



**SEACOAST**  
LEARNING COLLABORATIVE

**Seacoast Learning Collaborative**

**High School**

**Student Handbook**

**2021-2022**

Seacoast Learning Collaborative

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[www.slconline.org](http://www.slconline.org)

# Mission Statement

We at Seacoast Learning Collaborative

Embrace the uniqueness of every child and family.

We believe that every child can be educated.

We also believe that children need a safe, nurturing environment

In order to develop, learn and achieve.

Therefore,

We are dedicated to providing a consistent, predictable environment,

One that promotes individual achievement,

Both academically and emotionally.

Always mindful of using the teachable moment,

We present a perpetual learning environment

To all students and staff.

We want you to be successful at Seacoast Learning Collaborative,

Thus we have kept our “rules and regulations” simple and

Straightforward.

**Be respectful**

**and**

**responsible**

**to yourself,**

**others,**

**and property.**

# Philosophy

We, at the Seacoast Learning Collaborative, embrace the uniqueness of every child and family.

We approach them with unconditional positive regard.

We are dedicated to providing a consistent, therapeutic and motivating environment that promotes individual achievement.

We believe that most children will respond to our nurturing style and reach their emotional, academic and social potential.

## The Five Expectations

Students who choose to come to school here agree to:

1. Attend school and class.
2. Give the work your “best effort”.

We recognize that **best effort** does not mean the same effort each day.

3. Respect yourself, others and property.

If you are disrespectful to yourself or others, you will be expected to accept responsibility for your actions and participate in resolving the issue.

4. Participate in Counseling.

Students are expected to participate in formal counseling as indicated on their current IEP. Additional therapeutic services include supportive counseling, crisis intervention and symptom management.

5. Observe all school and classroom policies.

Students always have the right to discuss policies with their counselor.

## SLC Program Overview

We provide a highly structured, therapeutically based education program to students who are experiencing behavioral, academic and social interaction difficulties in their current school placement. In addition clinical mental health counseling, we offer adventure based counseling, dance therapy, music therapy and art therapy. Students receive constant daily assistance in meeting their goals beyond the individual counseling sessions. Groups offered may include: anger management, conflict resolution, communication skills, family issues, mental health issues, team building activities and exposure to games that focus on good sportsmanship.

# Program Description

## High School

### **Therapeutic Services**

All students are assigned a licensed mental health counselor or clinical social worker to provide individual and group therapy in addition to family meetings on an as needed basis. The counselors are committed to helping all the students make the best possible use of their educational and social opportunities. For each student this involves an ongoing examination of the self in a changing world, it means selecting courses and developing social and emotional goals and then answering the question “How does it all fit together for me and where I want to go with it?”

Most students need some help with self-understanding, decision making and relating to others, as well as with obtaining information about post high school opportunities, vocations and further education. This help is offered by our counseling staff through individual meetings, group discussions and informal classroom discussions. It is also the aim of our counselors to work closely with the parents, teachers, administrators and collateral agencies and individuals in the community. The greater the communication, the more opportunity there is for solving problems that may interfere with the learning process and the expanding resources available to students. This, in turn, should enable our young students to contribute more fully to the community.

### **Academic Program**

The primary objective of Seacoast Academy is to complete the required courses necessary for a high school diploma. Seacoast Academy is a diploma granting school, whether a Seacoast Academy or district diploma. This core curriculum is supplemented with the ODYSSEYWARE Program. Your program is highly individualized and is combined with participation in small group activities and discussions.

### **High School Curriculum, Credits, Graduation Requirements and Diplomas**

To qualify for a standard Seacoast Academy High School Diploma, students must successfully complete the required 22 units of credit study as outlined in the student handbook.

### **Required Subjects and Credits for Seacoast Academy High School Diploma**

<u>Required Subjects</u>	<u>Credit(s)</u>
English	4 credits
Mathematics (including Algebra)	4 credits
Physical Sciences	1 credits
Biological Sciences	1 credits
US History	1 credit
NH History	½ credit
Economics	½ credit
Government	½ credit
Physical Education	1 credit
Health Education	½ credit
Transition/Life Planning (for EH students)	1 credit
Arts education	½ credit
Information and communications technologies	½ credit
Electives	6 credits

**\*\*Note:** In order to earn a credit a student must receive a final grade of 60% or higher.

All students with disabilities shall be entitled to continue with their high school education program until such time as each student has earned a regular high school diploma or has attained the age of 21, whichever comes first, or until the IEP or Section 504 team, through a formal evaluation process, determines that such a student is in need of, and thereby not eligible for special education and related services or accommodations and auxiliary supports. In accordance with state rule ED. 306.22, Seacoast Academy also offers a certificate of completion or equivalency diploma for students who qualify based upon their IEP, but these shall not be equal to a regular diploma.

## **Grading System**

Report cards are issued on a quarterly basis. Full time students are assigned to six classes a quarter earning a total of six credits a year. Grades are recorded by numbers, which indicate the scholastic achievement of the student. The interpretation of these numbers to letters is as follows:

A+	97-100	A	94-96	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	0-59				
P	Pass				
W	Withdrew				
AF	Administrative Failure				
Inc.	Incomplete				

## **Honor Roll**

High Honors – All A's

Honors – All A's and B's in any combination

## **ODYSSEYWARE**

SLC is pleased to offer as a supplement to the general curriculum, the ODYSSEYWARE Curriculum. ODYSSEYWARE is a premier provider of leading edge multimedia software for K-12 schools, colleges and adult education programs. ODYSSEYWARE is the most comprehensive educational software available for schools and adult learning applications. ODYSSEYWARE provides basic to advanced level instruction in math, reading, science, social studies and life and job skills. ODYSSEYWARE's management system lets us individualize learning programs for each student and prescribe additional instruction to fill identified learning gaps. We also are able to manage offline; online Web based resources so students can always get the help they need. And because ODYSSEYWARE courseware is self-paced, learners master concepts at a rate that is comfortable for them. ODYSSEYWARE also aligns with state and federal standards including general education development (GED).

## **Homework**

Seacoast Academy places great emphasis on "Best Effort" in both academics and within our therapeutic milieu. For this reason, we do not emphasize homework. While it may be given at times throughout the year, it is purposefully not a nightly assignment. However, homework is

given and is required in order to complete missed work due to absences. Students will be required to complete incomplete work due to absences in a time frame congruent with their absences. Due to an inability to make up class lectures and some projects, students may not be eligible to receive full credit for incomplete work. Homework is introduced into a student's program as they begin a transition back to the mainstream or per request of their team.

## **School to Work/Work Education**

The school to work education program is designed for students who request credit for part-time employment. This experience is monitored and evaluated in conjunction with the employer. If performance is acceptable to the employer and Seacoast Academy, the student will earn a  $\frac{1}{4}$  credit toward graduation for each nine weeks of successful work experience. The student will need to work ten hours a week for nine weeks, totaling 90 hours in order to earn a  $\frac{1}{4}$  credit. In addition to working, the student will be required to complete a daily journal which will be reviewed with his teacher/counselor.

## **Driver's Education**

Driver's Education is designed to teach basic driving skills, knowledge of New Hampshire rules and regulations and a defensive driving attitude. Heavy emphasis is placed on seat belt use and drug and alcohol awareness.

Driver's education courses are not offered at Seacoast Academy however, counselors will assist the student in locating a course in the student's home community. We recognize the importance and time commitment of the course and therefore upon successful completion will grant a  $\frac{1}{4}$  elective credit towards graduation.

## **Community Service**

In an effort to involve our students in the community and develop character associated with public service initiatives, Seacoast Academy offers community service activities during the course of their high school experience. We feel this is a positive way to get students involved in the community be it their own or here at Seacoast Learning Collaborative. While the primary emphasis will be placed on volunteering, group discussions will revolve around how to become better decision makers and to increase their awareness of their relationship with the community at large.

Below is a list of possible activities to be completed throughout the year at Seacoast Learning Collaborative:

Fall: Raking, Window Washing, Sweeping, Planting Fall Bulbs, Mulching, Elementary Haunted House

Winter: General clean-up inside (wash desks, tables, etc.), Mop and Vacuuming Floor, Painting, Elementary Christmas Party

Spring: Raking, Cleaning of Busses, Wash Windows, Planting, Clean up of Flower Beds, Elementary Field Day

Additionally, there may be opportunities to participate in some activities within the community at large.

## Plagiarism

Plagiarism is “borrowing someone else’s ideas, information or language without properly documenting the source,” as well as documenting the source but paraphrasing the source’s language too closely, without using quotation marks to indicate that the language has been borrowed” (Diana Hacker, *The Bedford Book for Writers*).

Plagiarism includes taking work from the books, magazines, or other published sources, the Internet, song lyrics, charts, equations, translations, and the works of other students. Plagiarism also includes using a work in its entirety or in portions extracted from the original text.

Plagiarism will not be tolerated. It is intellectual thievery. Students who plagiarize jeopardize their academic standing and personal reputation, and may affect their opportunities for scholarship.

Teachers may use Turnitin an online originality check that helps instructors check students’ work for improper citations or potential plagiarism. After verifying that the student has plagiarized, the teacher will notify the team and the administrator of the incident.

