

Family Handbook
Granite State Arts Academy
A Chartered Public High School



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603-912-4944

Table of Contents

- 3. GSAA Vision, Mission and Goals
- 4. Welcome Letter
- 5 Board of Trustees, Faculty and Staff
- 6-7. Graduation Requirements
- 8-9. Extended Learning Opportunities (ELO)
- 10. School Hours
- 9-11. Student Conduct Description and Due Process
- 12. Code of Conduct
- 13. Community Service
- 14. Dance Attire
- 15. Emergency Drills
- 15-16. Cell Phone Policy / Personal Music Devices
- 17-24. Visitors / Contacting Students at School / Attendance and Truancy
- 25. School Closings / Emergency Contact Info / Student Automobiles
- 26. Immunization and Health / NH Immunization Information
- 27. Technology Policy
- 28. Family Educational Rights Privacy Act (FERPA)
- 29. Special Education / 504 Plans
- 30. Non-Discrimination Policy / Program Accessibility
- 31. Safeguards for Students with Disabilities / Child Abuse and Neglect
- 32. Search of School Property / Bullying / Cyber-bullying / Harassment
- 36. Sexual Harassment

Granite State Arts Academy's School Vision

Our Vision is a high school that is dedicated to the arts. It will appeal to a broad cross section of students who are looking to discover the joy and transformational power of the arts and those interested in pursuing the arts in a professional setting. Our academic courses will strive to instill a sincere lifelong desire to learn.

Mission

Granite State Arts Academy nurtures creative thinkers, active citizens and independent learners with a curriculum that integrates the arts and academics.

Goals

Goal 1: Student Learning – The GSAA Community will actively educate students for future success in and out of the classroom setting using rigor, differentiation, and cross-curriculum techniques through Competency Based Learning.

Goal 2: Highly Qualified Teachers – GSAA teachers will create high expectations for all students. They will have clear, written-out objectives and be prepared and organized. They will engage students and get them to look at issues in a variety of ways. GSAA teachers will form strong relationships with their students and show that they care about them as people. Through school-based and personal professional development, teachers will become masters of their subject matter.

Goal 3: Community Building – The GSAA faculty will foster economic, social, environmental, and cultural relationships where the GSAA community members come together to take collective actions and generate solutions.

Dear Students, Parents and Guardians:

Welcome to Granite State Arts Academy Charter School (GSAA) a new and innovative arts high school.

GSAA is unique in its approach to educating students in the arts, providing a caring school community that offers challenging course work, creative projects and performance opportunities. By integrating the arts, academics, and real life problem solving, our students will learn how to think, listen to diverse ideas, collaboratively problem solve, and communicate their ideas. Whether a student is passionate about a career in the arts, wants preparation for college, or just loves to be part of a creative community, GSAA is the place for students to develop a balanced education.

Due to our rapidly changing world, students in the 21st Century will need a new set of skills to be successful in the future. Flexibility, adaptability, creative/critical thinking, and collaboration are all skills that are central to arts training. GSAA staff will provide a supportive and caring school environment where students can experiment, take risks, learn from their mistakes, and contribute to the school and community.

Sincerely,

Faculty and Staff

GSAA

Granite State Arts Academy Board of Trustees

Don Erdbrink (Co-Founder / Chair)

Leah Rogers (Board Member)

Robbin Calitri (Board Member)

Jeffery Marquis (Board Member)

Michelle Barrow (Board Member)

Jamie MacFarland (Board Member)

Paula Trout (Board Member)

Alison Gangler (Board Member)

Staff

Anthony Polito, Head of School

Christine Caron, Guidance Director

Deidre Smith, Special Education Coordinator

Renia Radziszewski, Administrative Coordinator

Michelle Barrow / Deb Zambello, Front Desk Administrators

Instructors

Bill Viau, Theater

Frank Sharlow, Visual Arts

Jenna McMahan, Dance

Peter Hazzard, Music

Anna Groenewal, Science

Ashley Hinton, Mathematics

Richard Davis, Mathematics

Lisa Peterson, Humanities

James McGarry, Humanities

Andrew Mojkowski, Humanities

Chris Michaud, Humanities

Sheri Callahan, Language/PE/Health

Deidre Smith, Sewing

GRANITE STATE ARTS ACADEMY (GSAA)

GRADUATION REQUIREMENTS @

(Voted by Board of Trustees, 10/11/16)

To graduate from Granite States Arts Academy all students must earn passing grades and receive the following academic credit as listed:

A minimum of 26 High School Credits in the following areas

Arts	6.0 Credits
English / English Language Arts	4.0 Credits
Mathematics	3.0 Credits
Social Studies	3.0 Credits
Science	2.0 Credits
Wellness	1.5 Credits
Electives *	6.5 Credits
<hr/>	
Total	26.0 Credits

Note- Students who intend to apply to college should consult in advance with Guidance on their course selections to insure that the courses taken at GSAA meet the minimum requirements of a college's admission standards. There is a recommended chart at the end of this document.

@ Seniors in the graduating class of 2017 are grandfathered under the old GSAA graduation requirements of 20 credits.

**Even though it is not a graduation requirement, students are encouraged to take at least one credit in World Languages before graduation for colleges that require it.*

Other Information-

- Transfer students to GSAA in Grade 11 or Grade 12 must meet these graduation requirements except for Art:
 - A student who transfers into GSAA in grade 11, must take 3 Art Credits over their last two years. A student who transfers into GSAA in grade 12, must take 1 Art Credit before graduation.
- Students with parental permission may request to substitute a VLACS on-line course for a failed course to receive credit recovery. Permission is granted by the Head of School. To receive this credit, a student must receive a passing grade in the VLACS Course and it must be completed by June 30 of the school year in which it is taken. If the course it taken during the summer for credit recovery, it must be completed by October 1.
- A student who wishes to substitute a VLACS on-line course for something other than recovery, must seek permission from the Head of School after consulting with Guidance.

Required student course load.

