issue of safety or the infraction is particularly egregious, circumstances may require that the student be returned to class at the discretion of the administrator.*

**D. In-school Suspension** — This is assigned by an administrator (or specific designee). The student will participate in academic work for the day, but will do so separated from assigned classes. Students working in this capacity will do so under the supervision of a GBCS adult.

**E. External (Outside) Suspension** – This is assigned by an administrator (or specific designee) with parental notification. Suspensions may range from one to ten days duration. After a hearing with parents and student, the Executive director may extend the suspension as allowed by law. The student may appeal the extended suspension to the Executive Director (if issued by a designee) or GBCS Board of Trustees. Students are encouraged to continue to work during an External Suspension, but may not enter school property or participate in any school-related activity while suspended.

**F. Expulsion** – The permanent removal of a student from school for the balance of the current year or the length of time as recommended by the Executive Director and determined by the Board of Trustees.

**G. Referral to Police** – Student whose violations are referred to the police may face criminal charges or other legal proceedings. GBCS maintains a Memorandum of Understanding, included in its policy manual, with Exeter Police Department to report certain offenses. If the report to, or involvement with any police department is warranted, the school will do so at its discretion.

**H. Individualized Education Plans** – A student who has an IEP is expected to abide by the same standards of behavior as all other students. The consequences imposed may be modified to comply with federal and state law and within the parameters of a student's plan.

**I. School/Community Service** – At the discretion of the administrator, in certain instances, school or community service may be utilized as an option.

**J. Restitution** – Students shall be responsible for the replacement cost of any private or school property which is missing, vandalized or not usable as a result of the student's actions.

**K. Behavior or Disciplinary Contracts** – In certain instances students may be allowed or required to enter into a behavioral contract regarding future discipline issues.

## Student Life--Maintaining A Positive School Culture

**Co-curricular Activities** -- It is the philosophy of the Great Bay Charter School that much of what is valuable about the overall school experience can take place outside of the traditional classroom. We encourage students to develop and maintain connections to the school community and promote them becoming involved in co-curricular activities for which they have an interest or already have a talent. We are committed to offering a wide range of activities and encourage all students to become involved.

GBCS students are encouraged to participate in student activities at the Great Bay Charter School and beyond the walls of our school via external activities in their community or at their schools of residence. The variety and availability of co-curricular programs is something we are proud of and we would like to see all students take advantage of our co-curricular program.

The Great Bay Charter School is committed to providing a complete and diverse school experience for all of its students. Any student may petition for an activity or club and we will make every effort to accommodate the request.

**Cell Phones or Personal Electronic Devices (PEDs)** - While we recognize the roles that cell phones/PEDs have in maintaining family communication in our busy daily lives, the use of these devices can also be a significant distraction to the educational process. The following policy related to all cell phones/text devices will be implemented:

**“Power Down and Put-Away”**--Immediately upon entering class, all students are expected to **power down or mute/put away** their cell phones or personal electronic devices. These should then be placed either in the teacher’s designated storage area or put away (out of sight) in a bag or pocket for the entire block. Cell phones or personal electronic devices may only be used in a classroom when a teacher gives specific, direct permission for the student(s) to take the device out and power it on for a permitted use related to the class. Alternatively, at their discretion teachers may give a student expressed permission to use devices for a specific short-term purpose. Without this permission, use is not permitted and the devices should be powered down/put away.

Note: When a student leaves a classroom for a permitted reason (nurse, bathroom, office, etc.), the electronic device may be taken in a pocket or bag, **but must remain powered off** or put away as if the student remained in the classroom. Alternatively, it may be given to the teacher to store while the student is out of the room. Students should not be walking in the halls during class time with “ear buds”/headphones out or electronic devices powered up or use school facilities (halls, rest rooms, etc.) for electronics use to circumvent school rules. Students observed using phones or devices in the hallways during class periods will lose the privilege of leaving class or, if the problem persists, lose the ability to possess the device in school.

Students may use electronic devices to retrieve/send messages between classes or during lunch unless told specifically that this use is not allowed for a particular reason. Communication use during class time is not encouraged and **we ask parents not to text or call their students during class times. In the event you need to get a message to your student during the school day, please text during lunch (11:00-11:30 for Lower School and 11:35-12:05 for Upper School) or call the office and we will get the message to the student directly.** There is a phone in the office available for student use/home communication during the day.

Any device that *disrupts other students, staff, or the educational process* may be temporarily collected by the teacher and either returned to the student at the end of class, or given to the office to be held by the administration. If any device, including a cell phone, becomes a chronic disruption or cause for concern, a student may be directed to not bring his/her phone or device to school or to check it with the office daily.

Students are expected to remove earphones at any time they are not in use and *students are to immediately cease electronic device/earphone use if engaged in conversation by adults, other students, or visitors.*

Students may not possess laser pointers in school. These devices will be immediately confiscated and will not be returned.

## **Ongoing Progress in Alma**

While most teachers regularly update their grades in the online reporting system, each is expected to update their grades online every two weeks at minimum.

**School-wide Grade Reports for 2023-2024** - will be available as follows:

**Semester I interim report:** at the end of Quarter I

**Semester I final report:** at the end of Quarter II

**Semester II interim report:** at the end of Quarter III

**Semester II final report:** at the end of Quarter IV (last day of school)

(Hard copy mailed home on approximately one week after school ends)

**No School or Delayed Opening/Early Release Announcements** - If there is no school because of weather or other unforeseen emergencies, it will be announced on WMUR Channel 9. Our school's Facebook page and phone/e-mail communication system will be utilized whenever possible to communicate a school-wide closure or untimely adjustment in schedule.

