



SEACOAST
LEARNING COLLABORATIVE

Student/ Parent Handbook

2025 – 2026

Elementary and Middle School

Seacoast Learning Collaborative

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www.slconline.org

Welcome to Seacoast Learning Collaborative

Welcome to Seacoast Learning Collaborative. The information contained in this Student / Parent Handbook should be helpful for both students and parents. A thorough understanding on this handbook will enable you to know how our school works and what is expected of all members of our therapeutic school community.

The therapeutic environment at our school includes a comprehensive academic curriculum and therapeutic program including clinical therapists and related service providers including speech and language pathologists, occupational therapists, music therapists, BCBA consultants and a contracted art therapist. In addition, we offer an adventure-based group counseling program as well as yoga/mindfulness and relaxation. Our goal is to ensure that your experience is both positive and successful. Thank you for your support!

Sincerely,

Kathleen Harris, M.A. LCMHC

Co-Director / Clinician

Patrice Chandler, M.S.

Co-Director

Seacoast Learning Collaborative Elementary/Middle School Staff

2025-2026

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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

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.**

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 to 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 cooperation and good sportsmanship.

Program Schedule:

Arrival: 8:45am Delayed opening: 10:45am

Dismissal: 3:00 pm

Early Release day dismissal : 12:45pm

Remote Schedule: Day begins at 9:15am; Lunch break 12:00; Dismissal: 2:00pm

Program Description

SLC / Elementary and Middle School

The primary objective of this program is to develop a student's skills in the basic academic areas of reading, writing and mathematics; social communication and integration; and daily living skills. The core curriculum is supplemented by instruction in the content areas of science and social studies. Our goal is to be flexible, creative and respectful of the therapeutic process in our daily interactions with the students. The program is individualized in accordance with the student's Individual Education Plan (IEP) goals and modifications/accommodations as developed by their educational team. The classroom environment uses a multi-modal approach of both verbal and visual supports for students. There is a behavior management program incorporated into the program that offers positive reinforcement for appropriate behaviors along with consequences for problematic behaviors as well as a way to help students increase their self-esteem.

Our program uses a multi-disciplinary model. Our team consists of certified special education teachers, speech and language staff, occupational therapists, licensed counselors, paraprofessionals, BCBA consultant and other specialists as needed. This team may consult with a student's legal, medical, therapeutic and other outside collaterals as a part of our services. Our team may also conduct "wrap around" meetings with these outside collaterals as a method to better organize and formulate treatment plans within this school setting.

Behavior Management System/Middle School

The Level System

Expectations for all students:

Stay on task
Respect others
Respect property
Use appropriate language
Accept redirection

Target Goals:

Will be developed with students and the Middle School team.
Individualized
Connected to IEP goals

Level 1-Privileges (65% of total weekly points)

- Lunch in lunchroom if student has no make-up work.
- Recess in the classroom.
- Quiet game during recess.

Level 2-Privileges (75% of total weekly points)

- Lunch in the lunchroom if no make-up work.
- Recess inside or outside at staff discretion.
- Eligible to attend field trips at staff discretion
- **One snack pass**
- **One ten minute pass**

Level 3-Privileges (85% of total weekly points)

- Lunch in the lunchroom
- Recess outside or inside at staff discretion.
- Eligible to attend field trips at staff discretion
- **One snack pass**
- **One skill page pass per week.**
- **One class pass per week.**

Level 4-Privileges (95% of total weekly points)

- Lunch in the lunchroom
- Recess outside or inside at staff discretion.
- Eligible to attend field trips.
- May bring in one item from home with staff approval.
- **Two snack passes**
- **One skill page passes per week.**
- **One 1.5 pass per week.**

Level Bust may occur for the following:

Leave the building, any physical contact, destruction of school property, refusing to go to class, blatant disrespect.

There are weekly goal meetings with opportunities to move up and down, or remain on the same level each week. If a student is level busted, they will meet with their counselor but remain on that level until the next goal period.