Unless there are extenuating circumstances as determined by the Head of School the following must be adhered to:

- A student must be actively present while attending GSAA. The student must be enrolled in 6 credits per academic year regardless of their credit total. A student must take at least 3 credits per semester, but freshmen and sophomores should take 4 credits to achieve a total of 26 by graduation.
- The only exception to this rule pertains to students who are approved for Dual Enrollment at a College, University, or Junior College.
- In grade 9-11, students must take 4 credits per semester (wherever possible)

Dual Enrollment

At present GSAA does not have articulation agreements with schools of higher education which offer Dual Enrollment. GSAA will attempt to work this out on a case-by-case basis between students and schools of higher education. Soon GSAA will begin to discuss Dual Enrollment as a policy with schools of higher education. Permission for Dual Enrollment must be given by the Head of School after a discussion with parents, Guidance, and the school of higher education.

Early Graduation

Unless there are extenuating circumstance students may not graduate until June of their senior year at GSAA. Permission for early graduation must be given by the Head of School with extensive discussion between parents and Guidance.

Recommended Credits required for Schools of Higher Education*

Type of School	English	Soc. Studies	Mathematics	Science	World Languages
2-Year College	4	3	3	3	1-2
4-Year College	4	3	3-4	3-4	2-4
Highly Selective 4-Year College	4	4	4-5	4-5	3-4

*Please consult your specific school for college credit requirements. These credits vary with the intended area of specialization as well as the demands for each school.

EXTENDED LEARNING OPPORTUNITIES

Purpose:

Granite State Arts Academy encourages students to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended Learning Opportunities may include, but are not limited to, independent studies, private instruction, performing groups, internships, apprenticeships, online courses/distance education, or other opportunities approved by the Head of School and/or Guidance Counselor in conjunction with school policies

The purpose of Extended Learning Opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ Extended Learning Opportunities that are stimulation and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable school policies.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable school policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and the school's curriculum standards. All Extended Learning Opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's Guidance Counselor for approval. The Guidance Counselor will assist students in preparing the application form and other necessary paperwork.

The Guidance Counselor will have primary responsibility and authority for ensuring the implementation of Extended Learning Opportunities and all aspects of such programs. The Guidance Counselor will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the school.

Students approved for an Extended Learning Opportunity must have parental/guardian permission to participate in such a program. All Extended Learning opportunities, **including the cost of fees, books, and transportation**, not initiated and designed by the school shall be the financial responsibility of the student or his/her parent/legal guardian.

Granite State Arts Academy Extended Learning Opportunities

Extended Learning Opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended Learning Opportunities may also be used to fulfill prerequisite requirements for advanced classes.

The Guidance Counselor will review and determine credits that will be awarded for Extended Learning Opportunities towards the attainment of a high school diploma. Parents/Guardians and/or students may appeal decisions rendered by the school administration.

Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. Students approved for off-campus Extended Learning Opportunities are responsible for their personal safety and well-being. Extended Learning Opportunities at off-campus sites will require a signed agreement among the school, the student, and the designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Guidance Counselor will be responsible for certifying course completion and the award of credits consistent with the school's policies on graduation.

If a student is unable to complete the Extended Learning Opportunity for valid reasons, the Head of School or Guidance Counselor will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the Extended Learning Opportunity for insufficient reasons (lack of effort, failure to follow through, indecision, etc.), the school's exiting grading procedures will be followed.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student grade report records.

Students transferring from other schools who request acceptance of course credits awarded through similar Extended Learning Opportunity programs shall have their transcripts evaluated by the Guidance Counselor.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Policy Development
NH Code of Administrative Rules, Section Ed. 306.27(b)(4), High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program

SCHOOL HOURS

Granite State Arts Academy's school day begins at 8:00 a.m. with dismissal at 3:00 p.m. Monday through Thursday and 8:00 a.m. with dismissal at 12:00 p.m. on Friday. All students must attend classes prepared with books and supplies. After school rehearsals, tutoring, conferences, and other after school activities will extend the school day beyond 3:00 p.m. Students may arrive at school as early as 7:30 a.m. but must be in class by 8:00 a.m.

STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS SAFE SCHOOL ZONE

Overview

The GSAA Board of Trustees asserts that “conduct” and “discipline” is akin to the process of learning rather than a conclusion, or end. Therefore, discipline as a result of conduct must not be something that is done to students but rather something that is done with students. Discipline, when appropriate to guide conduct, must not be arbitrary, capricious, or oppressive. Instead, the process of student discipline should result in self-directed changes of behavior that promote learning instead of compliance.

The Board understands that in order for learning to be realized, students and staff need a sense of safety, security, and good order. When any one of these components is compromised, the mission of the charter is also compromised. Student conduct that results in a compromised mission, then, must be processed in a manner that reestablishes the mission and provides for targeted changes in student conduct moving forward.

The Board will establish policies for student conduct and discipline that will reflect this overriding philosophy while providing for fair and age appropriate due process that complies with current suspension and expulsion provisions in RSA 193:13 and RSA 194-B:9, (III). GSAA recognizes its students have protected interests to their education.

Individual rights are to be honored and protected in all instances; however, the rights of one individual shall not take precedence over those of another individual or of the group itself, and all students shall have equal rights and equal responsibilities in all learning settings or at any school-sponsored activity.

Guiding Principles

The Board also declares that parent(s) and/or guardian(s) are an integral part of any disciplinary process and therefore require their participation, at the discretion of the Head of School. On all

occasions, parent(s) and/or guardian(s) will receive communication of any pending disciplinary actions and, at minimum, an opportunity to provide input.

The Board empowers the Head of School to establish a procedure of dialogue to process student conduct that disrupts the mission of GSAA.

Although there is a place for suspension and in the rarest cases, expulsion, GSAA believes that dialogue, counseling, mentoring, and the continual process of relationship building can successfully mediate most discipline occasions.

Expectations

Students have a responsibility to know and respect the rules, regulations, and norms of the school.

Inappropriate student conduct, including “gross misconduct,” that causes material and substantial disruption to the school environment and interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate behavior that allows staff to engage the community in educationally sound practices.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on School property or property within the jurisdiction of the School; while on School owned and/or operated or chartered vehicles; while attending or engaged in School activities; and while away from School grounds if misconduct will directly affect the good order, efficient management and welfare of the School.

Students who fail to abide by this policy and the administrative regulations and procedures supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the School; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; and/or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, conferencing, removal from the learning setting, detention, suspension, and expulsion.

Definitions

- Suspension means any removal from a learning experiences or restriction from activities or loss of eligibility for some school activities. An initial out-of-school suspension will not exceed 10 days. Students may be suspended in excess of 10 days following a hearing in accordance with applicable law.
- Detention means a student is given conditional requirements for a definite period of time. The requirements will indicate specific conditions the student must meet in order to be fully restored to the learning community. Failure of the student to meet these conditions may result in further disciplinary action as appropriate.