**Alternative School Day Events--“Storm School”** “Storm school,” is our school's annual plan for alternative programming during school cancellation. We will post a “Storm School” schedule and indicate how Zoom and/or Classroom will be used for the day. Maintaining the integrity of the program as a school day activity requires engagement/attendance/participation of both students and GBCS adults. It is an expectation that all students will participate in these activities during this “alternative school day” activity.

## **Responsible Computer, Network and Internet Use - Summarized**

Responsible use of the GBCS technology resources is ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. Digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space. Administrators, or their designees, may review files and communications (including electronic mail) to insure that users are using the system responsibly. Users should not expect that files stored on school accounts, servers or disks will be private. Users also should understand that school regularly blocks and records Internet activity in log files that are available to the public under RSA 91-A: Access to Public Records and Meetings.

The school reserves the right to refuse access to the Internet to anyone. Violating any portion of the acceptable use policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school, and/or legal action. GBCS may cooperate with law enforcement officers in investigations related to illegal activities conducted through its network. The complete policy #EGA is available at GBCS website.

**Student Recognition Program** – Please see attached description/criteria for Scholar, Leader, Samaritan and Participant Awards in the Appendix

**School-owned Equipment** - Students should respect all books, supplies and equipment in which they are entrusted. This includes accessories—cords and chargers. When they are treated in a negligent manner, damaged or destroyed, students will be held financially responsible. Students using any school resources, including but not limited to: books, headphones, computers, cameras, other devices, or equipment accept financial responsibility for its timely return and condition.

## **Daily Bus Transportation**

SAU 16 resident students may access bus transportation to school. These students should ride their residential route bus to Exeter High School, then transfer to the SST/GBCS shuttle bus waiting in the stadium parking lot.

Students riding the bus are expected to show both the driver and other riders the same respect that is expected during school hours. Students are required to comply with all rules of behavior of the Exeter Region Cooperative School District while waiting for, entering/exiting, and riding the bus. (This includes mask-wearing if required to do so.) All GBCS school rules of behavior also apply. Appropriate consequences for misbehavior will be imposed including, but not limited to, the removal of ridership privileges. Policies related to buses (i.e. videotaping, behavior, etc.) may be viewed on either the SAU16 or ERCSD websites.

While it is possible that bus transportation may be available for students living in communities serving SST, permission and arrangements are made between resident parents and their local school administration. Please keep in mind that while the SST morning session schedule aligns with GBCS arrival, not all communities provide transportation in the morning. Some attend mid-session rather than morning session. Further, there is no alignment with the end of the SST PM session (buses leaving SST) and the end of the GBCS school day. This is typically about ½ hour different. While understanding that occasional use may be required, we do not suggest or support *regular* reliance of SST afternoon transportation due to this misalignment with our schedule.

### **Valuables**

Students and staff are discouraged from bringing items of significant personal or monetary value (money phones, chargers, or other valuables) to school. These items are brought at the risk of the owner and the school cannot guarantee a lost or stolen item will be recovered. If a valuable is brought to school at the discretion of the student, arrangements can be made in advance for it to be turned into the office to be secured in locked storage. We encourage students to leave valuables at home, keep them on their person, or turn them into the office to be securely stored. Common sense should dictate that, in today's world, items of value left out on tables, unattended in bags, etc., are targets for potential theft. While the school does its best to maintain a culture in which it does not occur, loss/theft does in fact occur and the school accepts no responsibility for any personal item or its value.

**Visitors to School**--We respectfully request that all parents/guardians wishing to meet with a staff member do so by pre-arranged appointment. Visitors to the school are required to sign in at the GBCS Main Office (Room 215).

### **Negative Community Member Interactions**

The Great Bay Charter School will not tolerate interactions between its community members of a harassing or threatening nature. Whether delivered verbally, electronically, or via social media (in school or outside of school), these direct or indirect negative interactions will be addressed through the school's disciplinary code/policies or referred to local law enforcement. Students who engage in such negative interactions with their peers or adults place their enrollment status in jeopardy.

### **Pupil Safety and Violence Prevention Policy under RSA 193-F**

It is the policy of GBCS that its students have an educational setting that is safe, secure, peaceful and free from student harassment also known as bullying. GBCS will not tolerate unlawful harassment of any type and conduct that constitutes bullying as defined herein will not be tolerated. The complete Pupil Safety and Violence Prevention Policies are available at GBCS' website. (Also, see "Bullying" in this document.)

**Bullying** “Bullying” for purposes of this policy is defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which: physically, emotionally or educationally harms that pupil; creates a hostile educational environment; or substantially disrupts the orderly operation of the school. Cyberbullying is defined as any conduct defined as “bullying” in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

#### **Reporting Procedure**

1. Any student who believes he/she has been a victim of bullying may report the alleged act to the Administration or any GBCS employee.
2. Any school employee, or employee of a company under contract with GBCS, who has witnessed or has reliable information that a student has been subjected to bullying shall report the incident to the Administration or designee.
3. Upon receipt of a report of bullying, the Administration shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The Executive Director may, within the 48 hour time period, approve a written waiver from the notification requirement if the Executive Director deems such waiver to be in the best interest of the child.