### *Consequences*

- The plagiarized work will receive a zero for the assignment and depending upon the circumstances, may cause a student to fail either the quarter or the course.
- In order to discourage further incidents all plagiarized work will be kept on file.

## Cheating

Students who attempt to attain passing grades through dishonest means run the risk of scholastic failure and disciplinary action by the teacher and/or the administration. All students are expected to work within the guidelines of school policies. After verifying that the student cheated, the teacher will be responsible for documenting the behavior on a critical incident form which will be mailed out to the family, LEA and other collateral agencies involved with the student. The student may receive further discipline.

## Level System

### Areas of Competence

- Attendance
- Academics
- Behavior
- Counseling (includes individual counseling, participation in ABLÉ and prescribed groups. Additionally, it includes overall communication and commitment to oneself and the program.

### **Level I (Restriction / Observation. The student remains on level one for two weeks before being eligible to move up)**

Level I is an observation period for new students to assess emotional, academic and social needs. Additionally, it is for students who are in need of further supervision due to failure to maintain Level II. (The student must remain on Level I for two weeks prior to moving to Level II.)

### **Level II (The student must remain on Level II for two weeks before moving up a level.)**

Attendance: The student attends school and assigned classes 75% of the time.  
The student utilizes alternative work spaces appropriately.

- Academics:** The student completes assigned class work within the assigned classroom 75% of the time.  
The student is responsible for making up incomplete work within 24 hours of the class. The student maintains 75% work completion average per goal period.  
The student utilizes alternative work spaces appropriately.
- Behavior:** The student maintains an average behavior score of 3.0 or higher.  
The student will earn no more than 7 incident reports per goal period.
- Counseling:** The student attends counseling in addition to participating in goal meetings, IEP meetings and progress meetings.  
The student can actively identify weekly goals and demonstrate improvement in each area as is evidenced on daily point sheets.  
Participation in ABLE and prescribed groups.

**Level III (The student must remain on Level III for 4 weeks before moving up a level. The weeks need not be consecutive.)**

- Attendance:** The student attends school and assigned classes 85% of the time.  
The student utilizes alternative work spaces appropriately.
- Academics:** The student completes assigned class work within the assigned classroom 85% of the time.  
The student is responsible for making up incomplete work due to absences within 24 hours of absence.  
The student will maintain 85% work completion average per goal period.
- Behavior:** The student maintains an average behavior score of 4.0 or higher.  
The student earns no more than 3 incident reports during the goal period.  
The incident reports should not be for any critical offences (see list below).
- Counseling:** The student attends counseling in addition to participating in goal meetings, IEP meetings and progress meetings.  
The student can actively identify weekly goals and demonstrate improvement in each area as is evidenced on daily point sheets.  
Participation in ABLE and prescribed groups.

**Level IV (The student is eligible to earn level four after 4 weeks of successful mastery of level three)**

- Attendance:** Attends school and assigned classes 95% of the time.  
Student rarely uses alternative work spaces.
- Academics:** The student completes assigned class work within the assigned classroom 100% of the time.  
The student is responsible for making up incomplete work within 24 hours of the class.  
The student maintains 95% work completion average per goal period.
- Behavior:** The student maintains an average behavior score of 4.5 or higher.  
The student will earn 1 positive incident report per goal period (preferred behaviors).  
The student earns no more than 1 incident report. The incident report should not be for any critical offences (see list below).
- Counseling:** The student attends counseling in addition to participating in goal meetings, IEP meetings and progress meetings.  
The student can actively identify weekly goals and demonstrate improvement in each area as is evidenced on daily point sheets.  
Participation in ABLE and prescribed groups.



## **Critical Offences which will result in an immediate level bust include but are not limited to:**

- Assaultive Behaviors: verbal, physical or sexual
- Sexual Harassment
- Physical Horseplay
- Drug Possession
- Smoking
- Property Destruction
- Personal Space Violations
- Leaving school property without permission
- Using or being in possession of an illegal substance (i.e. cigarettes, paraphernalia, drugs, alcohol, weapons, pornographic magazines, etc.)]
- Inappropriate sexualized behaviors
- Safety Concerns
- Removing items from staff's desks without permission

\*\* Once a level has been attained, a student who is level busted does not need to wait the initial waiting period again to move up.

Major infractions of the level system may result in an emergency team/goal meeting to determine appropriate consequences.

Students may only move up 1 level at a time. However, a student may be dropped several levels for behaviors that occur concurrently.

Any student who refuses to attend ABLE and chooses to participate in class may only be eligible for maximum scores of 2's and 50% work completion.

The team reserves the right to review individual incidents and make alternative decisions regarding consequences.

## **Privilege List**

### **Level I**

- The student may purchase drinks/snacks from the school store during breakfast, break and lunch.
- The student will have one snack voucher per week (tier one)
- The student may purchase snacks, breakfast or lunch from the school store.

- Based upon successful participation in ABLE group (work completion score of 75%) and students will be eligible to order out at DD. The student is responsible for payment.

## Level II

- The student may purchase drinks/snacks from the school store during breakfast, break and lunch.
- The student will have two snack vouchers per week. (tier one)
- The student will be eligible to participate in the Random Act of Kindness Activity on scheduled mornings if they have earned a (+) incident report for a preferred behavior on the “Building Your Leadership Skills” page and no incident reports for any non-preferred behavior. Students should not be asking staff for (+) incident reports.
- The student is eligible to participate/earn goal trips.
- The student is eligible to participate in student council activities.
- Based upon successful participation in ABLE group (work completion score of 75%) students will be eligible to order out at DD. The student is responsible for payment.

## Level III

- The student will have two snack vouchers per week (one from tier one and one from tier two)
- The student is eligible to participate in student council activities.
- The student will be eligible to earn a lunch pass. This pass will enable students to eat away from the café. Options will be determined by staff and will vary depending upon staff coverage.
- The student will earn 30 minutes of a class pass one time per goal period vs each week. The student is responsible for resuming/completing the lesson/activity they would have missed.
- Based upon successful participation in ABLE group (work completion score of 75%) students will be eligible to order out at DD. The student is responsible for payment.

## Level IV

- The student will have two snack vouchers per week. (Choice of tier one or two)
- The student will be able to be in designated areas with “loose supervision”.
- The student will be eligible to order lunch out on Fridays for delivery at their expense.
- The student may earn one class pass per week. The student is responsible for resuming/ completing the lesson/activity they would have missed. The student will earn an early dismissal pass once a month. The student is responsible for arranging transportation.
- The student is eligible to participate in student council activities.
- The student will be allowed to purchase foods during breakfast, break and lunch.
- Based upon successful participation in ABLE group (work completion score of 75%) and students will be eligible to order out at DD. The student is responsible for payment.

## BUILDING YOUR LEADERSHIP SKILLS

### Preferred Behaviors

Tolerance for others

Respect for others

Respect for property

### Non Preferred Behaviors

Assaultive behaviors-verbal or physical in nature

Intimidating behaviors-including verbal threats and physical posturing

Blatant disrespect including tone of voice

Respect for community

Rumors and slanderous behaviors

Respect for others belongings

Profanity

Following directions

Sexualizing behaviors and comments

Honesty

Verbal Harassment-teasing, taking others  
Property and hiding it

Caring gestures to others

Positive peer support

Use of staff supports

## **General Behavioral Expectations**

### High School

#### **Rules**

Classrooms must be a place where teaching and learning can occur. Our general philosophy includes students in decision-making and problem solving, so their classroom is a place where they want to be.

Some common areas often discussed which can interfere with a productive classroom environment are:

- **Classroom Attendance**

Students are expected to attend all classes. If a student is unable to work in the classroom they may request to work in a counselor's area or alternative work space. As students in an alternative space are unable to receive direct instruction, they will not be eligible for full credit for work completed outside of the classroom. Failure to receive permission from assigned teacher will result in an absence from class and the behavior will be labeled as out of area.

- **Daily Class reporting Sheet**

Students are expected to carry a class reporting sheet to and from class throughout the day. Failure to do so will result in zero's for the class and possibly the day. Tampering

with scores may result in zero's for the day. Staff will not complete the sheet after the assigned period.

- **Hall Passes**

Hall passes will be required of all students once classes have begun. Failure to do so will be considered out of area and will result in consequences.

- **Students are prohibited from staff desks and staff areas**

- **Back Packs**

Students do not need to carry back packs. Seacoast Academy permits students to do so with the understanding that due to safety concerns staff reserve the right to search them periodically or when warranted. Upon arrival, student's personal backpacks, purses and bags will be placed in their lockers. Students may access them throughout the day with staff permission. Failure to comply with this policy may result in the need to involve the local authorities should there be a concern regarding the possible contents of the back pack.

- **ABLE**  
Students are required to participate in biweekly ABLE sessions as a part of Seacoast Academy's Program. Failure to participate in ABLE will result in a one week suspension of all privileges (vouchers, class passes, Dunkin Donuts, student council activities and goal trips). Students will also be required to meet with Mr. Snow to review ABLE expectations and target group goals that were missed. Failure to meet with Mr. Snow and complete a required activity/assignment would result in a two week suspension. Failure to attend two assigned groups in a row would result in an automatic loss of privileges for two weeks. Chronic offenders will require a team meeting to review appropriateness of the program and an individualized program will be developed.