- Expulsion means an action by the Board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the Board.
- “Gross misconduct” is as defined by Ed 317, RSA 193-D (Safe School Zones Act) to include theft, destruction, and violence and are reportable offenses.

STUDENT BEHAVIOR

GSAA values student creativity, innovation, curiosity, and hard work. We believe that GSAA students will succeed in an environment based on trust, cooperation, and open communication. Our students represent GSAA at all times and as such all students are expected to use appropriate language in all public spaces. Furthermore, physical aggression, theft, lying, possession or selling of drugs/alcohol, possession of tobacco and/or ecigarette products, possession of a weapon, tampering with fire or emergency equipment, damaging school property, forgery, gross insubordination, abusive behavior, or disrespect toward peers or staff will not be tolerated. Public displays of affection are not appropriate for a school environment. Cheating in any form will not be tolerated. Furthermore, we believe that GSAA students succeed when students, staff, and administration work together and support students. All GSAA community members are expected to perform with the highest personal integrity, ethics, and compassion. **See Code of Conduct**

DRUGS AND ALCOHOL

The School has a zero tolerance policy for drug and alcohol use. In the event that a student is suspected of being under the influence of drugs or alcohol the following protocol will be followed:

- 1.) The student’s parent/guardian will be contacted. In the event of an emergency situation, 911 will be called followed by a call to a parent/ guardian.
- 2.) Prior to re-entry to the school a meeting will be held with the student, parent/ guardian, school guidance counselor, and the Head of School to assess the incident and take appropriate disciplinary measures.

Students found to be in possession of drugs or alcohol at school or a school event will have the material confiscated, the proper authorities contacted, the student’s personal belongings will be searched, and the student will be sent home at the parents’ expense. Disciplinary action may be required including suspension or expulsion. **See code of Conduct**

CODE OF CONDUCT

The Granite State Arts Academy community wants to provide every student the opportunity to receive the best possible education. Our community's existence depends on the willingness of every member to follow certain rules. To that end, we expect that each student will choose to act responsibly and with regard for others. The following rules are presented in the belief that students know what is appropriate behavior at Granite State Arts Academy, and if consequences are clearly defined and fairly applied, students will either act appropriately or be willing to accept those consequences.

If you choose to:	Expect:
<ul style="list-style-type: none"> ● Arrive during school hours without a note from a parent or guardian 	Parent Contact
<ul style="list-style-type: none"> ● Be truant 	See Attendance Policy
<ul style="list-style-type: none"> ● Leave your assigned area without an appropriate pass/misuse of pass 	Detention
<ul style="list-style-type: none"> ● Cut class/study/meeting 	Detention
<ul style="list-style-type: none"> ● Be disrespectful or insubordinate to school personnel 	Detention
<ul style="list-style-type: none"> ● Engage in behavior that is disruptive to the academic progress or endangers the physical or emotional well being of another individual 	Detention
<ul style="list-style-type: none"> ● Refuse to follow the reasonable request of a faculty/staff member 	Detention
<ul style="list-style-type: none"> ● Use of inappropriate language 	Detention
<ul style="list-style-type: none"> ● Leave building without authorization 	Detention/Parent Conference
<ul style="list-style-type: none"> ● Persistently disregard of school policies 	Out of school suspension
<ul style="list-style-type: none"> ● Fight 	Out of school suspension/Safe Schools Report with Derry PD

<ul style="list-style-type: none"> ● Set off fire alarm or cause building to be evacuated 	<p>Out of school suspension/Safe Schools Report with Derry PD</p>
<ul style="list-style-type: none"> ● Steal or vandalize school or personal property 	<p>Out of school suspension/Safe Schools Report with Derry PD</p>
<ul style="list-style-type: none"> ● Violate city, state, or federal laws on school grounds 	<p>Out of school suspension/Safe Schools Report with Derry PD</p>
<ul style="list-style-type: none"> ● Bring firearms, knives or other lethal weapons to school 	<p>Out of school suspension/Safe Schools Report with Derry PD</p> <p>Minimum 5 days suspension with Head of School discretion for more days or expulsion</p>
<ul style="list-style-type: none"> ● Possess, use and/or transfer alcohol, tobacco and/or ecigarette product or any controlled substance 	<p>Out of school suspension/Safe Schools Report with Derry PD</p> <p>Possession of tobacco/ecigarette – 1 day suspension with Head of School discretion for more days</p> <p>Possession or under the influence of alcohol or any controlled substance – 5 days suspension with Head of School discretion for more days</p> <p>Distribution of alcohol or any controlled substance – 10 day suspension with Head of School discretion for more days</p> <p>Selling of alcohol or any controlled substance – 20 day suspension with Head of School discretion for more days or expulsion</p>

COMMUNITY SERVICE

GSAA strongly believes in Community Learning and encourages all students to develop their leadership skills through community service. In order to promote and develop an active citizenry, Granite State Arts Academy requires each student complete 40 hours of Community Learning before they graduate in areas such as Community Service/Service Learning, Civic Engagement, and Career/College Exploration. These hours must be documented, tracked, and given to the Guidance Director.

GSAA Dance Class Attire

Hair must be tied back away from the face and secured at all times.

Baggy, loose-fitting clothing, pajama bottoms, and jeans are not permitted.

Dance warm-ups may be used only during warm-up exercises and at the discretion of the teacher.

For safety reasons, please remove all jewelry prior to class.

Please mark all clothing and shoes with name or initials.

Ladies

Ballet

- Black leotard – any style
- Pink footed or convertible tights
- Pink ballet shoes (Required for all Levels)
- Ballet skirt or form-fitted black shorts are optional

Modern / Jazz / Hip-hop

- Black leotard – any style *OR* form-fitted solid black shirt
- Solid, dark-colored dance/yoga pants, leggings, or form-fitted shorts (tights must be worn if wearing shorts)
- Dark-colored sweat pants may be worn for Hip-hop
- Tan or black footless or convertible tights
- Black jazz shoes for jazz (Recommended for Level 1, Required for Levels 2 & 3)
- Bare feet for modern, no shoes or socks
- Sneakers may be worn for Hip-hop (bottoms must be clean)

Gentleman

Dance belts are strongly recommended for gentleman.