#### **Investigation and Remedial Action**

1. Upon receipt of a report of bullying, the Administration shall, within five (5) school days, initiate an investigation into the alleged act and complete the investigation and notify the parents of the results of the report within ten (10) school days of receiving the initial report.
2. The Administration will take such disciplinary action deemed necessary and appropriate, including, but not limited to, detention, in-school suspension, out-of-school suspension or long-term suspension or expulsion, and/or referral to law enforcement in order to end bullying and prevent its recurrence.
3. Besides initiating disciplinary action, the Administration may also take other remedial action designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.
4. For non-disciplinary remedial actions where no other review procedures govern, the parent or legal guardian of the pupils involved in the bullying shall have the right to appeal the Administration decision in writing within 5 days. The Executive Director shall review the Administration decision and issue a written decision within 10 days.
  - i. *If the aggrieved party is still not satisfied with the outcome, then the aggrieved party may file a written request for review by the Board of Trustees within 10 days of the Executive Director’s decision. The Board of Trustees shall adhere to the procedures set forth in Ed 216 in resolving the dispute.*
  - ii. *Any individual aggrieved by the Board of Trustees decision shall have the right to appeal the decision to the State Board of Education within 20 calendar days of receipt of the written decision of the Board of Trustees in accordance with Ed 200.*

**Policy Notification** - Copies of this policy shall be available to all employees, students and parents annually by publishing in the applicable handbook or on the School’s website. Whenever new GBCS employees or students begin during the school year, they shall have a copy of the appropriate handbook made available before commencing work or school attendance.

**Bullying As Abuse** - Under certain circumstances, bullying could constitute abuse under RSA 169-C, the Child Abuse Reporting Act. In such situations, all GBCS shall comply with the reporting requirements of RSA 169-C.

**Sexual Harassment** - Bullying may constitute sexual harassment in which case it shall be subject to the school's policy GBAA/JBAA. It is the policy of the School to maintain a learning and working environment that is free from sexual harassment and sexual violence. The School prohibits any form of sexual harassment and sexual violence. The School will act to investigate all complaints of sexual harassment or sexual violence. Any student, teacher or employee who violates the Sexual Harassment and Sexual Violence Policy, files a false complaint under the Policy, or retaliates against any person for reporting, testifying, assisting or participating in the complaint process will be subject to appropriate discipline action up to and including suspension or expulsion of the offending student or dismissal of the offending teacher or employee. A copy of the Sexual Harassment and Sexual Violence Policy is available from the GBCS main office, 30 Linden Street, Exeter, NH 03833, (603) 519-9003; GBCS Website ([www.gbcs.org](http://www.gbcs.org)); or the Administration.

**Immunity** - A school employee, or employee of a company under contract with GBCS, who has reported violations under this policy chapter to the Administration or designee shall be immune from any cause of action which may arise from the failure to remedy the reported incident.



## **Notice of Non-Discrimination**

Great Bay Charter School does not discriminate in its education programs, activities or employment practices on the basis of race, color national origin, age, religion, gender, sexual orientation or disability as defined in current law.

Any person having inquiries concerning compliance with the regulations implementing these laws may contact Stacey Clark, Title IX Coordinator at GBCS (603) 519-9003.

Any person may also contact Title IX coordinator, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3494, for Title IX and Age Discrimination: Section 504 Coordinator, New Hampshire, Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3738, for Section 504 of the Rehabilitation Act of 1973; Supervisor for National Origin & Equal Education Opportunity, New Hampshire, Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3196, for Title VI of the Civil Rights Act of 1964; the Assistant Secretary for Civil Rights, US Department of Education or the Director, US Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts.

## **Notice of 504 Policy and Grievance Procedure**

**Non-discrimination Statement.** As required by Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA), GBCS does not discriminate on the basis of disability in admission or access to, or treatment or employment in its programs, services, and activities.

**Section 504/ADA Coordinator.** As required by 34 C.F.R. 104.7(a) and 28 C.F.R. 35.107(a) GBCS has designated Lisa Hammond, Coordinator, 30 Linden Street, Exeter, New Hampshire 03833, telephone (603) 519-9003, to coordinate its efforts to comply with and carry out its responsibilities under Section 504 and the ADA, including investigating any allegation of discrimination on the basis of disability or other noncompliance with Section 504 and/or the ADA.

**Grievance Procedure.** As required by 34 C.F.R. 104.7(b) and 28 C.F.R. 35.107(b), as an employee, parent, guardian, student, or participant, you have the right to notify the Section 504/ADA Coordinator of your complaint alleging any action which would be prohibited by Section 504 and/or the ADA. If your complaint concerns the Section 504/ADA Coordinator or the provision of a free appropriate public education under Section 504 and you wish a hearing, you should notify Executive Director Peter Stackhouse, 30 Linden Street, Exeter, New Hampshire 03833, telephone (603) 519-9003 instead of the Section 504/ADA Coordinator.

The Section 504/ADA Coordinator (or Executive Director) will make an initial response to your complaint within five (5) workdays of receiving it. The parties will attempt to informally work out their differences in a prompt and equitable manner. The Section 504/ADA Coordinator (or Executive Director) will make a written record of the resolution of your complaint within five (5) workdays of the resolution and will provide a copy of the record to you. The process at this level should not take more than twenty (20) workdays from receipt of the complaint by the Section 504/ADA Coordinator (or Executive Director) to issuance of the written record.

If the informal resolution effort fails, you may either (a) request that the Board of Trustees place your complaint on its agenda or (b) notify the Executive Director of your complaint. The Board of Trustees (or Executive Director) will make a written record of the resolution of your complaint within five (5) work days of the resolution and will provide a copy of the record to you. The process at this level will not take more than twenty (20) work days from receipt of the complaint by the Board of Trustees or Executive Director to issuance of the written record.

For either process: Your complaint must be in writing (please notify the Section 504/ADA Coordinator or Executive Director if you need assistance). You may be represented by anyone of your choosing. You may present information through documents, other evidence, and/or witnesses. You may examine documents other evidence, and witnesses present by the School.