- **Goal Trips**

Counselors meet with students on a biweekly basis to conduct a formal goal meeting. During these meetings, students daily point sheets are reviewed examining the student's daily work completion scores, behavior scores and critical incident reports (positive and negative). Depending upon their scores students may or may not be eligible to move up or down a level. Additionally, careful attention is paid to students individual goals. Mastery of these short term goals in addition to attendance determines eligibility for biweekly goal trips. In the event that do not earn the trip, the expectation is that they attend school. If a student participates in a field trip or out of school goal activity with the school, it is expected that the student travels to and from the trip on the school bus and remains for the entire trip.

Seacoast Academy's rules and behavioral expectations apply on and off campus. Goal trips and other community based activities are considered a privilege. Students are expected to conduct themselves in a manner that is respectful and responsible for exhibiting behaviors that are compliant with SLC and community based norms and rules. As a result there will be zero tolerance for disruptive behaviors in the community. Inappropriate language, poor self-control, defiance and generalized noncompliance of school and community based rules will result in immediate consequences including but not limited to: level bust, return to program, suspension of privileges, and loss of future trips, suspension or police involvement.

## Out of Area Policy

Students are expected to be in the building and in assigned areas at all times. When you are out of area you put yourself, your credibility and your actions in question. Failure to remain in staff deemed appropriate supervision will result in the following consequences:

Out of area **inside the high school area** of the building will result in:

An incident report to document your violation of this policy.

One period of RECOVERY

Out of the high school area **inside** the building will result in:

An incident report to document your violation of this policy.

Four periods of RECOVERY.

Out of the building will result in:

An incident to document your violation of this policy.

Police notification and intervention will occur.

You will receive one full day of RECOVERY.

## Recovery Room

### Statement of Purpose:

The purpose of time away is to break an individual's cycle of behavior negativity. A student may earn time away because of a failure to comply with classroom or programmatic exceptions resulting in a generalized state of disruptiveness and non-compliance. Students may place themselves in time away or staff may ask them to utilize an alternative space as a means of coping with their state of emotional dysregulation, increased agitation or increase in their level of distractibility.

### Statement of Policy:

Once in the recovery room:

1. Recovery does not begin until the student is in the assigned area.
2. In order to return to the classroom, the student must be putting forth "their best effort" on meeting academic and behavioral expectations.
3. The student must process the incident with the adult and or peers involved in the interaction resulting in their need for an alternative setting. This teaching time involves identifying precipitants, trigger while examining future coping skills to prevent reoccurrence. See LSI below.
4. Students are not able to listen to music while in recovery until they start working.

## All Programs

### General Guidelines for Parents:

- Provide Seacoast Learning Collaborative with the proper medication if their student needs to take medication during the school day.
  - Call the school and the student's bus company if their student is to be absent, late or does not need a bus ride to or from school. Please follow up with a note.
  - Inform Seacoast Learning Collaborative of any dietary needs or allergies of their student.
  - Provide their student with the appropriate clothing according to the season and any special school dress codes or policies.
- 
- Keep their student out of school if they present a risk of contagion to others for any reason.
  - Provide an extra set of clothes to be kept at school for their student.
  - Maintain an ongoing communication with program staff about their student.

### New Students

Any student who is newly admitted to the program **will not** be allowed to attend any off campus activities for 2 weeks. This allows the student to get to know program expectations and vice versa before participation in off campus activities.

### Life Space Interview

Seacoast Learning Collaborative seeks to develop an atmosphere where teaching and learning can occur. Students have a right to learn and teach others, to be listened to and have their ideas heard without mockery or put-downs. Building this type of community takes commitment from all participants to respect each other, take responsibility for their actions and participate in problem solving.

## Goals of the LSI

- Return the young person to normal functioning
- Clarify events
- Repair and restore the relationship
- Teach new coping skills
- Reintegrate the young person back into the routine

## Steps of the LSI

- Isolate the conversation
- Explore the young person's point of view
- Summarize feelings and content
- Connect behaviors to feelings
- Alternative behaviors discussed
- Plan developed/practice new behavior
- Enter young person back into routine

## **Student Search Policy**

Based on the Federal Regulation pertaining to Safe School's Act, Seacoast Learning Collaborative/Seacoast Academy reserves the right to search a student's belongings and person should staff suspect that they may be in possession of an illegal substance, weapon, prescription drug, smoking material/paraphernalia and/or other item deemed inappropriate or unsafe for a school setting. A student search may include asking the student to empty their pants pockets, hoodie pocket, and jacket pocket and take off their shoes and socks. Students will not be patted down. However, should a student refuse to comply, which is their right; we may find it necessary to involve the local police department to complete the search. At that point, the authorities reserve the right to conduct the matter according to their regulations. Parents will be informed of the search via the phone in addition to written documentation however; this may happen before or after the search is concluded. Should it be necessary to involve police, the staff will notify the parents immediately.

## **Attendance Policy:**

**School and class attendance is essential for gaining the full academic and therapeutic experiences. Students need to be present in order to participate and complete assignments. As we prepare our students for independent living, it is also an important life skill for students to learn. We urge students and parents to thrive for excellent attendance since it is our belief that this is critical to ensure scholastic and vocational success.**

Class discussions, student collective work and teacher guidance and directives all offer unique learning opportunities that are hard to make up outside the classroom. Effective July 1, 2009, as outlined in New Hampshire Law RSA 193:1, "every child at least 6 years of age and under 18 years of age shall attend school when the public schools are in session unless he/she has been excused from attending on the grounds that his/her physical or mental condition is such as to prevent his/her attendance".

Parents are expected to notify the student's counselor or program director of their absence by 7:15am. It is the student's responsibility to make up any class work that has been missed in order to gain proper credit. Due to missed discussions, group work, etc. which can not be made

up, the student is only eligible to receive 75% credit for missed work. The student will be required to request and complete missed work within 24 hours of returning to school. Should a student be out for more than one day they will be given an equal amount of time to request and make up their work.

Absences of three or more consecutive days will require a physician's letter regarding illness or injury. In the event of a prolonged illness or injury, the team will meet to discuss the student's status in his/her classes, and to recommend any necessary changes and/or modifications to the current IEP.

At fifteen absences, the student will receive an administrative failure for the quarter and will not be eligible for a combined semester average grade.

### **Transition Planning**

Change can be a difficult process for any student. At SLC, we make every effort to make this process as smooth as possible to reduce student anxiety and help ensure a successful transition. The transition plans referred to in this section are related to a student's discharge from the program. We hope that all discharges are seen as a positive step for each student. Unfortunately, in some cases, where the safety of the student or others is involved, the discharge may be immediate.

In the cases where the student is moving from SLC to another program or is returning to public school, our expectation is that a transition plan for their departure will be well orchestrated, gradual, agreed to by all parties and will be in the best interest of the student. In saying that, SLC expects the following:

- Transition planning is an ongoing process with discussions occurring throughout the placement.
- A plan needs to be developed with enough time to be implemented before discharge.
  
- Meetings will occur as often as needed to ensure that all parts of the plan will be implemented as discussed.
- Visits to the new program or school are to take place as often as needed to familiarize the student with their new environment. This may mean partial or full day visits with or without a staff from SLC. We will try to accommodate our schedules and support the student in any way possible.

### **Regular Phone Use**

The phones at Seacoast Learning Collaborative/Seacoast Academy are for business use only. Students will not be allowed to place or receive phone calls unless it is an emergency. Students will need permission from their counselor or the program director should a need arise. The student will then be only allowed to use the phone under the direct supervision of the staff. Students will not be allowed to use the phone unsupervised. We strongly recommend that students make their phone calls prior to or after school hours.

### **Cell Phones / Electronic Devices**

At the teacher's discretion, Cell phones are permitted in the classroom upon arrival or at dismissal. Student's are only allowed to use them for music or educational purposes as instructed by the staff in the classroom. Student's are never allowed to use them to make calls, text, be on social media or take pictures/videos. Should a student be found in violation of this policy the following consequences will result.

First Offense: The student will receive a critical incident report

Second Offense: The student will earn a critical incident report.

The student's phone will be confiscated resulting in loss of privileges for the remainder of the day and the following day.

Third Offense: The student will lose their phone privileges for one week.

## **Dress Code**

The Seacoast Learning Collaborative and Seacoast Academy seeks to provide an environment that communicated respect for individuals. Standards of dress are required in order to ensure that every individual's appearance reflects respect of self and others and does not distract from the educational process.

### **Expectations for dress include the following:**

- Shorts are only allowed through specific seasons and are to be no more than 3" above the knee. Skirts are to be no more than 3" above the knee.
- Torso is to be covered at all times. No bare midriffs. No sheer clothing.
- Undergarments are not to be visible at any time.
- Clothing and/or jewelry with offensive and/or controversial language/slogans/logos (i.e. sexual messages, drugs, alcohol, tobacco, gang related activities) is not allowed.
- No tank tops or muscle shirts.
- Proper/safe footwear is required.
- No torn/tattered clothing revealing undergarments or excessive skin.
- When wearing leggings, a shirt must hang below a student's bottom.