Behavior Management System/Elementary

The elementary program utilizes a level system to address the behavioral needs and goals of each student. Specific behaviors are targeted and positive reinforcement is provided to students for completing tasks or behaving in desired ways. Classroom rules stating specific behaviors and good choices are posted for the students to view daily. Staff also process appropriate choices with students as they occur.

The level system has been developed to assist students in accessing various privileges throughout the day based on what level they are on from the previous day's behavior. Levels are assessed daily in an effort to motivate and encourage students to make positive changes throughout the day, despite any difficulty they may be having. Points are tallied at the end of the day and will determine what level the student will be on the following day. A Level bust can occur immediately based on severity such as: leaving the building, any physical contact, destruction of school property, refusing to go to class, blatant disrespect.

Level 1	Level 2	Level 3	Level 4	Level 4+
<ul style="list-style-type: none"> • Recess in the classroom • Assigned lunch spot • No field trip 	<ul style="list-style-type: none"> • Recess in the classroom • Assigned lunch • Field trip at teacher discretion 	<ul style="list-style-type: none"> • Gym or outdoor recess • Field trips • Choice of lunch table indoors 	<ul style="list-style-type: none"> • Gym or outdoor recess • Field trips • Option to arrange lunch date with staff or student on level 3 or 4. • Choice of lunch table location indoors • 1 item from home to be used at recess 	<ul style="list-style-type: none"> • Technology in free time • Snack pass • All other level 4 privileges
Below 50%	50%-74%	75%-90%	90%-100%	Over 100% as received bonus points for going above and beyond

Individualized behavior plans are developed as needed for specific students.
At times, this may require one to one support to ensure successful implementation.

Guidelines for Good Bus Behavior

- Talk nicely to one another, Be respectful
- Cell phones are only used for playing games or listening to music.
- Phones/game systems are to be on silent/NO VOLUME
- NO calls are to be made, NO picture taking, NO videos, no texting between students! HEADPHONES/EARBUDS are required!!!!
- Game systems are not to be shared or to play against one another.
- When listening to music, be respectful of others and refrain from singing out loud
- Use appropriate language
 - no swearing or offensive language
 - use indoor voices
- Be safe
 - Keep your hands to yourself
 - Do not throw things
 - Be careful not to distract the driver
 - Follow the directions of the driver
 - Keep your hands inside the bus
 - Please do not yell from the bus or make any gesture to traffic
 - Wear your seatbelts at all times
 - Remain seated until the bus comes to a complete stop.
 - Doors remain closed until driver indicates it is time to depart.
- Use your strategies: talk with your team/driver if you are frustrated with a bus situation before it leads to a problem
- Violations of these guidelines can result in :
 - Bus write ups
 - Consequences at school /written apologies
 - 3 bus write ups in a quarter will result in loss of off grounds privileges for one week
 - Students bus ride to and from school is an extension of their school day. Let's work together to resolve issues that may arise. It is important to let staff know of issues when students are not abiding by these guidelines.

- **Progress Reports / Report Cards**

- Progress reports (IEP)/report cards are issued on a quarterly basis. They review the student's current level of academic and social/behavioral growth. Students will also receive a mid-term progress report to give feedback to parents/guardians midway through the quarter.
- In the Middle School, student report cards utilize a letter grade system. This helps students to develop a sense of accomplishment and be held accountable for their assignments. Teachers utilize a variety of activities for assessment (projects, oral presentations, written tests, weekly spelling, math and reading tests, journals, etc.).
- The Elementary program utilizes a standard other than letter grades to help develop a sense of accomplishment, success and to build on the student's self-esteem.
- If specifically requested by school districts, or parents, progress reports can be provided over shorter intervals for individual students.

- **Homework**

- Homework will be based on the individual needs of each student. This helps students with organization and future transition.

- **Counseling**

- Counseling is provided to each student as part of our therapeutically based program. Students are offered both individual and group counseling. The goals of counseling are to:
 - develop a nurturing, therapeutic relationship with the students to help them develop a trusting, working relationship with the program staff,
 - to provide a safe environment for the student to explore problematic issues which impede their learning;
 - to assist them in understanding their feelings which may lead to their impeding behaviors and
 - to assist the student in learning and practicing new, effective strategies to enhance their academic and social development.