## **Procedural Safeguards**

As required by 34 C.F.R. 104.36, the parent or guardian of a student, who because of disability, needs or is believed to need special instruction or related services, you have the right, with respect to any action regarding referral, identification evaluation, and/or placement, to:

1. Notice of the referral/identification, evaluation, and placement process, with appropriate consent forms.
2. Examine all relevant records,
3. An impartial hearing, at any time with opportunity to participate and to be represented by counsel.
4. A review procedure.

You may contact the Executive Director or the Section 504/ADA Coordinator if you have any questions about these procedural safeguards.

**Additional Information.** You may direct questions about GBCS compliance with Section 504 and/or the ADA to the Section 504/ADA Coordinator or the Executive Director.

## **Notice of Federal Education Records Protection Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Administration or his/her designee a written request that identifies the record(s) they wish to inspect. The Administration or his/her designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record generated by the School that they believe is inaccurate or misleading. They should write the Administration or his/her designee, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on Board of Trustees; a person or company with whom the School has contracted to perform special task (such as an attorney, auditor, consultant, expert, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or the School’s insurance carrier.

*A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.*

*The School may disclose without consent directory information which is information not generally considered harmful or an invasion of privacy if disclosed.*

*The School may give military recruiters the same access to secondary school students as provided to post secondary institutions or to prospective employers; and provide students’ names, addresses, and telephone listings to military recruiters when requested, unless a parent has opted in for providing such information.*

*Parents may within (15) days after notification of rights request in writing the removal of all or part of the information on their child they do not wish to be available to the public.*

*Upon request, the School discloses education records without consent to officials of the school in which a student seeks or intends to enroll.*

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605  
(202) 260-3887

### Notice of Program Accessibility

GBCS provides the following Notice of Program Accessibility to parents/guardians, and handicapped persons, as required by 34 C.F.R. Sections 104.21 and 104.22 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973.

GBCS operates its programs and activities so that they when viewed in their entirety are readily accessible to handicapped persons.

NOTICE: All interested persons, including persons with impaired vision or hearing can obtain information as to the existence and location of services, activities and facilities that are accessible to handicapped persons by contacting Section 504 Coordinator, Lisa Hammond, at 30 Linden Street, Exeter, NH 03833, (603) 519-9003.

All interested persons who may need special aids or services in order to attend a public function sponsored by GBCS should notify the Section 504 Coordinator, Lisa Hammond, at 30 Linden Street, Exeter, NH 03833, (603) 519-9003 to request reasonable accommodations in order that they may attend and participate in the event or function. Such a request should be made within a reasonable time in advance of the event or function so that reasonable accommodation may be provided.

#### Procedural Safeguards for Students with Disabilities

NH RSA 186-C:1 states: "It is hereby declared to be the policy of the state that all children in New Hampshire be provided with equal educational opportunities."

As the parent<sup>1</sup> of a child who is receiving or may receive special education or special education and related services, you have certain rights, which are protected by state and federal laws and regulations. We want you to know about these rights. If you would like a more detailed explanation of these rights than what is provided here, you may call or write to the Executive Director, 30 Linden Street, Exeter, NH 03833 (Telephone 603-519-9003). Questions concerning your rights under Section 504 of the Rehabilitative Act of 1973 should be addressed to the Section 504 Coordinator, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301-3860 (Telephone #271- 3494) or to the Guidance Department of your child's school.

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1 The term parent is defined in Ed 1102.35 of "New Hampshire Rules for the Education of Students with Disabilities" as a "natural or adoptive parent, guardian, but not the state when the state has legal guardianship, or a surrogate parent who has been appointed in accordance with Ed 1121.02" of the Rules.

For further information, please contact the main office at your child's school.

You may contact the following agencies to obtain free or low cost assistance in understanding the special education process and the procedural safeguards available to you:

· New Hampshire Legal Assistance  
1361 Elm Street  
Manchester, NH 03101  
1-800-562-3174 or 668-2900

· New Hampshire Legal Assistance  
PO Box 778  
Portsmouth, NH 03802-0778  
1-800-334-3135 or 431-7411

· Parent Information Center (PIC)  
PO Box 2405  
Concord, NH 03302  
224-7005

· Disabilities Rights Center, Inc.  
PO Box 3660  
Concord, NH 03302  
1-800-834-1721 or 228-0432

New Hampshire Department of Education  
Special Education Bureau & Mediation  
101 Pleasant Street  
Concord, NH 03301 271-3741

***Tuck Learning Campus  
Emergency Procedures***

Great Bay Charter School

# Emergency Procedures for Great Bay Charter School at the Tuck Learning Campus

## LOCKDOWN PROCEDURES

The goal of the lockdown is to ensure all people are in a secure place with doors locked, lights off, shades drawn, students and teachers silent and out of plain view. Lockdown procedures will be practiced several times throughout the year.

During a lockdown, students may be away from the room to which they are assigned. They may be in the bathroom, front office, hallway, etc. All students should stay-put unless a GBCS adult directs them to a secure area. Adults will do a quick visual of the hall when securing a room and take in any students who are within close proximity. Students must stay-put during a lockdown regardless of where they are assigned to be. There will be no communication outside the room. Teachers and students are to be as invisible and silent as possible.

**Announcement:** An announcement will be made over the loudspeaker that the campus is going into a lockdown. Lockdown announcements **may** vary.

Wait until you also hear an announcement of “all-clear” from an SST/GBCS administrator or designee. **In the event of a real lockdown, the siren and loudspeaker may be shut off. This does not mean the lockdown is over.** The automated all-clear announcement and GBCS administration will signal that it is over.

***In the event of a fire alarm activated during a lockdown--*** students and staff are to ignore the fire alarm unless instructed to leave by emergency personnel or administration.