Ballet

- Solid white or black t-shirt or men's tank
- Black dance/warm-up pants, athletic shorts, or men's tights
- Black ballet shoes (Required for all Levels)

Modern / Jazz / Hip-hop

- Solid white or black t-shirt or men's tank
- Solid, dark-colored dance/warm-up pants or athletic shorts
- Dark-colored sweat pants may be worn for Hip-hop
- Black jazz shoes for jazz (Recommended for Level 1, Required for Levels 2 & 3)
- Bare feet for modern, no shoes or socks
- Sneakers may be worn for Hip-hop (bottoms must be clean)

EMERGENCY DRILLS

Throughout the school year, the school will conduct fire drills, lockdown, and other emergency practices. Some drills will be announced, others will not. Students must remain silent so they can hear and follow directions. Proper student behavior is expected during the entire emergency drill.

CELL PHONE USE

During the school day (defined as being from the time a student arrives on campus each morning until school is dismissed for the day), cell phones must be turned off and may not be used by students anywhere in the school. Cell phones are a potential distraction to the classroom learning environment, an avenue for harassment and cyberbullying in the school, and compromise law, order and the safety of GSAA students and staff. This could potentially be disruptive to the school climate. Granite State Arts Academy provides enough technology through Chromebooks and the computer lab for academic needs.

There is no reason that a student should need to use a cell phone during the regular school day. In any instance requiring an emergency communication with a student, our school will immediately assist the student, a parent, or other responsible adult with that situation by using a school telephone. If a parent and guardian must contact their student, it is required to be done through the GSAA main telephone number: 6039124944. If a student receives a call on their cellphone, no matter who it is, the cellphone will be confiscated.

The only reasons for school personnel to ask a student to surrender a cellphone would be:

- a. If the cell phone rang or vibrated (which would mean that the phone was turned on, and in violation of the policy), or
- b. If school personnel saw the cellphone (which would mean that the device was visible, and in violation of the policy)

If a student is found to be in violation of the Cell Phone Policy, school personnel will confiscate the device. Refusal by a student to surrender the device is not an option. Cell phones will be

confiscated as a result of a first violation and will be returned to the student at the end of the school day. Cell phones confiscated as a result of further violations (second, third, etc.) will be returned to the parent/guardian at the end of the school day. If a parent cannot pick up the cellphone at the end of the school day, it will be held until a mutual meeting time can be scheduled.

Student refusal to surrender cell phone procedure

Level 1: If a student is found to be in violation of the Cell Phone Policy, he/she will be asked by school personnel to surrender the device. If he/she does so, and it is a first offense of the year, the device will be returned to the student at the end of the school day. If it is the second (or more) offense, the device will be returned to the parent at the end of the school day.

Level 2: If the student refuses to surrender the device immediately, an administrator will be called to assist, and the student will be taken to the office of the administrator. The administrator will attempt to convince the student to surrender the device. If the student does so, the device will be returned to the parent/guardian at the end of the day. As a result of refusing to surrender the device immediately, the student will serve a detention on the next scheduled detention day.

Level 3: If the student refuses to surrender the device to the administrator, an attempt will be made to contact a parent to obtain assistance in convincing the student to surrender the device. If the student does so, the device will be returned to the parent. As a result of having to call a parent to bring compliance with the administrator's request, the student will serve a 1 day out of school suspension.

Level 4: If the student still refuses to surrender the device after parent intervention he/she will be suspended from school for 3 days.

PERSONAL MUSIC DEVICES

Students may use personal music devices only with headphones in designated places and at approved times. Approved times and places include: free time, student lounges, the cafeteria, and outdoors. Personal Music Devices may not be used in morning meetings/student advisors, assemblies, computer classrooms, or the hallways. This policy will evolve along with recommendations from the student government.

VISITORS

All school visitors must report to the main office and sign in upon arrival and sign out upon departure. Visitors must obtain a visitor's badge from the main office and wear it visibly while they are in the school building.

CONTACTING STUDENTS AT SCHOOL

If a student must be contacted during school hours due to an emergency, please call the main office and staff will relay the message. Messages will be taken for students and staff and forwarded. If it is a non-emergency communication and only for information, please contact the main office as early in the day as possible to make sure the student receives the message.

ATTENDANCE POLICY / TARDY POLICY

POLICY ON STUDENT TRUANCY

It is important to note that GSAA feels that school attendance is critical to the successful school performance of all students. A true educational experience requires that a student participate actively in all aspects of the academic and co-curricular activities offered by the school. This active participation and all that it offers experientially can rarely be duplicated by any other means. The parent(s) and guardian(s) of our students have a moral and legal obligation to see to it that their sons and daughters attend school for the entire school year. In fact, this is a requirement under New Hampshire State Law RSA 193:1.

Duty of Parent; Compulsory Attendance by Pupil: A parent of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school (charter school) to which the child is assigned during all times that the school is in session.

Definitions

- 1. Tardiness:** To be successful in life, it is necessary to be able to arrive at school or work on time. Students learn that positive trait, first in school and then in other areas of their life. Tardiness which is excessive, chronic or extremely late in arrival at school puts a student at a disadvantage in every area of school life. Tardiness disrupts the educational process not only for the tardy student but to other students and teachers in school. In fact, students and teachers often see it as a sign of disrespect. Parents need to work with GSAA to ensure that their sons and daughters arrive to school on time. They should also not be a cause for students to be late for school.

Rules regarding tardiness -- Tardiness is determined by the school. Parents may not excuse school tardies; the school administration makes the determination.

- All tardies require a reason or an explanation to the school.
- Five (5) tardies (arriving after 8:01 a.m.) will trigger a 45 minute after school detention assignment. Not attending a school detention without permission of the Head of School may result in the assignment of a Saturday detention.
- Ten (10) school tardies (arriving after 8:01 a.m.) will result in the assignment of one student absence, and a student/parent warning from the Head of School.
- Excessive or chronic student tardiness as determined by the Head of School will require a meeting between the Head of School and the parents. Generally more than ten tardies is considered excessive in one school year.

- If a student is significantly late on a school day (after 11:00 a.m.) the school may assign a ½ day absence.
- If a student is significantly late on a school day (after 12:00 p.m.) the school may assign a full-day absence.