Emphasis is placed upon respecting the choices that the student makes in an effort to reinforce the necessity of their taking responsibility for their actions and the results of those actions. The program expectation is that the student will begin to make more appropriate choices that lead to outcomes that are more positive. To assist in this process our staff consistently provides support, empathy and guidance to facilitate each student's growth. The Life Space Interview is utilized to assist students with clarifying events/feelings, return the student to baseline, teach new coping skills and reintegrate the student back into program.

Parents are encouraged to use daily electronic reporting sheets and/or a home/school journal to foster communication between themselves and their student's program staff. Parents are encouraged to contact their student's counselor with any questions, concerns or important information regarding their student. Should a parent be interested, the counselor is also available to work with the family regarding behavior management issues at home and/or can assist with referrals to community-based programs.

All Programs

General Guidelines for Parents:

- Provide Seacoast Learning Collaborative with the proper medication and required documentation if your child needs to take medication during the school day.
- Please call/email the school/Counselor 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.
- Inform Seacoast Learning Collaborative of any dietary needs or allergies of their student.
- Provide your child with the appropriate clothing according to the season and any special school dress codes or policies.
- Keep your child 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 your child.
- Maintain an ongoing communication with program staff about your child.

New Students

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

Definition of Therapeutic Intervention

New Hampshire Private Special Education Association (NHPSEA) Definition of Therapeutic Intervention as it pertains to the Definition of Seclusion in RSA 126:U.

Therapeutic Intervention in a school or residential setting refers to targeted support and strategies designed to address each student's emotional, social, psychological and physiological needs.

- Targeted Support: Tailored assistance directed as specific student needs
- Emotional, Social, Psychological and Physiological Needs: These encompass a wide range of concerns, from emotional and physical regulation to social skills and behavior management.
- Strategies: These might include counseling, social skills training, mindfulness options, student identified activities or other practices aimed at improving mental and physical well-being.

Therapeutic interventions may include, but are not limited to the following: (These are in no particular order)

- Interventions specifically defined in the IEP or behavior plan
- Attempts to establish rapport
- Prompts to have the student using coping strategies
- Clarifying expectations
- Prompts for self-reflection

- Asking student what might be helpful
- Reminders of opportunities available later
- Reminders of students past success
- Directing the student to stop/change behavior
- Provides student space
- Provides a reduction in sensory stimulation
- Offering student alternatives
- Presents student with a weighted choice
- Attempt change of face (i.e. different staff)
- Changes the environment around the student
- Provided a reset or directed time out
- Provides a touch prompt
- Anytime a staff member is being helpful to a student
- Hurdle help
- Proximity
- Redirection
- Prompting
- Sensory strategies
- Caring gestures
- Managing the environment
- Change of space
- Change of face
- Time
- Space
- Mindfulness options
- Student identified activities
- Talk with counselor/co-regulator
- Directive statements

The goal in using therapeutic intervention is to create a supportive environment that promotes each student's mental health, physical well-being, enhances their ability to learn and fosters positive relationships within the school community.

Recovery-Alternative work space-Chill out

Every attempt is made to encourage students to remain in the classroom and use strategies that can help them make positive choices. Should they need an alternative space, the goal is for them to be able to advocate for their needs, use the space well and be able to return to the classroom in a better frame of mind.

Chill out:

The purpose of this room is to provide a location for a brief period of time (no more than 15 minutes) to relax and regroup. Students may relax in the swing, listen to calming music, engage in an art activity, use a weighted blanket, breathe in/breathe out, do some mindful minutes, or JUST CHILL!

Recovery Room:**Statement of Purpose:**

The purpose of a recovery space is to break an individual's cycle of behavior that influences their ability to learn. A student may earn recovery time because of a failure to comply with classroom or programmatic exceptions resulting in a generalized state of disruptiveness and non-compliance. Students may also place themselves in recovery or staff may ask them to utilize an alternative space as a means of coping with their state of emotional dysregulation, increased agitation or increased 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. 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/recovery. This teaching time involves identifying precipitants/triggers while examining future coping skills to prevent reoccurrence. See LSI below.