After the lockdown is complete, please re-take your group’s attendance and report any missing students to the office

## FIRE EMERGENCY PROCEDURES

### Fire Drills

Fire drills will be held regularly at varying times of the day and are required by New Hampshire State Law. Speed in emptying the building is secondary to an orderly and safe evacuation.

### Procedures

1. The fire alarm signal will be used as the signal to start the drill. In the event of a malfunction, there will be an announcement. In some cases, both options may be utilized. Verbal notification will mark the end of the drill.
2. The first person to reach any door should keep the door in an open position until all people have cleared the room.
3. All students will move to a predetermined point to meet with their advisory groups where attendance will immediately be taken. At the gathering location, office personnel will distribute advisory rosters that should be returned as soon as attendance has been taken. We will then reconcile our attendance.

4. If a drill is called when students are changing classes, the students are to proceed immediately toward an exit and then to their advisory group meeting spot.
5. If a drill is called during lunch, students are to proceed immediately to their advisory group meeting spot. Walk rapidly, but do not run, push, or take several steps at a time on stairways or in corridors.
6. Everyone is required to leave the buildings during a fire drill.
7. **Elevators cannot be used.**
8. While there are situations where the source of a fire is quickly identified and may be quickly extinguished in its beginning stages, fire fighting should always be made secondary to life/safety.
9. Absolutely no vehicles will be moved during any building evacuation. Any change of plan will be of emergency nature and will be communicated at that moment of need.

**Remember:**

1. Anytime the fire alarm is activated, it is essential to assume it's the real thing.
2. Students and teachers should go immediately to the designated exit.
3. Do not congregate near any exit areas. Go directly to your advisory meeting spot.

**STUDENTS/CLASSES HELD IN NON-CLASSROOM AREAS/Locations** should proceed together to the field behind the building.

*Fire Drill Procedure for Non-Ambulatory Students: All non-ambulatory students will be assigned an aide for the purpose of guiding them to the appropriate station for building evacuation. The aide will seek the student at his/her class and escort him/her to GBCS Room 227 or the closest campus safe room. These rooms are designated "Safe Rooms" or safety zones. It is here that fire personnel will check in for appropriate evacuation.*

## **CAMPUS EVACUATION**

**In the case of a necessary evacuation of the Tuck Learning Campus (including SST and Great Bay Charter School) to Exeter High School, the following procedures will be followed:**

1. A call for an evacuation to **Exeter High School** will be made to all GBCS staff. Staff members will direct the students with further instructions.
2. **UPON ANNOUNCEMENT**, students will follow the instructions of staff members based upon the circumstances. Students will board buses to Exeter High School. As soon as it is possible to do so, a School Messenger announcement will be made to the greater school community with further instructions.
3. **ANY NON-AMBULATORY STUDENTS** will be escorted by designated school personnel.
4. **SAU 16 Superintendent Esther Asbell or designee** will report to the Fire/Police Department Incident Commander to assist, as appropriate.

5. **PARENTS/GUARDIANS SHOULD NOT PROCEED TO EXETER HIGH SCHOOL** unless instructed to do so. Instructions to the GBCS Community will be issued using the school's messaging system.

## **PARENT/STUDENT REUNIFICATION**

In the event of an unforeseen campus tragedy forcing the evacuation of the Tuck Learning Campus, arrangements will be made to take teachers and their students to **Exeter High School** by bus. Students will be released to parents under direction of GBCS and SAU 16 administrators.

**Instructions for Parents:** Do not go to the school or try to call the school as these actions have the potential to cause additional problems for the school in terms of escalating a situation. You may be in the way as emergency workers are moving about and will hinder their operation. As part of the communication strategy, all parents will be informed as soon as possible through the SAU 16 Alert Solutions and GBCS school messaging systems. Messaging will be in the form of a phone call and/or an email from the Superintendent's Office and/or the GBCS office.

The best way to help schools deal with a crisis situation is to stay tuned for official information from the school district. If you have any further questions please contact your building administrator.

## **Secure Campus**

The goal of a *secure campus* directive is to ensure all people are away from unknown, potentially dangerous, or situations where privacy is needed. Everyone should remain in a secure room with doors locked. Classroom work may continue provided interior and exterior doors remain locked, shades are drawn and all students remain in the room. As with other emergency situations, students may end up in a room to which they are not assigned.

**Announcement:** There will be an announcement made over the loudspeaker or verbally by a GBCS administrator or designee to **enter Secure Campus**. You will later hear or be given an all-clear announcement on the loudspeaker or receive the message directly from a GBCS administrator or designee.



Great Bay Charter School  
Re-opening Plan  
2023-2024



August 10

## COVID-19 Reopening Plan Information

### Introduction

Dynamic conditions may exist in New Hampshire related to the community transmission of the COVID-19 virus via its most prevalent variant(s). Governmental guidance and recommendation responses by NH and Federal Government Health Agencies have evolved over time. Great Bay Charter School (GBCS) continues to monitor State and Federal guidance and will use this information to guide any policy changes.

GBCS will return all students to campus (in-person) for the beginning of our school year on August 28, 2023 without any COVID-19 based restrictions in place. This document will outline the potential protective measures that may be implemented to allow our school community members to teach and learn effectively with the least impactful steps necessary to keep everyone safe. GBCS has already proven that the cooperation and care exhibited by students, parents, and staff can minimize the impact of the virus with our students physically present at school.

Should it be necessary, we ask once again for everyone's assistance and cooperation in keeping our community safe. Please know that we would scale our protection measures up or down as conditions in Rockingham County and surrounding areas change. We thank you for choosing to be a part of our community!