2. **Absenteeism:** It is the requirement of all parent(s) and guardian(s) to validate the absence of their son or daughter. This must be done by 9:30 a.m. on the day of the absence. Validation is done by a phone call, or email. On the rare occasion that this is not followed, on the first day after the absence, a written note, signed by the parent, must be turned in to the school for a student to return. Only the school administration will determine if the absence is excused or unexcused.

- Only contact between school and the parent(s) and guardian(s) can validate an absence.
- Possible absences that may be excused by the school with the proper documentation:
 - Personal illness (may require a note from a medical professional)
 - A death in the family.
 - Professional appointment. (Please note that professional appointments should be attempted after school hours or in such a way as to allow a student to spend some time in school.)
 - Religious holidays.
 - Subpoenas and court orders
 - Extreme and dangerous weather conditions.
 - School related functions
 - Visits to colleges (with prior guidance department approval)
 - Suspension from school.
- Unexcused absences:
 - Excessive absences that occur without a meeting with the Head of School.
 - Absences assigned from tardiness.

3. **Truancy:** Truancy is a serious legal issue. The Head of School is the acting Truant Officer at GSAA for the State of NH. Truancy reports are filed with the SAU superintendent in which the student resides, the local police of that town, and an appropriate court. Also, truancy may require a report to the NH DCYF for negligence. Any student who is absent from school and/or class without the knowledge of the parent(s), guardian(s), or school administration is considered truant. A student can still be determined to be truant even if the parent(s) or guardian(s) are aware of the absence. This is true because even though parent(s) or guardian(s) may have the right to excuse the absence, not all absences may be approved by the school's administration. That is why a dialogue on excessive and chronic tardiness is required. The consequences of school-approved absences and non-school approved absences may well differ. When there is a conflict, the school administration's ruling will prevail—especially if the absences interfere with the student's educational program. A student may be declared habitually truant when he/she has had 20 half-days of non-approved absences in one school year. A half-day absence is defined as missing up to half of the total minutes of a school day. Missing more than half of the total minutes of a school day constitutes a full day's absence.

Requirements and responsibilities of the Parent/Guardian, GSAA, and Students; and the New Hampshire Department of Education's Rules and Regulations on attendance.

1. Parent(s)/Guardian(s)/Students:

- Should notify the school in advance wherever possible of a student's absence.
- Students are responsible for making up all school work missed due to absences. The missed work and the method of making it up is left up to the discretion of the teacher with approval from the Head of the School.

Normally the time period allowed to make up work is commensurate with the

time missed by the student. For example, absence of a week would allow a one week period to make up the missed work.

- Parent(s) or guardian(s) should contact the school if there is a physiological, psychological or social reason for a student to have excessive absences. In that case, with the prior documentation of a medical professional, the school, student and the parent(s)/guardian(s) will enter into a 504 agreement to create a medical plan with appropriate agreements to create accommodations for the student. A 504 plan is generally not a blank check for student absence. It creates a medically appropriate educational plan for the student which must address their attendance.
- So that students can stay current with their class responsibilities and assignments, the school is presently researching methods for students who are medically required to stay home. In the medical plan the methods must be those that are approved by the New Hampshire Department of Education. Those methods could include: virtual education, Google Classroom and video conferencing when it is practical and appropriate.
- ***Please note below the academic and extracurricular ramifications for extended or chronic student absences.***

2. Head of School

- Shall determine if an absence has a valid reason.
- When not contacted by the parent(s)/guardian(s), will contact them to confirm and/or determine the cause of the absence. To reiterate, it is the parent(s)/guardian(s) responsibility to contact the school. When that is not done it could result in an unexcused absence.

3. GSAA

- Will annually document the cumulative absences of each student. The cumulative statistics will determine if student and/or family interventions are required. This data is sent yearly to the New Hampshire Department of Education. (NHDOE)

- State Law is very strict regarding the taking and recording of student absences. The NHDOE determines State funding to SAU's and Charter Schools from this data.
- All teachers are required to take daily attendance at the beginning of each class.
- Students who leave a class and do not return are noted for the record. Leaving school without permission results in a truancy.
- Emancipated who are attending GSAA are required to attend all classes and are subject to the same rules and restrictions as non-emancipated students at GSAA. Emancipation does not allow a student to leave school without permission of the Head of School.
- The names of students who are not present or who leave class and do not return are recorded by the Main Office of GSAA and reviewed by the Head of School regularly.
- The Head of School in all cases determines excused absences for students.
- Parent(s) and guardian(s) must give their consent to GSAA for all student absences.
- Will allow an appeal to the Head of School to revisit his/her decision on attendance.

New Hampshire Department of Education Rules and Regulations regarding attendance:

1. **10 or more half-days (or 5 full days) of unexcused absences:** The school administration must review the student attendance record and determine possible action. Possible action may include one or more of the following:
 - Contact by the Head of School with the parent(s)/guardian(s).
 - A letter reviewing the school policy is sent to parent(s) or guardian(s) advising them that they must meet with the Head of School to remedy the issue.
 - A meeting between the Head of School, Guidance staff, and Special Education Coordinator (if appropriate), parent(s), guardian(s) and student to create a plan for addressing an absence issue.
 - Possible special education referral or a 504 referral.

- A referral to the police, superintendent of the SAU of student's residence, an appropriate court or DCYF.
2. **20 or more half-days (or 10 full days) of unexcused absences:** The school administration must review the students and determine possible actions. Possible action may include one or more of the following:
- All of the above in #1
 - A CHINS (Child in Need of Service) petition/affidavit written by the Head of School to the appropriate court.

