

Student & Parent **Handbook**

Colebrook Academy & Elementary School
North Point, CTE



2024

2025



27 Dumont Street Colebrook, NH 03576 603-237-4801

Table of Contents

MISSION, VISION & VALUES	4
SCHOOL PROFILE.....	5
EXPECTATIONS.....	5
REPORTING ABSENCES	6
COLEBROOK SCHOOL BOARD.....	6
2024-2025 CALENDAR.....	7
BELL SCHEDULE	8
PROGRESS GRADES AND REPORT CARDS.....	9
ACADEMICS.....	9
PARENTAL INVOLVEMENT IN EDUCATION.....	9
PARENT – TEACHER CONFERENCES	9
ISSUES SURROUNDING CHILD CUSTODY.....	9
COMMUNICATION / CHAIN OF COMMAND.....	10
MEDICATION POLICY	10
ACCIDENTS OR ILLNESS	10
STUDENT ADMINISTRATION PROCEDURE.....	10
CHANGE OF ADDRESS	11
STUDENT TRANSFERS	11
SCHOOL MEAL INFORMATION	11
SCHOOL DAY.....	11
OFFICE HOURS.....	11
NURSES HOURS	11
ARRIVAL.....	12
DISMISSAL.....	12
ENTRANCES & EXIT DOORS FOR BUS RIDERS AND PRIVATE CAR RIDERS	12
DELAYED START / EARLY DISMISSAL	12
STUDENT ATTENDANCE EXPECTATIONS	12
DAILY ATTENDANCE	13
MAKE-UP WORK.....	15
HOMEWORK.....	15
STUDENT CODE OF CONDUCT & CONCEPT OF DISCIPLINE.....	15
GRADUATED SYSTEM OF SUPPORTS AND INTERVENTION STRATEGIES	16
GRADUATED AND AGE-APPROPRIATE DISCIPLINARY CONSEQUENCES.....	16
MTSS-B (MULTI-TIER SYSTEM OF SUPPORT FOR BEHAVIOR).....	16
MAJOR VS. MINOR BEHAVIORS.....	17
MINOR INFRACTIONS.....	17
MAJOR INFRACTIONS	17
SAFE SCHOOL ZONE REFERENCED POLICIES	17

RESTORATIVE PRACTICES	17
RESTORATIVE PRACTICES PRINCIPLES	17
RESTORATIVE PRACTICES PROCESS.....	18
IN SCHOOL SUSPENSION.....	18
OUT OF SCHOOL SUSPENSION.....	18
EXAMPLES OF DISCIPLINARY INFRACTIONS, CONSEQUENCES, PROGRESSION DEPENDING ON SEVERITY.....	19
INFRACTION	19
GRADUATED CONSEQUENCE	19
BUS DISCIPLINE	20
DRESS CODE.....	20
STUDENT ASSISTANT PROGRAM.....	21
WEBSITE	21
WELLNESS COMMITTEE	21
STUDENT ELIGIBILITY FOR SCHOOL ACTIVITIES/DRIVING	21
SAFETY	22
FIRE AND EMERGENCY EVACUATION.....	22
SCHOOL RESOURCE OFFICER.....	22
ACTIVE SHOOTER TRAINING	23
SUPPORTS FOR STUDENTS.....	24
SPECIAL EDUCATION REFERRAL PROCESS.....	24
POLICY & DISCLAIMER.....	25
APPENDIX	26
STUDENT CONDUCT	26
STUDENT DISCIPLINE AND DUE PROCESS.....	28

This handbook is subject to change as policies and procedures are undated during the 2024-2025 school year.



MISSION, VISION & VALUES

MISSION STATEMENT

Colebrook Academy & Elementary School District uses our collective resources to prepare all students for success in whatever path they choose.

VISION

The CAES school community is committed to establishing and maintaining high standards for all members to achieve and strives to provide a school culture and climate where caring, respect, collaboration, accountability, and integrity are the guiding principles.

VALUES

At Colebrook Academy and Elementary School, we are committed to supporting the learning and behavior needs for all students through Mohawk Pride.

Positivity - Developing the ability to encourage others, ask for help, and be welcoming and inclusive to others.

Respect - Listening and respecting others' abilities, and being polite, patient, and illustrating good manners.

Integrity - Demonstrating high levels of honesty, appropriate behavior, and standing up for others.

Determination – Taking risks, learning something new, and not giving up when things get hard.

Empath – Recognizing when someone needs assistance and supporting them.

COLEBROOK ACADEMY

SCHOOL PROFILE

School Mascot: Mohawk

Colebrook Academy is located in Colebrook, New Hampshire. It services students in grades 9-12 from the surrounding communities. Our campus sits on several acres in town with conveniently located athletic fields against a beautiful view of Mt. Monadnock.

Colebrook offers a challenging curriculum designed to meet all the needs of its diverse student population. Course offerings include college and career preparatory levels as well as a selection of Project Running Start, Advanced Placement, dual-enrollment college courses, and school to work opportunities. A variety of elective offerings include art, business technology, film and culture, music, vocational studies, and wellness.