### Background

Great Bay Charter School, located in Exeter (Rockingham County) serves students in grades six through twelve from approximately 30 different communities in New Hampshire. As of August 10, 2023, all GBCS students are eligible for COVID-19 vaccines and are encouraged to become vaccinated and boosted per physician, Federal, or State recommendations.

### GBCS 2022-2023 Instructional Model

Great Bay Charter School will return to school for daily in-person instruction for all students and staff, following our existing full-day time schedule in place throughout last year.

In the past, we have taken steps through staffing, room utilization, and scheduling to maximize distancing potential in classes and are able to do so if needed. Three feet distancing would typically be sought and greater distancing could potentially occur with the attention and cooperation of those in classrooms.

With the widespread availability of vaccines for individuals in the GBCS student and staff age groups and the protective measures as outlined in the plan below, all enrolled students are expected to return to classes for in-person learning.

## **Remote Learning**

There is no current intention for GBCS to implement remote synchronous classes (*teacher teaches in-person with most students physically in class, while other students access remotely*). We firmly believe, based on experience of these last three + years, that a student's daily physical presence in their classes on campus is important for academic and social-emotional reasons.

Our remote learning infrastructure will continue to be available to be implemented should it be needed due to declining public health conditions, potential quarantine situations, and alternative school day ('Storm School') events due to weather or other reasons. Students absent from school will not have access to daily classes remotely via *Zoom*, but will still be able to stay connected via *Google Classroom*. We will work with any isolating/COVID positive students to maintain as much daily continuity as possible using a combination of *Zoom* and *Google Classroom*.

## **COVID-19 Vaccination**

GBCS *strongly encourages*, but does not require COVID-19 vaccinations for eligible students and all staff. We expect that those who are not fully vaccinated will take steps, if warranted, through masking and distancing to protect themselves and their fellow community members. Through our administrative and nurse's offices, we will make every effort to support our school community members who seek information or schedule flexibility in order to become vaccinated.

We do not currently anticipate the need to ask for any specific vaccination status information for a student or staff member.

## **Potential Exposure/Isolation/Quarantine**

Experience indicates individuals having close contact with infected or suspected symptomatic (untested) individuals risk potential exposure to illness. As recommended by NH Public Health, we will follow the CDC Isolation/Exposure Calculator guidance for all community members related to public health reporting and isolation guidelines should it become necessary. Use the CDC Isolation and Exposure Calculator [here](#) to determine how long you should isolate, test, or wear a mask to protect yourself and others. This is driven by the specific circumstances of one's symptomatic, testing, and/or exposure status.

## **Protective Measures—linked to CDC guidance**

Masks are available to any staff member, student, or visitor wishing to wear one. Individuals guided (by the CDC calculator) to wear a mask due to exposure or returning from isolation or testing positive should mask to protect themselves and others from transmission.

The successful measures implemented throughout 22-23 school year, encourage us to believe that there should continue to be flexibility regarding mask-wearing if we implement a variety of other measures including screening, distancing, cleaning, washing, respiratory hygiene, HEPA filtration of our classrooms and offices, and maximizing natural ventilation as necessary. *Currently, masking is optional for all individuals and recommended when the [CDC Isolation/Exposure Calculator](#) guides them to wear a mask.*

## **Distancing**

Should it become necessary, we will make every effort as a school community to protect our students and staff by promoting and maintaining at least 3 ft. distance whenever possible. We could take more restrictive measures in group settings (i.e. running morning meeting remotely, use of the lecture hall, etc.) to facilitate distancing.

The school will provide masks for any individual wishing to wear one or guided to do so..

## **Ventilation**

Without an active HVAC system in most of our classrooms, GBCS will continue to encourage the following the use of available ventilation options: 1) Natural Ventilation-- open windows/doors (when weather appropriate) to increase air flow, or 2) HEPA Filtration-- isolate room from hallway and neighboring classrooms by closing doors and windows and run classroom filtration units.

## **Cleaning/Hygiene**

- Continue to discourage the use of communal supplies, tools, and equipment
- Shared tools/supplies should be wiped with disinfectant wipes after use
- Disinfect table surfaces regularly
- Disinfect borrowed devices regularly

Individuals in the GBCS community are encouraged to:

- Properly wash their hands regularly
- Maintain respiratory hygiene (cover sneezes and coughs)
- Clean/sanitize their workspaces regularly

## **Daily Temperature Screening**

The school could re-institute the practice of daily temperature screening of all students and staff, should it become necessary or appropriate to do so.

## **Symptomatic Individuals Should Stay Home**

We continue to ask that parents monitor their students each morning at home prior to their leaving for school. Students or staff with fever, nasal congestion, sore throat, headache, or other respiratory symptoms should wear a mask or stay home from school until these symptoms subside. The school encourages COVID-19 testing according to the CDC Isolation/Exposure Calculator [found here](#).

For the protection of others, symptomatic individuals should wear a mask or not come to school!

## **Morning Meeting and Large Gatherings**

Entering the 2023-2024 school year, our daily morning meeting will be held in the cafeteria each morning. Should increasing distancing protocols be indicated, we could adjust this practice.

**Public Events or Changing Conditions**

Great Bay Charter School will maintain the right to implement or re-institute any protective measures necessary to protect our school community. Should conditions change regarding regional COVID-19 transmission or NH Public Health/CDC Guidance changes to suggest or require additional measures, GBCS will adjust as necessary.