SCHOOL, ACADEMIC AND EXTRACURRICULAR RAMIFICATIONS OF EXTENDED OR CHRONIC ABSENCE; AND OTHER REGULATIONS GOVERNING ABSENCES OR SCHOOL DISMISSALS

1. Please consult the previous pages for all information on school regulations regarding student absence.
2. In general, when a student returns from an absence, all notes and medical documentation should arrive at school within a three-day grace period.
3. Students who are absent on a particular school day may not participate in school academic or extracurricular activities after school without the permission of the Head of School.
4. If a parent absents their students for a family vacation that occurs when school is in session, they need to seek approval for such absences from the Head of School. The Head of School will determine if these absences are excused. Students have full responsibilities to contact their teachers and make up all work covered and assigned during this period. The time period to submit this work is equal to the number of days missed at GSAA.
5. For an absence to be excused, all medical documentation must be in the form of a note presented exactly as it is issued by a medical practitioner. It should preferably be on the medical professional's stationary and at the very least from the medical

- prescription pad. It should include the diagnosis and the extent of absence. Any alteration disqualifies the note and results in an unexcused absence and other possible consequences. Any absence for more than 20 school days will generally require a medical educational plan created by the school, teachers, parent(s)/guardian(s) and the student.
6. Without a medical educational plan, a student who misses more than 26 days during the school year (or 13 days during a semester) cannot receive academic credit for their course work regardless of the grade. In extenuating circumstances, this may be appealed to the Head of School.
 7. When a student has excessive or chronic absences, they must be approved by the Head of School to participate in GSAA extracurricular activities.
 8. Absences/tardies during mid-term and final exams:
 - Students arriving late to an exam must get a pass from the main office to get into the exam room. If the reason for the tardiness is valid, students will receive the appropriate time to finish the exam.
 - If a student misses an exam due to absence, the classroom teacher and Head of School will determine how much time the student will have to make up their exam. If the absence is the result of truancy the exam may not be made up. In all cases all exams that can be made up must be must be completed within 10 calendar days (not school days). Students needing more time should consult with Guidance or the Special Needs Coordinator. Exams not made up within the time limits require a zero to be listed as the exam grade.
 9. Student dismissals from school:
 - Whenever possible, all appointments should be made outside of the school day.
 - All dismissals require a parent note to be presented by 8:15 a.m. on the day of dismissal to the main office. The note should contain the specific reason for the dismissal, when and where the appointment is scheduled. GSAA reserves the right the verify appointments. If a note is not presented on time, the parent may call the school's main office by 8:30 a.m. to explain the appointment.

- All students must check in with the main office to be officially dismissed. Students who violate this rule are subject to being charged with an unexcused absence or a possible truancy. Students may not be dismissed to anyone other than to a parent or guardian who has an appropriate ID. If someone other than a parent or guardian is picking up the student, it will not be allowed without the approval in advance of the Head of the School. This requires a phone call from the parent or guardian to the Head of School.

10. Emancipated students who are attending GSAA are required to attend all classes and are subject to the same rules and restrictions as non-emancipated students at GSAA.

Emancipation does not allow a student to leave school without permission of the Head of School.

SCHOOL CLOSINGS AND DELAYED OPENINGS

Information regarding school closings and delays can be found by checking WMUR or WMUR.com, the school website Twitter and Facebook Pages. An email will be sent to student and parent emails.

EARLY CLOSING

If an early dismissal is called due to inclement weather, students may be picked up by parents or other authorized designees at the early dismissal time. Students who drive will be allowed to leave at this time.

EMERGENCY CONTACT INFORMATION

Before the first day of school, students and parents must submit emergency information forms to the school. If any changes in contact information or student health occur, the school must be informed. If for any reason a student under the age of eighteen is under the supervision of another adult for more than one day that is not on the emergency contact list, the appointed designee must submit contact information to the main office.

AUTOMOBILES

If you are a senior or junior in good standing, you may drive your car to school. However, you must register the vehicle in the school office. Additionally, you must observe the property speed limit of 15 M.P.H., park in the designated parking area, and lock your car. If the student is using a car not registered at the school, the student must inform the office. Once on campus, you may not return to your car until the end of the school day without administrator/teacher permission. Students who do not adhere to the above will lose their driving privileges. If there are more requests for parking spaces than available, seniors will have priority.

IMMUNIZATION and HEALTH

All GSAA students are expected to be up to date on immunization shots before the start of school. Students should not attend school if they are sick. **A record of your child's immunizations is required to be returned to the school before the start date.**

NEW HAMPSHIRE IMMUNIZATION PROGRAM

The mission of the Immunization Program is to reduce or eliminate all vaccine preventable diseases. Immunization of children for selected diseases is required for school and day care entry in accordance with NH Statutes. These laws currently require immunizations for the following diseases:

- Diphtheria
- HIB (Haemophilus influenzae Type b) required for child care only
- Hepatitis B
- Measles
- Mumps
- Pertussis
- Polio
- Rubella
- Tetanus
- Varicella

The Immunization Program is a resource for healthcare providers and the public regarding the importance of vaccination for all vaccine preventable diseases

TECHNOLOGY POLICY

All computer equipment must be used appropriately and be respected. GSAA's technology policy applies to all students and staff members. All students and staff are expected to adhere to the technology code whether in school or out of school. Students and their parents will sign a technology policy before using school computers. All users should practice acceptable online decorum.

There shall be no social media use during school hours. This includes Facebook, Twitter, Instagram, etc.

- Use appropriate written and voice communication.
- Use computer systems, networks and communication tools in appropriate ways. If in doubt, ask permission first.
- Do not tamper with, subvert, or impair the network.
- Do not change or alter information on the GSAA website.
- Do not transmit or attempt to access offensive or obscene material. Access only appropriate materials.
- Use only your login and not another's. Never misrepresent yourself online and respect the privacy of other people's files and email.
- Never use a computer or other communication device to bully, harass, or threaten any student, adult, or community member; Respect the Academic Code regarding documentation and potential plagiarism issues.

NOTICE OF FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day GSAA receives a request for access. Parents/guardians or eligible students should submit to the GSAA Head of School a written request that identifies the record(s) they wish to inspect. The Head of School 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/guardian or eligible student believes are inaccurate. Parents/guardians or eligible students may ask GSAA to amend a record that they believe is inaccurate. They should write the GSAA Head of School, clearly identify the part of the record they want changed, and specify why it is inaccurate. If GSAA decides not to amend the record as requested by the parent/guardian or eligible student, GSAA will notify the parent/guardian 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/guardian 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 authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed GSAA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the GSAA Board of Trustees; a person or company with whom GSAA has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, GSAA discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
- (4) The students and parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

SPECIAL EDUCATION

“In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district.” From RSA 194-B:11

When a new special needs student is admitted to GSAA with an existing IEP, a team meeting will be held as soon as possible with members from the GSAA administration, the sending representative(s) from the district and the child’s parent(s)/guardian(s) as well as the existing special education team from the resident district. Following that initial meeting, the child’s GSAA classroom teachers and parents/guardians, will meet to determine how best to attend to the child’s needs in the new school setting. The convened special education team created in partnership with the sending district and the family, will review the current IEP to determine how the agreed upon goals and services may be best delivered in the GSAA setting. The team may suggest amendments, further testing or other suggestions based on the findings. The special education team will reconvene as often as necessary to monitor the student’s progress.