### **Students wearing inappropriate clothing to school may be:**

- Returned home to change.
- Required to remain outside of the classroom until appropriate clothing can be provided.
- May be asked to turn clothing inside out.
- Asked to change into clothing provided by SLC.

## **Backpacks**

In the event that a student may be in possession of an item that is prohibited at school, SLC reserves the right to ask to search the student's backpack. This will be at staff's discretion. A student may refuse to comply however due to the safe school's act, SLC may involve Newton Police Department for further action.

## **School Closure**

Information regarding school cancellation or a delayed opening due to inclement weather is made available on the school website ( [www.slconline.org](http://www.slconline.org)), the local TV station (WMUR, Channel 9) and through our One Call Now notification system.

## **Valuables**

Students are strongly urged to leave personal valuables at home. Students who choose to bring items from home to school do so with the understanding that staff are not responsible for the loss, theft, borrowing and/or damage that has occurred.

Valuables that are brought into the classroom and create a disturbance for others may be confiscated temporarily.



## **Animals**

Students are not allowed to bring any animals to school. The only animals authorized to be on school property are those that are a contracted service of the program.

## **Grievance Policy**

A grievance is generally defined as a complaint by a student about a staff member or administrator concerning unfair disciplinary practices or procedures. The burden of proof is always placed on the student, and the decision of the Co-Directors.

A grievance procedure is established to encourage open communication. All grievances must be initiated within 24 hours after the alleged unfair practice took place. All grievances must be submitted in writing and the student should use the following procedures:

1. See assigned counselor for an appointment, which must be scheduled within 24 hours of the submitted grievance.
2. If unresolved, an appeal may be filed with the Co-Director's.

All appeals will be held within four days and a final determination will be rendered.

If the student grievance is regarding an administrator, the student will use the same procedure as indicated above with one of the Co-Director's.

## **School Transportation**

**Riding the bus to school is a student privilege. Safety on the bus is our top priority. Students are expected to adhere to the following guidelines:**

- All bus rules set by the driver must be followed. General safety rules include staying seated, keeping seatbelt on, using appropriate language and respecting other students.
- All school rules are in effect on the bus. Bus conduct reports are written up for students who are not compliant with these rules.
- If a student is considered to be a safety risk, the student will not be allowed to get on the bus. The student's parents will be contacted to bring the student home.
- Any changes in a student's regularly scheduled busing must be directed to the Transportation Department at the Seacoast Learning Collaborative or the district's transportation company (i.e. it is a parent's responsibility to let a bus company know if their child will not be riding due to an appointment or other issue).
- Students are not allowed to ride on any bus other than their assigned bus, even if they have parental permission.
- In addition, any student who will be riding home with someone other than their designated transportation will require a written note from a parent/guardian.

**\*Please note:** A student's school bus ride is considered a part of the student's school day. Therefore, there may be times that a student's bus behavior will be consequence at school.

## **Sick Policy**

If your child is ill, we ask that you take the time to assess whether he/she should come to school for the day. Students who are ill have more difficulty focusing and performing at their school

tasks. Children who are ill also have the potential for passing on infectious illness to other students and staff. Our school policy for illness requests that you keep your child home from school if:

- He or she has a fever over 100 degrees F.
- He or she is vomiting or has vomited in the last 24 hours.
- He or she has diarrhea or has had diarrhea in the past 24 hours.

Your child should be free of the above symptoms for 24 hours without medications before returning to school. If a student does arrive to school ill or becomes ill while at school a staff member will contact the student's parent(s)/guardian(s). If the student is unable to participate in their educational program due to illness, consideration will be given for dismissal of the student for the day.

## **School Policies**

### **All Programs**

Seacoast Learning Collaborative reserves the right to handle in an appropriate manner: any student action not specifically listed in the following section, which may be disruptive to the educational process. According to RSA 1.93-D, Safe School Zone, Seacoast Learning Collaborative/Seacoast Academy will report all incidents involving assaultive, threatening and violent behaviors to the Newton Police Department.

### **Tobacco Use by Students**

#### **Statement of Purpose:**

The purpose of this policy is to prohibit smoking or the use of smokeless tobacco by students in the school buildings, on campus, on the school bus or at any school sponsored activity at any time.

#### **Statement of Policy:**

Effective January 1, 1998, no person shall use any tobacco product in any of the Seacoast Learning programs, on its school grounds, or on its contracted school buses per RSA 126-I. In addition, RSA 78:12-C prohibits the possession of tobacco products by persons under the age of eighteen. Based on these laws, students found smoking or using any tobacco products in school buildings, on school grounds, on the school bus or at any school sponsored activity at any time shall be subject to the penalties listed below. SLC reserves the right to search a student of suspected of being in possession of tobacco products including e-cigarettes and vapes.

#### **First Offense:**

1. Level bust to a level for one week.

#### **Second Offense:**

1. Level bust to a level I for one week.
2. 1 period of recovery.

### Third Offense:

1. Level bust to a level I for two weeks.
2. 4 periods of recovery.
3. Meeting with parent and special education director.

\*\*Regardless of age (including students who are 18 years of age or older), tobacco products and paraphernalia will be confiscated from students and returned only to parents after a discussion with the student's counselor.

## **Student Substance Use and Abuse**

### Statement of Purpose:

Seacoast Learning Collaborative has a zero tolerance policy for the use/abuse of illegal substances.

The purpose of this policy is to clearly state SLC's position on the use and/or abuse of illegal substances by students.

Seacoast Learning Collaborative recognizes that the use and/or abuse of illegal substances by students and young people has become a major problem in our country, our state and our schools. Seacoast Learning Collaborative also recognizes that the use and availability of illegal substances on school campus interferes with the educational process and interferes with its

duty to provide a safe and healthy educational environment. Finally, Seacoast Learning Collaborative deems it necessary to take steps to (1) improve its educational program so that Seacoast students are made aware of the dangers and penalties incurred through the use of illegal substances, and (2) to establish appropriate rules and regulations to discourage its use in any school buildings, on any school property, on any school bus or at any school sponsored event.

This policy is designed to help eradicate the influence of drugs, alcohol and other chemicals from within the school environment. It is designed to protect students and to act as a deterrent to the student's use of illegal substances. It is also designed to provide appropriate punishment for the students that violate this policy.

### Definition:

**"Illegal substance"** as used in this policy shall be defined as any controlled drug or narcotic; any common street drug such as marijuana, amphetamines, barbiturates, cocaine, heroin and LSD or any other hallucinogenic drug; any counterfeit drug or substance represented to be any of

the above listed substances; any unsupervised use of a prescribed drug; or any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor.

### Statement of Policy:

No student shall procure, possess, use, transmit, sell, supply or give to any person any illegal substance, or be under the influence of any illegal substance while in any school building, on any school property, on any school bus or at any school sponsored activity.

This policy shall apply to all students before, during and after school hours at any school, in any school building and on any school premises; on any school owned vehicle or in any school approved vehicle used to transport students to and from school or school activities or trips; off school property at any school sponsored or school approved activity, event or function; or during any period of time when students are subject to the authority of school personnel.

Any student engaging in any prohibited activity listed above with respect to illegal substances shall be subject to, and disciplined in accordance with the penalties set forth in this policy.

Any student suspected of violating this policy shall be removed from the premises and a report shall be written in accordance with RSA 193-D: 1-4, which defines Safe School Zones and the procedures which must be followed when violations occur with them. When warranted, administrators shall request the assistance of law enforcement agencies in order to deal appropriately with such students. All administrators and school employees are directed to cooperate fully with law enforcement personnel, and are directed to report to them any and a; information that would be considered beneficial in their efforts to stem and discourage illegal substance use.

Superintendent/administrators and direct employees are directed to take every reasonable measure to prevent and discourage any person from coming into any school building, onto any school property, onto any school bus or attending any school sponsored event while in possession of, or under the influence of any illegal substance. Superintendent/administrators and employees are instructed to be especially vigilant of any persons attempting to sell, give, supply or use any illegal substance in any school building, or any school property, on any school bus or at any school sponsored event.

## **Student Substance Use and Abuse – Rules**

### Statement of Purpose:

Seacoast Learning Collaborative has a zero tolerance for the use/abuse of illegal substances as defined in the policy.

Seacoast Learning Collaborative approves the following rules for dealing with the use and abuse of illegal substances by students.

### Statement of Rules:

As stated in the policy, the procuring, possessing, using, transmitting, selling, supplying or giving to any person any illegal substance and/or being under the influence of any illegal substance while in any school building, on any school property, on any school bus, or at any school sponsored event is strictly forbidden. Any such activity shall constitute gross misconduct as referred in RSA 193:13 and RSA 189; 1-a.

The following penalties shall apply for dealing with the use or abuse of illegal substances by students as prohibited by the policy and restated above. A determination will be made based upon staff judgment of student's mental status.

### First Offense:

1. The student will receive an automatic level bust.
2. All privileges will be suspended for one week.
3. The police department will be notified.
4. 1 day out of school suspension.