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/baseline behavior
- 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 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

Attendance directly affects student's progress, creating inconsistency in their learning. Frequent absences can affect the additional services provided by OT and Speech and interfere with achieving mastery on student IEP goals. Attendance is taken daily. **It is the responsibility of the parent to contact the school by 8:00 am on the day of the absence and indicate the reason for the student's absence.** It is also the parent's responsibility to notify the transportation company of their child's absence. If a parent has not contacted the school, counselors will try to contact a parent/guardian to verify a student's absence. In some cases, the sending school district will be contacted as well. Excused absences will be granted with a note from the parent/guardian.

It is the student's responsibility to make up missed assignments. Individual students may be expected to follow their sending districts attendance policy. Excessive absences will be reviewed by the students' team (including the LEA) and will be considered in the grading process and determination of student level.

Make up work when a student is absent:

- Parent request: allow 24 hours for the teacher to gather work.
- Students will be given a specified period of time to make up the work depending on the length of absence.
- Depending on the reason for the absence, a student may be required to complete work through free time/recess at school.

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 member from SLC. We will try to accommodate our schedules and support the students in any way possible.

Regular Phone Use

The phones at Seacoast Learning Collaborative 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 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.

Dress Code

The Seacoast Learning Collaborative and Seacoast Academy seeks to provide an environment that communicates respect for individuals. Standards of dress are required 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 steel toed boots or shoes.**
- No torn/tattered clothing revealing undergarments or excessive skin.
- Blankets, pillows, and stuffed animals are not permitted.

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.

School Closure

Information regarding school cancellation or a delayed opening due to inclement weather is made available on the school website (www.slconline.org), the local TV station (WMUR, Channel 9) and by the use of SLC One Call Now 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. Each student is assigned a locker to safely store their items.

Cell Phones / Electronic Devices

- Cell phones are prohibited from being used during the school day. They are to be turned off and kept in their locker until the time of dismissal. Students are not permitted to use their phone while waiting for the bus.
- Should a student be found in possession of these, they will be confiscated, and consequences will be imposed. Upon the third violation of this policy, the student will be considered a “habitual offender”. This will result in the item being confiscated and the parents/guardian will be responsible for picking up the confiscated item.
- **At no time are students allowed to take pictures or videos on SLC campus and/or during SLC transports.**

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 including:

- Bullying,
- Teacher Misconduct,
- The use of child restraint practices as outlined in RSA- U 126

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 can be made to the Co-Directors.
3. 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 meeting with one of the Co-Directors.

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.

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 seat belt on, using appropriate language and respecting other students.
- All school rules are in effect on the bus. Bus conduct reports may be 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 bus must be directed to the Transportation Department at the Seacoast Learning Collaborative or the district's transportation company (i.e. it is the 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 when a student's bus behavior will be consequence at school.

***Please note:** If a student receives 3 write ups in a quarter, their bus privileges for off campus activities will be suspended for one week.

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 at school ill or become 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 and Seacoast Academy 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.

First Offense:

1. Level bust to a level 1 for one week.
2. One day suspension.

Second Offense:

1. Level bust to a level 1 for one week.
2. Three days out of school suspension.

Third Offense:

1. Level bust to a level 1 for two weeks.
2. Five days out of school suspension.
3. Meeting with parents, special education director and collaborative team members to discuss appropriateness of placement.

****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 and Seacoast Academy have a zero tolerance policy for the use/abuse of illegal substances.

The purpose of this policy is to clearly state SLC/SA'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) 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 all 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 and Seacoast Academy have zero tolerance for the use/abuse of illegal substances as defined in the policy.

Seacoast Learning Collaborative/Seacoast Academy 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 (out of school suspension) time including and up to discharge from the program.