Additionally, GSAA will work with parents/guardians who wish to refer their children to the resident district for evaluation and/or services. In certain circumstances, GSAA teachers and/or administration may recommend that a child not currently on an IEP be evaluated for services.

504 PLANS

The “504” in “504 Plan” refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. “Disability” in this context refers to a “physical or mental impairment, which substantially limits one or more major life activities.” This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 Plan spells out the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers. A 504 Plan will be developed with the cooperation of the resident school district, as needed, to create specific reasonable accommodations to assist the student in the classroom.

NOTICE OF NON-DISCRIMINATION

GSAA 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 the Administration.

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 Head of School, US Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts.

NOTICE OF PROGRAM ACCESSIBILITY

GSAA 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. GSAA 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 GSAA Head of School Michelle Fox.

All interested persons who may need special aids or services in order to attend a public function sponsored by GSAA should notify the GSAA Head of School to request reasonable accommodations in order that they may attend and participate in the event or function. Such 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 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. 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.

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 GSAA Head of School. Additional 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 or to the Guidance Department of your child's residence school district.

Due Process

Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in removal from the learning setting, suspension, probation, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13. Moreover, the Head of School may modify expulsion requirements as provided in RSA 193:13, IV.

Students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individuals With Disabilities Education Act (IDEA).

CHILD ABUSE & NEGLECT

To comply with the Child Protection Act (RSA 169C, 1979), it is the policy of GSAA that any teacher or other school employee or volunteer who suspects that a child's physical or mental welfare may be adversely affected by abuse or neglect must report to the GSAA Head of School, or other designated personnel, who must then call the Division of Children and Youth Services and/or the student's local police department.

Under RSA 169C, school personnel, who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

SEARCH OF SCHOOL PROPERTY

GSAA may search backpacks, personal electronic devices, cars and other personal property when there is a reasonable suspicion that a disciplinary infraction has occurred or there exists a threat that could place students or staff in danger.

BULLYING, CYBERBULLYING AND HARASSMENT

I. GENERAL STATEMENT OF POLICY

It is the policy of GSAA that its students have an educational experience that is safe, secure, peaceful, and free from student harassment, also known as bullying or cyber bullying. GSAA will not tolerate unlawful harassment of any type and conduct that constitutes bullying or cyber bullying as defined herein even if it occurs outside of students' academic interaction with GSAA is prohibited. Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying is prohibited. All students are protected regardless of their status under the law. Any person violating this Policy may be subject to disciplinary action up to and including expulsion. The Head of School of School is responsible for the implementation of this Policy.

II. BULLYING AND CYBERBULLYING DEFINED

1. "Bullying" is 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 student which:

- (a) Physically harms a student or damages the student's property;
- (b) Causes emotional distress to a student;
- (c) Interferes with a student's educational opportunities;
- (d) Creates a hostile educational environment; or
- (e) Substantially disrupts the orderly operation of the school.

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

2. "Cyber bullying" is any conduct defined in paragraph 1 of this Section undertaken through the use of electronic devices which include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. Cyber bullying includes, but is not limited to, the following actions: harassing, teasing, intimidation, threatening, or terrorizing another person by sending or posting inappropriate and

hurtful e-mail messages, instant messages, text messages, digital pictures or images, or web site postings, including blogs or any other electronic device. The Board of Trustees recognizes that this definition may not be all-inclusive. Therefore, GSAA reserves the right to impose discipline for actions that may fall outside this definition but are still within the general purposes of this Policy.

3. Bullying or cyber bullying occurs when an action or communication defined in paragraphs 1 or 2 of this Section:

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

4. "Parent" means parent, parents, or legal guardians.

5. "Perpetrator" is a student who engages in bullying or cyber bullying.

6. "School property" is all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

7. "Victim" is a student against whom bullying or cyber bullying has been perpetrated.

8. Bullying in violation of this Policy need not rise to the level of unlawful harassment under Title IX of the Education Acts of 1972, the Americans With Disabilities Act, Title VI, or the Rehabilitation Act of 1974.

III. REPORTING PROCEDURE

1. Any student who believes he/she has been a victim of bullying or cyber bullying shall report the alleged act to the GSAA Head of School or her/his designee. If a student is more comfortable reporting the alleged act to a person other than the Head of School, the student may contact any GSAA employee. GSAA will respect the confidentiality of the victim and the perpetrator(s) as much as possible, consistent with GSAA's legal obligations and the necessity to investigate allegations of alleged bullying and cyber bullying and to take appropriate remedial disciplinary action when such conduct has been substantiated. However, no disciplinary action can be taken against a perpetrator solely on the basis of a confidential report.

2. Any school employee, volunteer, or employee of a company under contract with the school who has witnessed or has reliable information that a student has been subjected to bullying or cyber bullying shall report the incident to the GSAA Head of School. "Reliable information" shall include a parent or student's claim that a student is the victim of bullying or cyber bullying.

3. All reports must be documented on the GSAA's Bullying/Cyber bullying Reporting Form. The victim or reporter shall provide copies of documents relating to the bullying or cyber bullying and/or save those documents so that the documents can be provided to the investigator. If a victim or reporter is either unwilling or unable to complete GSAA's Bullying/Cyber bullying Reporting Form, the school employee who receives the oral report will promptly fill out GSAA's Bullying/Cyber bullying Reporting Form, using, to the extent practicable, the reporter's or victim's own words to describe the alleged bullying or cyber bullying.

4. The GSAA Head of School or her/his designee shall by telephone and in writing by first-class mail, notify the parent of the victim and perpetrator within forty-eight (48) hours of receiving GSAA's Bullying/Cyber bullying Reporting Form that a report of alleged bullying or cyber bullying was received and is being investigated in accordance with this Policy. The content of the notice shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

5. The Chair of the Board of Trustees may, within the forty-eight (48) hour time period in paragraph 4 of this Section, grant the GSAA Head of School or her/his designee a written waiver from the notification requirement if the Chair of the Board of Trustees deems such waiver to be in the best interest of the victim or perpetrator. The waiver shall not negate the school's responsibilities to comply with the remainder of this Policy.