### Second Offense:

1. The student will receive an automatic level bust.
2. All privileges will be suspended for one week following the suspension.
3. The police department will be notified.
4. The student will be suspended for three days out of school.

### Third Offense:

1. The student will receive an automatic level bust.
2. All privileges will be suspended for one week following suspension.

3. The police department will be notified.
4. The student will be suspended for five days out of school.
5. A meeting will be held with all team members to review the appropriateness of the student's placement.

**\*\*Note:** Depending upon the severity of the offense SLC reserves the right to modify OSS time including and up to discharge from the program.

## **Weapons in the School**

### Statement of Purpose:

Seacoast Learning Collaborative has a zero tolerance for bringing weapons into school.

This policy complies with the requirements of the GUN-Free Schools Act of 1994 and establishes procedures for enforcing RSA 189, 193, and 193-D and provisions of Department of Education Administrative Rule 317, et seq., relative to disciplinary action for gross misconduct by a pupil in a safe school zone, including possessing a firearm and/or other dangerous weapon.

### Statement of Policy:

Dangerous weapons are not permitted on school property at any time. Visitors, faculty, staff and pupils are prohibited from bringing any weapon, whether visible or concealed, into any school building, onto school property or a school bus, or to any school sponsored event. Swift and speedy disciplinary action shall be taken in accordance with the mandates of this policy and its procedures to enhance the safety of all pupils within the school.

Any pupil who is determined to have brought a weapon to school in violation of this policy shall be deemed to have committed an act of gross misconduct. Such an act of gross misconduct shall result in both notification of the local police and disciplinary action in accordance with the severity of the incident as outlined in RSA 193:13, II and III (statutes dealing with the expulsion for gross misconduct, weapons violations, etc.).

Seacoast Learning Collaborative shall consider the age and maturity, the intent of the action, and the student's prior disciplinary record in determining the appropriate disciplinary action. Students who come forward voluntarily in such cases may receive consideration of the fact.

Any student who sells, has in his/her possession with intent to sell any stiletto, switch blade knife, blackjack, dirk-knife, slug shot or metallic knuckles (as defined by RSA 159:16), or containers containing chemicals such as pepper gas or mace on school property, on school buses or at a school sponsored function, shall be subject to disciplinary procedures possibly resulting in an expulsion of a period not less than twelve months.

### **Statement of Response to Violation of this Policy:**

Seacoast Learning Collaborative recognizes the seriousness of weapons within the school system. In accordance with the Safe Schools Act, disciplinary measures will occur when a student is in violation of this policy. SLC reserves the right to make a determination of consequences based upon the followings things: the weapon involved, the intent of use, and the damage caused.

Depending upon the severity, at a minimum, the weapon will be confiscated and a report will be filed with the police. Violation of this policy may result in immediate discharge from the program and warrant immediate police involvement.

### Reporting Procedures:

Pursuant to RSA 193-D:4, I and II, a written report is required and will be made for all violations of this policy. This report is to be completed by the school staff and filed with the local law enforcement authority and the Commissioner's office at the Department of Education within 48 hours of receipt of information in accordance with RSA 193-D:4, unless the waiver in RSA 193-D:5 applies.

Ed 317.06 Student with an educational disability:

- a. Any suspension or expulsion of a pupil with an educational disability as defined in Ed 1102.31 shall be in accordance with Ed 1119.11.
- b. If, under the provisions of Ed 1119.11 (c), the special education placement team determines that the behavior leading to the suspension or expulsion is not a direct result of the pupil's education disability, sections Ed317.01 through Ed 317.05 shall apply.
  
- c. In the case of a pupil with an educational disability who is determined to have brought a firearm or other dangerous weapon into a safe school zone, the federal requirement of section 615 (e) of Public Law 101-476 shall apply, and the student may be placed in an interim alternative setting for the time periods determined by the Public Law.

Definitions:

**Collateral Agencies:** LEA Representative

**Critical Incident Report:** The purpose of this form is to document major offences, which would result in immediate attention by the team and/or the local authorities. Such offences may include: aggression towards self or others, destruction of property, harassment, violation of smoking policy, violation of the drug or alcohol policy, safety issue's, bullying, runaway, etc.

**Expulsion** means the permanent denial of the pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

**Firearm** means any firearm or weapons as defined in section 921 of Title 18 of the US code.

**Weapons** may include, but are not limited to firearms, explosives, incendiaries, BB guns or BB rifles, martial arts weapons (as defined by RSA 159:24), electronic defense weapons (as defined by RSA 159:20), stiletto, switch knife, blackjack, dagger, dirk-knife, slug shot, metallic knuckles, billies, or other dangerous weapons (as defined by RSA 159: 15 and 16), pistol cane or sword cane (as defined by RSA 159:15a), or 5 containers containing chemicals such as pepper gas or mace.

**Gross Misconduct** means an act which:

1. Results in violence to another's person or property;
2. Poses a direct threat to the safety of others in a safe school zone, or
3. Is identified in RSA 193-D:1,I.

**Neglect** in the context of RSA 193:13, I and II, means the failure of a pupil to pay attention to an announced , posted or printed school rule.

**Pupil** means a child through the age of 21 in attendance at a school during the school day.

**Refusal** in the context of RSA 193-13, I and II means the willful defiance of a pupil to comply with an announced, posted or printed school rule.

**Safe School Zone** means "Safe school zone" as defined in RSA 193-D I and II.

**School Day** means:

1. For a pupil who takes the school bus, the period beginning when the pupil boards the bus in the morning to the time when a pupil disembarks from the bus in the afternoon, and
2. For a pupil who walks to school or arrives by private car, the time period beginning when the pupil arrives on the school grounds to the time when the pupil leaves the school grounds.

**Suspension** means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct or for neglect to conform to announced, posted or printed school rules.

## Superintendent's Authority

Notwithstanding the foregoing, and in accordance with RSA 193:13, IV the superintendent shall have the authority to modify the expulsion requirements of RSA 193:13 on a case by case basis.

## **PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING**

### General Statement of Policy:

Seacoast Learning Collaborative is committed to providing all students a safe school environment in which all members are treated with respect. This policy is intended to comply with RSA-193F, which specifically identifies bullying as a form of pupil harassment. Conduct

constituting bullying will not be tolerated, and is prohibited by this policy in accordance with RSA-193F.

### I. Definitions (RSA 193-F:3)

**Bullying**- Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Could be reasonably calculated to cause emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

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

**Cyberbullying** - Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

**Electronic devices** - Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

**School property** - School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

**Perpetrator** - Perpetrator means a pupil who engages in bullying or cyberbullying.

**Victim** - Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

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

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

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

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

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

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

The Co-Directors are responsible for ensuring that this policy is implemented.

### III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

#### **False Reporting**

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

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences, ranging from verbal warning up to and including dismissal. Any consequences will be in accordance with applicable law, SLC policies, procedures and employee contracts.

#### **Reprisal or Retaliation**

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

(1.) The consequences and appropriate remedial action for a student, teacher, school administrator, school volunteer, or other school employee who engages in reprisal or retaliation shall be determined by the Executive Director or designee after consideration of the nature, severity and circumstances of the act, in accordance with law, SLC policies and any applicable employee contracts.

(2.) Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and discharge.

(3.) Any teacher, school administrator, or other school employee found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.

(4.) Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

#### **Process to Protect Pupils from Retaliation**

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

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

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

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

### V. Disciplinary Consequences for Violations of This Policy (RSA 193-F: 4, II (d))



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

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

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

##### **Staff and Volunteers**

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

##### **Students**

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

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

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

##### **Parents**

All parents will be provided with a copy of this policy annually. The Co-Directors may determine the method of providing the policy (parent handbook, mailing, etc.).

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

At each school, the Co-Directors, Program Director or designee shall be responsible for receiving complaints of alleged violations of this policy.

##### **Student Reporting:**

1. Any student who believes that he or she has been the victim of bullying should report the alleged acts immediately to their Counselor. If the student is more comfortable reporting the alleged act to a person other than their counselor, the student may tell any school district employee or volunteer about the alleged bullying.

2. Any SLC employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Program Director as soon as possible, but no later than the end of the school day.

3. Upon receipt of a report of bullying, the Co-Directors or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

##### **Staff Reporting:**

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.

2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Co-Directors or designee as soon as possible, but no later than the end of the school day.

3. Upon receipt of a report of bullying, the Co-Directors or designee shall commence an investigation consistent with the provisions of Section XI of this policy.

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

In order to satisfy the reporting requirements of RSA 193-F:6, the Co-Directors or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying.

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

The Co-Directors or designee 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, or personal conference. If neither is possible, providing a written report will be acceptable. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

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

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

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

1. Upon receipt of a report of bullying, the Co-Directors or designee shall, within 5 school days, initiate an investigation into the alleged act.
2. The Co-Directors or designee shall complete the investigation within 10 school days of receiving the initial report. If the Co-Directors or designee needs more than 10 school days to complete the investigation, the Co-Directors or designee may grant an extension of up to 7 school days. In the event such extension is granted, the Co-Directors or designee shall notify in writing all parties involved of the granting of the extension.
3. Students who are found to have violated this policy may face discipline in accordance with other applicable school policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

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

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

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

#### XIII. Reporting of Substantiated Incidents to the Co- Directors(RSA 193-F:4, II(l))

The Counselor or designee shall forward all substantiated reports of bullying to the Co-Directors or designee upon completion of the Counselor or designee's investigation.