# Student Recognition Program

GBCS Core Values and Beliefs  
Student Recognition Program

Core Values:	Scholarship	Leadership	Service	Involvement
Designation	<b>Scholar</b>	<b>Leader</b>	<b>Samaritan</b>	<b>Participant</b>
Criteria for Annual Designation	Meets criteria for at minimum of two course-specific scholar designations	Documented participation in one or more leadership roles and/or student leader committees per year (these include but are not limited to: student senate, student voices or similar approved community-based organization)	Documented completion of a minimum of 20 hours of approved community service	Documented participation in at least two (2) approved GBCS co-curricular activities or approved outside organizations per year
Criteria for Graduation Award	Achieves Scholar Designation in ten (10) or more courses with a proficiency level of 3 or above	Documented participation in one or more leadership roles and/or student leader committees per year for each of four high school years (these include but are not limited to: student senate, student voices or similar approved community-based organization)	Documented completion of a minimum of 20 hours of approved community service per year for each of the four years of high school or 100 documented hours over four years.	Documented participation in at least eight (8) approved GBCS co-curricular activities or approved outside organizations over the four years of high school

**“Scholar” Designation Requirements:**

Every student in Grades 9-12 is encouraged to attempt to earn Scholar designation each year. Scholar designation is earned over the period of a course (whether semester or year) and requires that the student complete a supplemental, literacy-based series of artifacts to supplement his/her coursework. Scholar designation will be available for any core course or upper school elective offered at GBCS and will be identified on the student’s transcript with an “S” following the course title. Students will indicate their intent to pursue “Scholar” designation by filing the appropriate paperwork with the teacher and GBCS administration within the first three weeks of their entry into the course.

The portfolio\* required in any course for students to receive the Scholar designation must include the following in ADDITION to any required coursework:

- Two informational readings or scholarly texts with a completed 10% summary for each per quarter

- One comparison/contrast essay on two or more topics assigned by the teacher
- Two argument essays on a topic assigned by the teacher
- Vocabulary cards for 40 high level academic vocabulary words over and above what the class is doing
- A research project or paper with MLA citation
- An annotated bibliography for anyone with a real interest in the course
- Any other work deemed appropriate by the teacher

\*Everything in the portfolio must have the PRE-approval of the teacher and students must apply within the first three weeks of the class in order to receive this designation

Students earning at least two “scholar designations” each year will be recognized annually at an end of year school-wide awards event. Students who earn ten or more over their high school career will be recognized as a “Scholar Graduate” on his or her transcript and will receive a special cord to wear to graduation in addition to the annual (badges/buttons/pins) which may be worn on graduation sashes.

#### **“Leader” Designation Requirements:**

Every student in Grades 9-12 is encouraged to pursue Leader designation each year. The portfolio\* required for students to receive the Leader designation must include the following:

- A description of the leadership role written by the student,
- A letter from a supervisor or appropriate adult describing the student’s involvement in the leadership role,
- A log of time spent fulfilling the leadership role, and
- A quarterly reflection of what the student has learned from the leadership role and what leadership goals he or she is setting for the next quarter

\*Everything in the portfolio must have the PRE-approval of the teacher and students must apply within the first three weeks of the class in order to receive this designation

Students earning “leader designation” each year will be recognized annually at an end of year school-wide awards event. Students who earn four years of designation over their high school career will be recognized as a “Leader Graduate” on his or her transcript and will receive a cord to wear to graduation in addition to the annual (badges/buttons/pins) which may be worn on graduation sashes.

#### **“Samaritan” Designation Requirements:**

Every student in Grades 9-12 is encouraged to pursue Samaritan designation each year.

The portfolio\* required for students to receive the leader designation must include the following:

- A description of the service role written by the student,
- A letter from a supervisor or appropriate adult describing the student’s involvement in the service role,
- A log of time spent fulfilling the service role, and
- A quarterly reflection of what the student has learned from the service role and what service goals he or she is setting for the next quarter

\*Everything in the portfolio must have the PRE-approval of the teacher and students must apply within the first three weeks of the class in order to receive this designation

Students completing at least 20 hours of documented service each year will be recognized annually as a Samaritan at an end of year school-wide awards event. Students who earn four years of designation or those who perform 100 or more hours of documented community service over their high school career will be recognized as a “Samaritan Graduate” on his or her transcript and will receive a cord to wear to graduation in addition to the annual (badges/buttons/pins) which may be worn on graduation sashes.



### **“Participant” Designation Requirements:**

Every student in Grades 9-12 is encouraged to pursue Participant designation each year.

The portfolio\* required for students to receive the Participant designation must include the following:

- A description of the activity or activities the student participates in written by the student,
- A letter from a supervisor or appropriate adult describing the student’s involvement in the activity,
- A log of time spent participating in the activity, and
- A quarterly reflection of what the student has learned from the activity and what participation goals he or she is setting for the next quarter

\*Everything in the portfolio must have the PRE-approval of the teacher and students must apply within the first three weeks of the class in order to receive this designation

Students earning at least two “participant designation” each year will be recognized annually at an end of year school-wide awards event. Students who earn 8 or more designations over their high school career will be recognized as a “Participant Graduate” on his or her transcript and will receive a cord to wear to graduation in addition to the annual (badges/buttons/pins) which may be worn on graduation sashes.