Weapons in the School**Statement of Purpose:**

Seacoast Learning Collaborative/Seacoast Academy have 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:

SLC 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 issues, 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-Director 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 Program Director 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 Program Director 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-Director 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 Program Director or 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 Executive Director 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 Program Director 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 Program Director or designee needs more than 10 school days to complete the investigation, the Executive Director or designee may grant an extension of up to 7 school days. In the event such extension is granted, the program Director 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-Director 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-Director 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 Executive Director 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

Consequences:

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.
4. The student will be removed from the community and placed in Recovery for a half day.
5. 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 director. 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 or on Saturdays. 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 (in amounts over \$50).
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 Block of assigned work/Recovery

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 blocks of assigned work/Recovery
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 blocks of assigned work/Recovery
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 Recovery 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 may 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 may 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

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.

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 harm to themselves or others, and/or 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.
- The family will be notified immediately and a plan and contract for safety will be developed before a student leaves school. In collaboration with the counselor, this may result in an automatic transfer to the hospital for evaluation or a call to 988 for assistance. This may also involve the local police.
- Should an evaluation and or hospitalization be required, a re-entry meeting will be scheduled with the family before the student returns to program.
- An incident report will be completed, filed, sent to parent, special education director and to collateral agencies

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, parent/guardians and collateral contacts.

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.

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 roadblock 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 that 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 deskwork. This is never to be seen as a punishment, it is for your safety and best for the group. We cannot 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 a Co-Director. Always ask your teacher for a copy of the week’s 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 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. Permethrin 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.

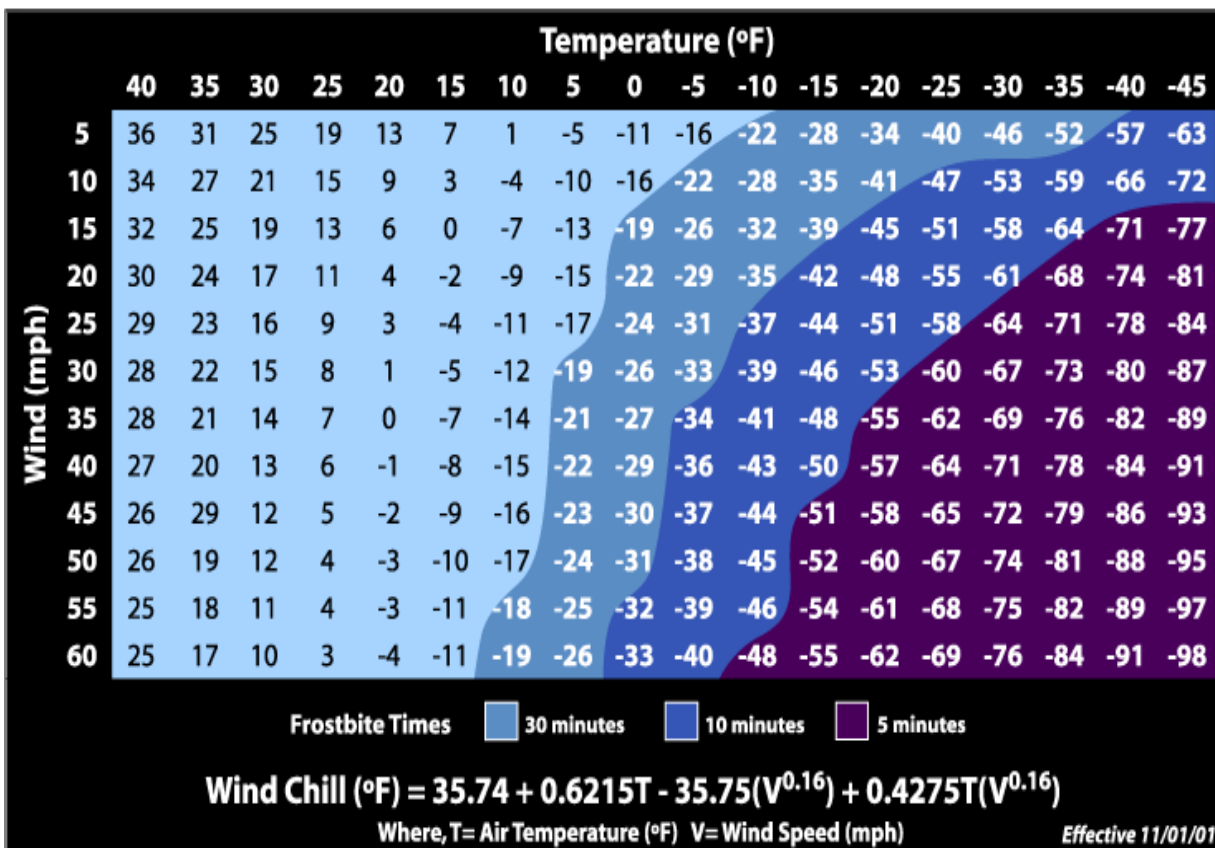
Students always need to arrive at school prepared to participate in outdoor activities. Since weather fluctuated rapidly, students that may not go outdoors in the morning may be expected to do so later in the day.