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

1. Within ten school days of completing an investigation, the Co-Directors or designee will notify the parents of the students involved of his/her findings and the result of the investigation.

2. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the School will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

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

The Co- Directors of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy, the Co-Directors may establish further administrative rules or regulations.

#### *Legal References:*

*RSA 193-F:3, Pupil Safety and Violence Prevention Act*

*RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed*

*NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment*

Proposed: 10/06/10

Adopted: 11/03/10

#### First Offense:

1. Both the student and the perpetrator will be separated and interviewed. The perpetrator will need to process with their counselor and if appropriate with the victim.
2. A critical incident report will be completed on the perpetrator and forwarded to all relevant collateral agencies involved with the student.
3. A copy of the critical incident report will be forwarded to the local police department for their review to determine whether the incident will be placed on file and pursued criminally.
4. The student will be removed from the community until they are able to process with staff.
5. Further interventions/consequences may be implemented.

#### Second Offense:

1. Both the student and the perpetrator will be separated and interviewed. The perpetrator will need to process with their counselor and if appropriate with the victim.
2. A critical incident report will be completed on the perpetrator and forwarded to all relevant collateral agencies involved with the student.
3. A copy of the critical incident report will be forwarded to the local police department for their review to determine whether the incident will be placed on file and pursued criminally.
4. The student will be removed from the community and placed in recovery for 1 hour.
5. Further interventions/consequences may be implemented.

#### Third Offense:

1. Both the student and the perpetrator will be separated and interviewed. The perpetrator will need to process with their counselor and if appropriate with the victim.
2. A critical incident report will be completed on the perpetrator and forwarded to all relevant collateral agencies involved with the student.
3. A copy of the critical incident report will be forwarded to the local police department for their review to determine whether the incident will be placed on file and pursued criminally. The student will be removed from the community and placed in recovery for a half day.
4. Further interventions/consequences may be implemented.

#### Fourth Offense:

1. Both the student and the perpetrator will be separated and interviewed. The perpetrator will need to process with their counselor and if appropriate with the victim.

2. A critical incident report will be completed on the perpetrator and forwarded to all relevant collateral agencies involved with the student.
3. A copy of the critical incident report will be forwarded to the local police department for their review to determine whether the incident will be placed on file and pursued criminally.
4. The student will be placed on out of school suspension for one day.
5. Further interventions/consequences may be implemented.
6. A re-entry team meeting will be scheduled to review the incident, the student's IEP and placement.

## **Destruction of Property**

### Statement of Purpose:

The purpose of this policy is to prohibit damage by the students to the building, or the property owned by Seacoast Learning Collaborative, or to property visited by the students while in program.

### Statement of Policy:

Effective immediately, students found guilty of damaging school buildings and/or property will be financially responsible for the damages incurred. A minimum of \$10.00 will be charged to the student. It is expected that the student will pay for the damages within thirty days of the offense, unless otherwise dictated by the court. Failure to do so will result in an immediate team meeting with the special education director to determine the next course of action. The school reserves the right to mandate community service which may occur after hours. The family will be responsible for transportation.

### Definition of Destruction of Property:

**Destruction of property** will include but is not limited to: computer abuse including slamming or using force on the monitor or any of its parts; writing on walls, furniture, books or any other school owned items not intended to be written upon; kicking or punching holes in the walls or kicking of the doors or walls, which could result in structural damage over time.

### Consequences:

1. The student will be financially responsible for the cost of **materials** and **labor**.
2. The student's privileges will be frozen until payment arrangements have been made. In some instances the team reserves the right to order restitution after hours.
3. An incident report will be filed and sent to parents/guardians, LEA and police.
4. Students may be removed from the community depending upon the program and severity of the damage.

## **Horseplay**

### Statement of Purpose:

The purpose of this policy is to prohibit horseplay within the school environment so as to maintain a safe and conducive learning environment.

### Definition:

**Horseplay** is defined as any physical contact met in a joking/kidding manner which is non-threatening and non-sexual in nature.

### Statement of Policy:

Effective immediately, students found guilty of participating in horseplay will be subject to the following penalties:

### First Offense:

1. An incident report will be completed and will be filed, sent home and sent to collateral agencies including the LEA representative.
2. The student will serve 1 period of recovery ( high school).

### Second Offense:

1. An incident report will be completed and filed, sent home and sent to collateral agencies including the LEA representative.
2. The student will serve 2 periods of recovery (high school).
3. The goal of horseplay will be added to the students' individual plan.

### Third Offense:

1. An incident report will be completed and filed, sent home and sent to collateral agencies including the LEA representative.
2. The student will serve 4 periods of recovery (high school).
3. The goal of horseplay will be added to the students' individual plan.
4. A team meeting will be held to discuss behaviors and consequences.

## **Sexual Harassment**

All students have the right to attend school in an environment free of sexual harassment. The school administration disapproves of and will not tolerate sexual harassment under any circumstances.

A definition of sexual harassment may include but is not limited to the following:

- Unwelcome conduct, physical or verbal, that is derogatory to another person and is designed to demean or intimidate
- Conduct that creates an intimidating, hostile or offensive school environment, thus interfering with a student's performance.

Students who have complaints of sexual harassment by anyone in the school are urged to report such conduct to their counselor and program director. Every effort will be made to investigate all complaints as expeditiously as possible. Furthermore, the information provided in the complaint and the investigation process will be handled as confidentially as possible. There will be no retaliation to students for reporting or for assisting in the investigation of good faith sexual harassment complaints. Depending upon the situation, the local authorities will be involved. At the minimum a copy of the critical incident report will be placed on file.

Violations of this policy will result in the following consequences at a minimum:

1. The student/perpetrator will write a formal apology to the victim.
2. An incident report will be filed and mailed to all team members including local authorities.
3. The victim will be advised of their rights to contact the local police department.
4. Depending upon the relationship to the victim and the context in which the incident took place will determine the consequences. At a minimum the student will be placed in ISS and may result in an OSS including dismissal from the program.

## **Aggressive/Assaultive Behaviors**

### Statement of Purpose:

The purpose is to define acts of violence and to promote a safe and disciplined environment, which is conducive to learning

### Statement of Policy:

SLC's goal of providing a safe learning environment requires the prohibition of assaultive or aggressive acts towards other individuals including: punching, hitting, scratching, spitting, and

shoving, kicking, biting, pinching, head-butting, elbowing or other means of coming in contact with someone else with the purpose of causing bodily harm.

Effective immediately students found guilty of participating in such acts will be subject to the following penalties:

First Offense:

1. The local police department will be notified via a critical incident report.
2. At the team's discretion and depending upon program, the student may be sent home for the day and will be suspended the following day.

Second Offense:

1. The local police department will be notified via a critical incident report.
2. At the team's discretion and depending upon program, the student may be sent home for the day and will be suspended for three days out of school.
3. A re-entry meeting involving the student, parents, LEA and outside collateral agencies will be required to review the incident and determine whether any IEP changes need to be made.

Third Offense:

1. The local police department will be notified via a critical incident report.
2. At the team's discretion and depending upon program, the student will be sent home for the day and will be suspended for five days pending a meeting to determine the appropriateness of the placement.
3. A re-entry meeting involving the student, parents, LEA and outside collateral agencies will be required to review the incident and determine whether IEP changes need to be made.

## **Staff Assaults**

In order to maintain the safety of all students, it is imperative that staff be safe. Consequently, any student who jeopardizes the safety of staff will be automatically suspended for up to five days.

**\*\*Note:** A re-entry meeting will be required with the student, family, LEA and outside collateral agencies to review the incident and current IEP needs in order to determine whether SLC is able to meet the student's needs.

## **Personal Safety Policy**

Statement of Purpose:

The purpose of this policy is to define acts of self-injurious behaviors and to promote a safe emotional well being. Such behaviors may include statements of actual acts such as: cutting, burning, biting, huffing, hanging, strangulation, head banging, scratching, ingesting non-food items, hair pulling, promiscuity and any other behavior deemed unsafe by staff.

Statement of Policy:

The following protocol has been implemented to address the above behaviors:

- The student will be removed from the community and will be placed in 1:1 supervision.
- An incident report will be completed, filed, sent home, to special education director and to collateral agencies.

- The family will be notified immediately and a plan and contract for safety will be developed. In collaboration with the counselor, this may result in an automatic transfer to the hospital for evaluation. This may also involve the local police.

## **Stealing**

### Statement of Purpose:

The purpose of this policy is to prohibit stealing of school or staff property within the school environment so as to maintain a safe environment conducive to learning.

### Definition:

**Stealing** (also known as theft) is the wrongful taking of someone else's property without the person's willful consent.