**Intent to Participate in Recognition Program--Student Yearly Application**

(Form Due: By 2<sup>nd</sup> Friday of Sem I, Sem II, or new student enrolling at GBCS)

Student Name:

Grade:

Advisor Name:

**I. Scholar** (minimum of two full-year courses or three semester courses)

Course Name	Sem or YR	Teacher Signature

**II. Leader**

Advisor Name	Advisor Signature

**III. Samaritan (Service)**

Advisor Name	Advisor Signature

**IV. Participant**

Advisor Name	Advisor Signature

Student Signature\_\_\_\_\_

Date \_\_\_\_\_



**Recognition Program Semester I/II Completion Status**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

**I. Scholar** (minimum of two full-year courses or three semester courses)

Course Name	Sem I, II, Yr	Date	Teacher Signature (indicating completion)

**II. Leader**

Date of Completion	Advisor Signature (indicating completion)

**III. Samaritan (Service)**

Date of Completion	Advisor Signature (indicating completion)

**IV. Participant**

Date of Completion	Advisor Signature (indicating completion)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Great Bay Charter School**  
**Graduation Learning Expectations**

## Great Bay Charter School Learning Expectations

### ***1.0 Demonstrate and apply the skills necessary to read, write, speak, view, and listen effectively***

#### *Performance Benchmark 1.1 Reading*

1.1 READING (Reading Literature (RL) & Reading for Informational Texts (RI): Students will demonstrate comprehension, analysis, interpretation and understanding of various literary forms while making connections to other texts, media, society, personal experience and/or national and world events citing evidence where appropriate.

#### *Performance Benchmark 1.2 Writing*

1.2.1 WRITING (Types & Purpose): Students will demonstrate ability to write with purpose in a variety of forms including argument, informative/explanatory and narratives (real or imagined) using organization and a multitude writing strategies.

1.2.2 WRITING (Production & Distribution): Students will produce clear and coherent writing that demonstrates mastery of the writing process.

1.2.3 WRITING (Research to Build and Present Knowledge): Students will conduct research effectively to build and present knowledge.

#### *Performance Benchmark 1.3 Speaking and Listening*

1.3 SPEAKING & LISTENING (Comprehension and Collaboration & Presentation of Knowledge and Ideas): Students will engage effectively in collaborative discussion and presentation that enhances comprehension of ideas and knowledge.

#### *Performance Benchmark 1.4 Language—Conventions, Knowledge, and Vocabulary*

1.4.1 LANGUAGE (Conventions): Students will demonstrate a command of the conventions of standard English and apply knowledge of language.

1.4.2 LANGUAGE (Knowledge): Students will demonstrate a working knowledge of language when writing, speaking, reading, or listening.

1.4.3 LANGUAGE (Vocabulary): Students will demonstrate vocabulary development and use.

### ***2.0 Demonstrate and apply mathematical reasoning and computation skills***

#### *Performance Benchmark 2.1 Computation and Estimation*

2.1 Students will accurately and efficiently perform calculations and will use appropriate strategies to confirm or determine reasonable accuracy

#### *Performance Benchmark 2.2 Mathematical Solutions to Real World Problems*

2.2 Students will create/use basic mathematical models/strategies to solve real-world problems

#### *Performance Benchmark 2.3 The Language of Math*

2.3 Students will use appropriate mathematical language to communicate ideas and knowledge about mathematics.

### **3.0 Demonstrate and apply understanding of the history, cultures and arts of America and the world**

#### *Performance Benchmark 3.1 Social Studies*

3.1.1 Students understand the role played by history, geography, economics, and government in the development and maintenance of culture

3.1.2 Students understand the characteristics and development of American society

#### *Performance Benchmark 3.2 Fine/Performing Arts*

3.2.1 Students respond and connect to artwork demonstrating an understanding of the role played by Fine/Performing arts in the development and maintenance of culture

3.2.2 Students create and present, demonstrating recognition of techniques and use skills in the Fine/Performing arts

### **4.0. Great Bay Charter School Students will demonstrate and apply the principles of the physical and biological world.**

#### *Performance Benchmark 4.1 Biological Science*

4.1 Students will demonstrate and apply the principles of the biological sciences

#### *Performance Benchmark 4.2 Physical Science*

4.2 Students will demonstrate and apply the principles of the physical sciences

#### *Performance Benchmarks 4.3 Scientific Process*

4.3 Students will demonstrate and apply the principles of the scientific process including forming reasonable conclusions from data and applying these principles to the exploration of ethical dilemmas and contemporary societal issues.

### **5.0 Great Bay Charter School Students will demonstrate an understanding of how to use appropriate tools and apply a variety of techniques to effectively collect, research, analyze, organize and present information**

#### *Performance Benchmark 5.1 Technology Applications*

5.1 Students exhibit and apply knowledge of computer applications (hardware and software) across the curriculum

#### *Performance Benchmark 5.2 Legal and Ethical Use of the Internet*

5.2 Students know, understand and practice appropriate, legal, and ethical use of technology and the Internet

#### *Performance Benchmark 5.3 Information Gathering Tools*

5.3 Students will exhibit knowledge and appropriately use a variety of information gathering tools to gather credible and relevant information

#### *Performance Benchmark 5.4 Presentation Tools*

5.4 Students will exhibit knowledge of a variety of presentation tools and appropriately choose which to use in any task

#### *Performance Benchmark 5.5 Research*

5.5 Students develop topic/questions for research and use appropriate documentation and/or citation.

**6.0 Demonstrate and apply appropriate problem-solving strategies in a variety of contexts, both individually and in groups**

*Performance Benchmark 6.1 Problem Solving*

6.1 Students demonstrate an understanding of problem solving strategies and apply them to a variety of contexts across the curriculum.

*Performance Benchmark 6.2 Project Management and Group Work*

6.2 Students demonstrate an understanding of project management and the ability to work effectively individually and in groups of various sizes.

**7.0 Demonstrate and exhibit personal qualities such as responsibility, self-management, integrity and respect for oneself and others**

*Performance Benchmark 7.1 Responsibility and Self-Management*

7.1 Students demonstrate personal responsibility and manage themselves efficiently

*Performance Benchmark 7.2 Integrity and Respect for Oneself and Others*

7.2 Students demonstrate personal integrity and respect for themselves and others