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

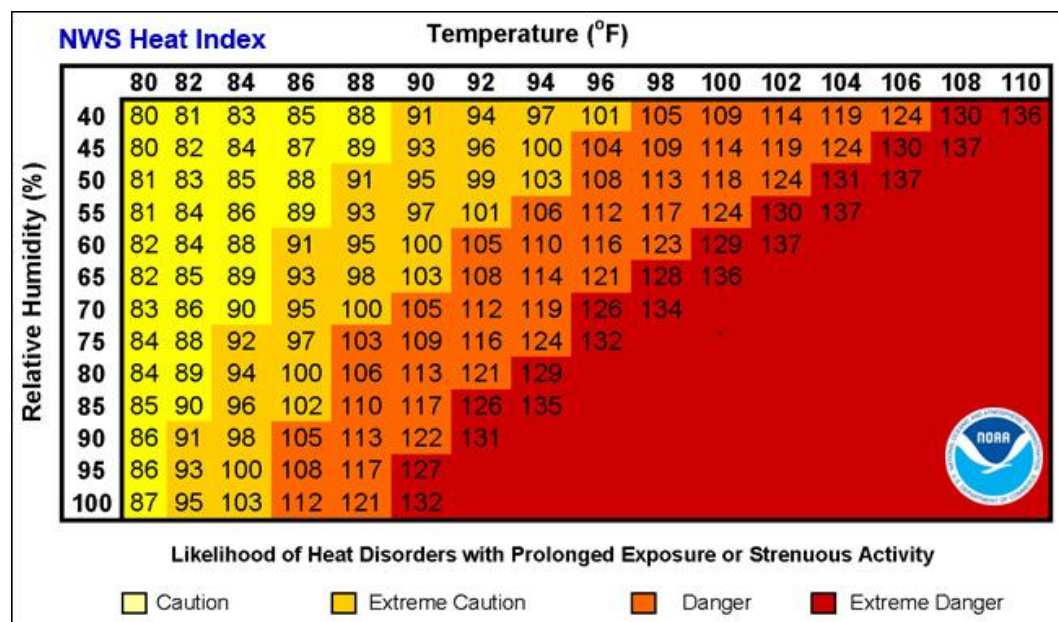
Wind Chill	Cold Threat
40°F to 21°F	COLD. Unpleasant.
20°F to 1°F	VERY COLD. Very unpleasant.
0°F to -19°F	BITTER COLD. Frostbite possible. Exposed skin can freeze within 5 minutes.
-20°F to -69°F	EXTREMELY COLD. Frostbite likely. Exposed skin can freeze within 1 minute. Outdoor activity becomes dangerous.
≤ -70°F (≤ -57°C)	FRIGIDLY COLD. Exposed skin can freeze in 30 seconds.



Wind Chill Chart



Hot weather guidelines:



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

SEACOAST LEARNING COLLABORATIVE

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.
- Do not use 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 discomforting 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.