### Statement of Policy:

Effective immediately, students found guilty of stealing will be held financially responsible for the item(s) involved. The police may be notified and charges may be pressed. Payment by the student is expected within thirty days of the offense, unless otherwise agreed to by the team. The school reserves the right to mandate community service as restitution, which may occur after hours. The family will be responsible for transportation.

## **Incident Reports**

In compliance with RSA 193-D, all incident reports documenting a violation of the safe schools act will be forwarded to the Police Department. Additionally, copies of these reports will be mailed to the sending school district and home.

# **ABLE** **Experiential Education**

## **Program Philosophy**

Experiential education is a holistic philosophy, where carefully chosen experiences supported by reflection, critical analysis and synthesis are structured to require the learner to take initiative, make decisions and be accountable for the results, through actively posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, constructing meaning and integrating previously developed knowledge. Learners are engaged intellectually, emotionally, socially, politically, spiritually and physically in an uncertain environment where the learner may experience success, failure, adventure and risk taking. The learning usually involves interaction between learners, learner and educator and learner and environment. It challenges the learner to explore issues of value, relationship, diversity, inclusion and community. The educator's primary roles include selecting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, facilitating the learning process, guiding reflection and providing the necessary information. The results of the learning form the basis of future experience and learning.

Association for Experiential Education

## **The Full Value Contract**

Every program at SLC participates in ABLE at a level that is appropriate for the developmental abilities of the group. Every group begins their ABLE journey by beginning with the development of a Full Value Contract that is specific to the cluster of students that they will be learning with. The Full Value Contract is necessary for the success of the participants. It helps to

foster and craft an atmosphere in which the students feel secure and supported enough to stretch out of their comfort zone and take risks that they normally would not take. The Full Value Contract sets guidelines and rules that everyone agrees to follow and preserve throughout the school year. The process of developing the Full Value Contract encourages caring, understanding and a sense of belonging within the group. It is expected that in order for the group to move forward within the ABLE program that they not only help earnestly develop the Full Value Contract with their peers, but also adhere to the terms as developed and agreed upon.

### **Challenge By Choice**

As mentioned, the activities that students will face are designed to challenge them emotionally and physically. It is our strong belief that students should not be forced, taunted or coaxed into participating in an activity that they are apprehensive about. Our program is designed to give students a choice and the opportunity to explore and act upon their own feelings. Instructors and students alike will help students to discover that they have the ability to select activities that is appropriate for them. It is this core idea that we hope will help students be able to make positive choices for themselves later on in life.

This philosophy does not apply to students that are opting out of activities because they do not like the challenge or are not in the mood for the class. When students are feeling this way, it is the responsibility of the instructor to guide students back to the group while reminding them of the crucial role that they play and their absence may have an effect on the progress of the group. Essentially, we hope that all students will feel valued and relied upon.

### **ABLE Process Sheet**

As a student who missed ABLE (Adventure Based Learning Experience) group today, please answer the following questions after giving each some thought. Please use a separate sheet of paper for your answers to the questions below:

1. How did you feel about coming to school and attending ABLE today?
2. How did you react to these feelings/thoughts?
3. How do you generally feel about participating in ABLE?
4. What do you believe is the purpose of ABLE?
5. What do you believe is the biggest obstacle to you being successful in ABLE?
6. How can the group leaders and your peers help you be more successful in attending ABLE?
7. What do you plan to do in order to attend and be successful in the next scheduled ABLE group?

### **Physical Requirements / Medical Conditions**

ABLE requires that you participate in a challenge course experience. The course is designed to challenge you both physically and mentally while adhering to a strong emphasis on safety. Your level of expected exertion can be described as moderate. From time to time you will be expected to engage in activities that are vigorous in nature such as tennis, fast biking or climbing a ladder.

If you feel as though these activities may present a road block for you, please discuss this with your program counselor. If you have a past or present medical condition that may interfere with your participation, please contact your physician and the Experiential Education Coordinator.

Below is an example of specific conditions which should be cleared by a physician before participating on the challenge course.

- Pregnancy



- Kidney or liver transplant
- Healing fracture or joint surgery
- Recent surgery

Students will not be permitted to participate on the challenge course until parents have completed and signed the Youth Medical History form included with your 5 intake paperwork.

### **Appropriate Dress**

ABLE students are expected to dress appropriately for their experiences. Letters to parents are mailed out at the beginning of the school year to inform them of what clothing and materials you will need for certain seasons and activities. It is the responsibility of your parents to provide you with the appropriate materials. However, it is your responsibility to make sure that the needed items are brought to school. If you are not prepared because you are either dressed inappropriately or do not have the correct or sufficient materials for the activity, you will, unfortunately, have to remain in the program that day and complete desk work. This is never to be seen as a punishment, it is for your safety and best for the group. We can not risk having students get dangerously ill in the winter or dirty without a change of clothes in the summer. If you should have any questions in regards to “appropriate dress”, please speak to your student’s counselor or the Experiential Education Coordinator. Always ask your teacher for a copy of the weeks schedule so that you can prepare and you are permitted and encouraged to leave clothing at school so you do not forget to bring it in or need a change of clothes.

Below you will find a list of essential clothing for certain seasons and a list of prohibited clothing or means of dressing for ABLE.

Necessary Winter Items: If at all possible, all items should be of Gore-Tex material or some other waterproof type material. If you should need help in locating such items, please call the Experiential Education Coordinator.

- A winter hat that can be pulled down to cover the ears. The hat should be windproof.
- Winter gloves. Waterproof, well insulated mittens will keep the hands warmer since each finger is not separated, but a good pair of gloves will suffice.
- A winter coat with functioning zippers or snaps.
- Snow or ski pants.
- Well insulated winter boots.
- Wool socks, **NOT** cotton. Cotton holds moisture and wet feet are cold feet.
- A balaclava or other type of winter wind/cold shield.
- Heavy, long-sleeved shirt or sweater to wear under coat.
- If available, students may wish to wear UV sunglasses on bright days. Snow blindness caused by the sun reflecting off of the snow can make it difficult for students to safely participate in some of the activities.

Necessary Summer Items: Summer weather can be just as uncomfortable and risky as winter weather. Students may be required to spend up to 3 hours a day participating in outdoor activities. It is essential that they are as comfortable as possible and prepared for inclement weather even during the hot and sometimes cool, wet summer months.

**Insect Repellent:** Students may be exposed to biting insects such as ticks and mosquitoes which may carry infectious diseases. One of the best protections from biting insects is to cover the skin as much as possible and use an insect repellent on the remaining exposed skin. If students

do not feel comfortable wearing long pants and long sleeves during the hot summer months, they may choose to wear short sleeved shirts and t-shirts and apply insect repellent directly on their skin. The Center for Disease Control recommends the following: *All of the EPA-registered active ingredients have demonstrated repellency however some provide more, longer lasting protection than others. Additional research reviewed by CDC suggests that repellents containing DEET (N, N-diethyl-m-toluamide) or picaridin (KBR 3023) typically provide longer-lasting*

*protection than the other products and oil of lemon eucalyptus (p-menthane-3, 8-diol) provides longer lasting protection than other plant-based repellents. Perethrin is another long-lasting repellent that is intended for application to clothing and gear, but not directly to skin. In general, the more active ingredient (higher concentration) a repellent contains, the longer time it protects against mosquito bites. People who are concerned about using repellents may wish to consult their health care provider for advice. The National Pesticide Information Center (NPIC) can also provide information through a toll-free number, 1-800-858-7378.*

## **Extreme Weather Protocol**

Students face many risks when participating in ABLE. Participating in activities outdoors presents many natural risks that students must be prepared to face. Weather and rapidly changing conditions can pose a serious threat to the well being of participants.

### Cold weather Guidelines:

The cold air alone can be deadly but when the air is moving it feels much colder. The wind chill is the effect of the wind on people and animals. The wind chill temperature is based on the rate of heat loss from exposed skin caused by wind and cold and is to give you an approximation of how cold the air feels on your body.

As the wind increases, it removes heat from the body, driving down skin temperature and eventually in internal body temperature. If the temperature is 0 degrees F and the wind is blowing at 15 mph, the wind chill temperature is 19 degrees F.

Students will remain indoors when the temperature outdoors is colder than 0 degrees F. Students always need to arrive at school prepared to participate in outdoor activities. Since weather fluctuated rapidly, students that may not go outdoors in the morning may be expected to do so later in the day.