IV. INVESTIGATION AND REMEDIAL ACTION

1. The GSAA Head of School or her/his designee shall begin an investigation of the alleged acts of bullying or cyber bullying within five (5) school days of receiving GSAA's Bullying/Cyber bullying Reporting Form. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations, to determine whether bullying or cyber bullying occurred, and to identify the student(s) responsible for the acts. These procedures are intended to protect the rights of a victim and perpetrator.

2. The GSAA Head of School or her/his designee will complete the investigation within seven (7) business days of receiving the GSAA's Bullying/Cyber bullying Reporting Form, except in cases where the Chief Executive Officer grants a written extension. The Chair of the Board of Trustees, if necessary, may grant an extension of the time periods for the completion of the investigation for up to an additional seven (7) business days. The Chair of the Board of Trustees shall notify all parties in writing of the granting of an extension. The GSAA Head of School or her/his designee will expedite the investigation of any claim involving physical violence or serious threats of harm.

3. To end bullying or cyber bullying and prevent its recurrence, the GSAA Head of School or her/his designee will take such disciplinary action deemed necessary and appropriate, including but not limited to suspension from GSAA courses or referral to consider long-term suspension or expulsion, and/or referral to law enforcement.

4. Besides initiating disciplinary action, the GSAA Head of School or her/his

designee may also take other remedial action deemed necessary and appropriate to end bullying or cyber bullying and prevent its recurrence including but not limited to requiring participation in peer mentoring, or other life skills groups; reassigning student's classes, lunch periods or transportation; and/or offering appropriate assistance to the victim or perpetrator.

5. At the time a bullying or cyber bullying report is made, the GSAA Head of School or her/his designee shall develop a strategy to protect all students from any kind of retaliation.

6. The GSAA Head of School or her/his designee must document his/her investigation results in a written report. The investigation report shall include documentation of the statements/interviews of the victim, perpetrator, and witnesses. Copies of any documents or other evidence (e.g., electronic communications) obtained during the investigation shall be attached to the report. The GSAA Head of School's, or her/his designee, investigation report shall also include findings of whether the report of bullying or cyber bullying was substantiated and the reasons why the report was or was not substantiated. If the report is substantiated, the GSAA Head of School or her/his designee shall include in the investigation report recommendations for remediating the bullying or cyber bullying and shall, when appropriate, recommend a strategy to protect students from retaliation. If the report is not substantiated as bullying or cyber bullying but the conduct violates school rules or policies, the GSAA Head of School or her/his designee shall specify the school rules or policies violated and make appropriate recommendations to address the violations.

7. The GSAA Head of School or her/his designee shall notify the Chair of the Board of Trustees of all substantiated instances of bullying or cyber bullying.

8. Within ten (10) business days of completion of the investigation, the GSAA Head of School or her/his designee shall notify the parents of the victim and perpetrator of the school's remedial action. In accordance with FERPA, GSAA may not disclose to the parents of victims the educational records of perpetrators, which include but are not limited to the discipline and remedial action assigned to the perpetrators.

9. Since bullying or cyber bullying may begin again after several weeks or months have lapsed, the perpetrator in substantiated cases should be closely supervised. The victim should be encouraged to report any new problems to the GSAA Head of School or her/his designee. The GSAA Head of School or her/his designee should interview the victim regularly to make sure that there is no recurrence of bullying, cyber bullying, or retaliation. The GSAA Head of School or her/his designee shall document all follow-up with the victim.

V. FILE RETENTION

GSAA will maintain in a separate confidential file the original completed GSAA's Bullying/Cyber bullying Reporting Form, investigatory interview notes and reports, findings made, the investigation report, including any decision for action, and other relevant investigatory materials, and maintain a copy of the file in the perpetrator's education record.

VI. APPEAL

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the perpetrator and victim shall have the right to appeal the Head of School or her/his designee' decision regarding their student to the Board of Trustees in writing within five (5) business days. The Chair of the Board of Trustees shall review the Head of School or her/his designee's decision and issue a written decision within ten (10) business days.

2. The procedures in RSA 193:13, Ed 317, and GSAA's discipline policies establish the due process and appeal rights for students disciplined for acts of bullying, cyber bullying, or retaliation.

VII. RETALIATION OR FALSE ACCUSATIONS

No person shall retaliate or make false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying. GSAA will discipline any individual who retaliates or makes a false accusation or encourages others to retaliate or make a false accusation against a victim, witness, or anyone else who in good faith provides information, testifies, assists, or participates in an investigation, proceeding or hearing relating to an act of bullying or cyber bullying.

If a person makes a complaint or report that is not made in good faith, GSAA will take such disciplinary action deemed necessary and appropriate including but not limited to suspension, expulsion, or dismissal.

VIII. POLICY NOTIFICATION

1. Copies of this Policy shall be given to all employees, students and parents annually. Whenever new GSAA employees or students begin during the school year, they shall receive a copy before commencing work or school attendance. The GSAA Head of School or her/his designee shall also make all volunteers, and contractors who have contact with students aware of this Policy.

2. GSAA will post this Policy and a summary of the Policy on GSAA website.

SEXUAL HARASSMENT

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex, including sexual harassment. As defined by the Equal Employment Opportunity Commission; "Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature."

Examples of sexual harassment may include:

- Unwanted touching or pinching
- Brushing up against someone deliberately
- Blocking or other physical intimidation
- Taunting, making slurs, or making jokes

- Making condescending remarks based on a person's gender or sexual orientation
- Following or stalking
- Gesturing obscenely or suggestively
- Leering or giving sexually suggestive looks
- Asking inappropriate or intrusive questions
- Making repeated and unwanted sexual propositions
- Displaying or transmitting offensive images or words
- Using the Internet for harassment

Granite State Arts Academy Family Handbook Acceptance Form

Please initial

___ We have read the GSAA Family Handbook.

___ We have read the GSAA Student Conduct, Discipline and Due Process Policy and discussed it as a family.

___ We have read the GSAA Bullying, Cyber bullying and Harassment policy and discussed it as a family.

___ We agree to follow the policies and procedures outlined in the GSAA Family Handbook.

Print Student Name: _____

Student Signature: _____

Print Parent/Guardian Name(s): _____

Parent/Guardian Signature(s): _____

Date: _____