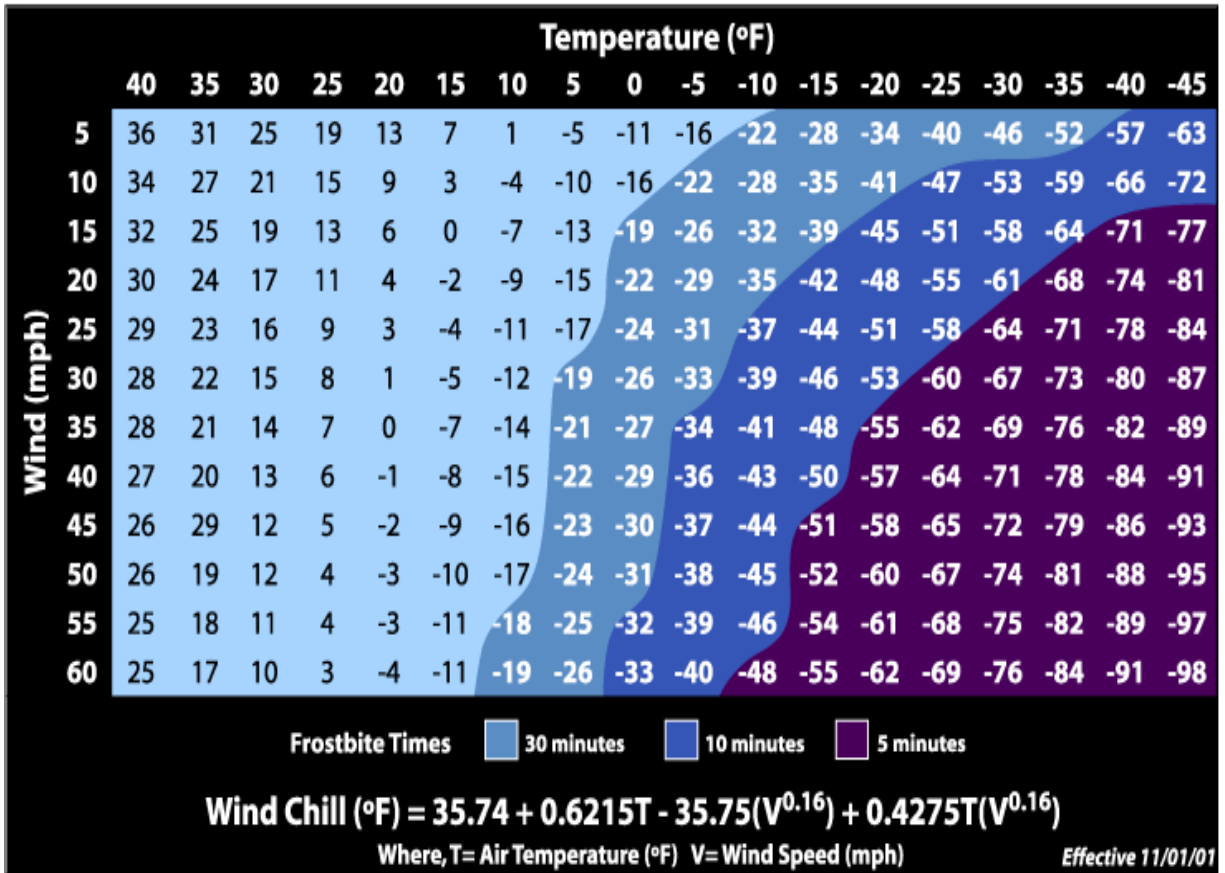
The attached chart can assist you in determining the outdoor temperature including wind chill as a factor.

Wind Chill	Cold Threat
40°F to 21°F	COLD. Unpleasant.

20°F to 1°F	VERY COLD. Very unpleasant.
0°F to -19°F	BITTER COLD. Frostbite possible. Exposed skin can freeze within 5 minutes.
-20°F to -69°F	EXTREMELY COLD. Frostbite likely. Exposed skin can freeze within 1 minute. Outdoor activity becomes dangerous.
≤ -70°F (≤ -57°C)	FRIGIDLY COLD. Exposed skin can freeze in 30 seconds.



# Wind Chill Chart



## Prohibited Items

Students participating in ABLE are expected to “be with the group” at all times. ABLE provides students with an experiential approach to learning many things such as team work, leadership training, patience and a deep understanding as to what it means to be responsible for somebody other than themselves within a wide range of different environments. In order to be able to be successful within this approach, students need to be focused on the group and the fewer the distractions and the better prepared the group will be emotionally, physically and technically, the more apt they are to achieve success. Some prohibited items may seem obvious, other not so obvious prohibitions are in place to help support the comfort level of students working closely within a group.

### Prohibited Items:

- Barefoot or inappropriate footwear (sandals, untied footwear or footwear without shoelaces or Velcro).
- Soiled or tattered clothing.
- Shirts bearing midriff, halter tops, tank tops etc.
- Shirts with inappropriate slogans or advertising.
- Weapons, drugs, alcohol, tobacco products or other items strictly prohibited as outlined in this student handbook.
- Pens or pencils in pockets.
- Cell phones or music players.

## **Program Expectations**

Students are expected to come to class prepared. By prepared, your instructor is expecting you to be dressed appropriately, be alert and ready for a challenge, and be emotionally equipped to work with adults and classmates that you may be annoyed or in conflict with. ABLE is to be a place where every participant can feel free to express themselves and challenge themselves to their ability without being ridiculed or laughed at. In general, if you follow the expectations of your program, you are ready to be successful in ABLE.

## **The 10 Stepping Stones to Success**

1. Be Present
2. Be Respectful
3. Take a Chance
4. Communicate
5. Listen
6. Be Safe
7. Help
8. Be Enduring
9. Be Open
10. Support Someone

## SEACOAST LEARNING COLLABORATIVE/SEACOAST ACADEMY

### ACCEPTABLE USE POLICY

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

**Students must:**

1. Respect and protect the privacy of others.
  - Use only assigned accounts.
  - Not view, or copy passwords, data, or networks to which they are not authorized.
  - Not distribute private information about others and themselves.
2. Respect and protect the integrity, availability, and security of all electronic resources.
  - Observe all network security practices, as posted.
  - Report security risks or violations to a teacher or network advisor.
  - Not destroy or damage data, networks, or other resources that do not belong to them.
  - Conserve, protect, and share these resources with other students and Internet users.
3. Respect and protect the intellectual property of others.
  - Not infringe copyrights (no making illegal copies of music, games, or movies!).
  - Not plagiarize.
4. Respect and practice the principles of community.
  - Communicate only in ways that are kind and respectful.
  - Report threatening or discomfoting materials to a teacher.
  - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
  - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
  - Not use the resources to further other acts that are criminal or violate the school's code of conduct.
  - Not send spam, chain letters, or other mass unsolicited mailings.
  - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

**Consequences for Violation:** Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

**Supervision and Monitoring:** School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or person, or to protect property. They may also use this information in disciplinary actions, and furnish evidence of crime to law enforcement.

**I ACKNOWLEDGE AND UNDERSTAND MY OBLIGATIONS:**

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

\_\_\_\_\_ Parent/  
Guardian Date

**PARENTS: PLEASE DISCUSS THESE RULES WITH YOUR STUDENT TO ENSURE HE OR SHE UNDERSTANDS THEM.**

**THESE RULES ALSO PROVIDE A GOOD FRAMEWORK FOR YOUR STUDENT'S USE OF COMPUTERS AT HOME, AT LIBRARIES, OR ANYWHERE.**

**FOR MORE INFORMATION, SEE [www.cybercrime.gov](http://www.cybercrime.gov).**

## Seacoast Learning Collaborative Approved Plan for Physical Escort

A physical escort is not to be used at SLC with the exception of the following situations:

- A student is in immediate danger and is refusing to leave the area, i.e. fire, in the road, medical emergency
- A student's team has determined that it is necessary and has a written plan signed by parent/guardians, school district, SLC and/or any other party that is an integral part of the student's planning team.

Should a physical escort be necessary for a student, the following needs to occur:

- Consultation with TCI trainer regarding previously tried techniques
- A written plan is developed indicating when an escort would be used (utilize Individual Crisis Management Plan).
- The following technique will be implemented:
  - With their outside hands, staff will take hold of the student's arms, above the wrist area (figure 1).
  - Staff will then slide their arms under the student's armpits (figure 1).
  - Staff will then bring the student's arms across the plane of their bodies, bringing the student's hands to the staff's waist. This is called the Yoke Position (figure 2).
  - Staff will walk forward while the student will be facing backward.
- Complete incident report



Figure 1

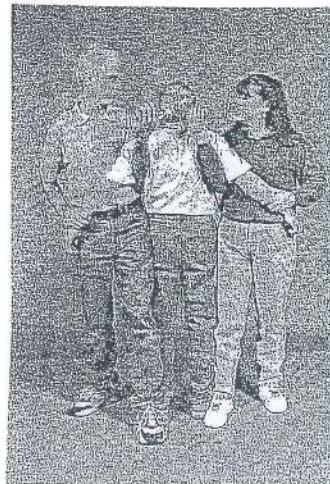


Figure 2



Addendum to "Approved Plan for Physical Escort"  
as listed in SLC Handbook

If a student is too small to make the above-listed SLC Approved Escort effective or manageable, the following escort method can be used:

- From behind the child, the staff person should push forward on the back of the child's upper arms which will automatically cross the child's arms in front of him. (Figure 3)
- The staff person staying behind the child, grasps the child's crossed arms above the wrist (Figure 4), and secures the arms by locking the elbows. This is done by placing the child's top arm under the other arm, resulting in the child's wrist under the elbow. The staff person should have his hands on the child's opposite arm (i.e. the staff person's right arm is on the child's left arm). (Figure 5)
- The staff person can walk the child backwards slowly, keeping the child close and secure.
- An incident report will be written by the staff person.



Figure 3



Figure 4



Figure 5