Colebrook will be offering a variety of courses for students who would like to specialize in a specific area of study through its North Point CTE center which includes Automotive, Health Sciences, Education, Information Technology, and Hospitality & Culinary. In addition to academics, a variety of co-curricular programs and activities are available for students. For more information see our website www.csd.sau7.org or follow us on Facebook.

EXPECTATIONS

ACADEMIC EXPECTATIONS

- Communicate effectively
– orally and in writing
for a range of purposes.
- Appropriately use technology and other resources to investigate and solve problems, conduct research, and demonstrate mastery of learned information and skills.
- Demonstrate proficiency in reading, writing, math, science and social

TRANSFERRABLE SKILLS EXPECTATIONS



REPORTING ABSENCES 24/7 Message Line: 237-4801 x 0

CONTACTS	Name	PHONE
Principal	Kimberly Wheelock	237-4801 x 1104
Principal Administrative Assistant	Valerie Maxwell	237-4801 x 1102
Assistant Principal	Stephanie Cameron	237-4801 x 1106
Career & Technical Ed Director	Emilie Hall	237-4801 x 1103
Guidance Counselor Prek-6	Amy Caron	237-4801 x 1107
Guidance Counselor 7-12	Brandi Covell	237-4801 x 1105
Social-Emotional Interventionist	Val Rella	237-4801 x 1111
Student Assistant Program Coordinator	Lyndsay Devine	237-4801 x 1109
Guidance Administrative Assistant	Anna Britton	237-4801 x 1103
Nurse & Health Director	Devon Phillips	237-4801 x 1101



COLEBROOK SCHOOL BOARD

Tim Stevens – Chairman

Cayenne Amey

David Brooks

Julie Brunault

Nate Lebel

Rhonda Lyons

Robert Murphy

SAU #7 SUPERINTENDENT OF SCHOOLS

Mr. Dana Hilliard

21 Academy Street

Colebrook, NH 03576

603-237-5571 x 4105

2024-2025 Calendar

School Administrative Unit #7 School Calendar 2024-2025 School Year													
	Administrative Day / No School							Early Release					
	Holiday / No School / Offices Closed							First & Last Day of School					
	No School / Offices Open							Parent Conference					

July 2024							August 2024 (3)							September 2024 (20)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
July 4: Independence Day							August 22/23: Admin Days							September 2: Labor Day						
							August 27: First Day of School							September 20: Early Release						
							August 30: Labor Day Holiday													

October 2024 (22)							November 2024 (17)							December 2024 (15)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
October 11: Admin Day							November 1: End of Quarter I							December 13: Early Release						
							Nov. 7 Parent/Teacher Conference;							December 23-January 1: Holiday Recess						
							Nov 8 Early Release Nov. 11: Veterans Day							December 25: Christmas Day						
							November 27-29: Thanksgiving Recess													

January 2025 (21)							February 2025 (15)							March 2025 (20)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1							1	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
January 1: New Year's Day							February 14: Early Release							March 21: Admin Day						
January 10: Early Release Day							February 24 to 28 Winter Recess													
January 20: Martin Luther King, Jr./Civil Rights Day																				
January 22: End of Quarter 2, Semester 1																				

April 2025 (19)							May 2025 (19)							June 2025 (9)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12*	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					
April 4: End of Quarter 3							May 9: Early Release							June 12: End of Quarter 4, Semester 2						
April 18: Early Release							May 26: Memorial Day							June 12 Last Day of School & Early Release						
April 28 to May 2: Spring Recess														6/13 to 6/20 inclement weather days						

SAU #7 School Board: Approved April 11, 2024 * Last day of school subject to change if school cancellations occur.

Bell Schedule

Periods	Regular Day	EARLY RELEASE	
	45 min periods	33 minute periods	
	30 min lunches	NO WIN, FLEX, RTI, MS Recess	
	2 min passing time	2 minute passing time	
Breakfast/Bussers	7:35	Enter the building	7:35
Bell to go to first	7:55	Bell to go to 1st	7:55
MS/HS 1	Tardy Bell 8:01 8:00-8:45	1st period	Tardy Bell 8:01 8:00 - 8:33
MS/HS 2	8:47-9:32	2nd period	8:35 - 9:08
MS/HS 3	9:34-10:19	3rd period	9:10 - 9:43
MS/HS 4	10:21-11:06	4th period	9:45 - 10:18
MS Lunch/HS WIN	11:07- 11:37	5th period	10:20 - 10:53
HS Lunch	11:38-12:08	PreK- 2 Lunch	10:15 - 10:45
MS Recess	11:38-12:08	3 - 5 Lunch	10:30 - 11:00
PreK/K Lunch	12:10-12:40	6th period HS & ELEM (PreK - 2) / MS Lunch	
1st/2nd Lunch	12:25-12:55	6th period MS / HS Lunch / 7th period ELEM (3 - 5)	
3rd, 4th, 5th Lunch	12:40-1:10		
MS/HS 5	12:10-12:55		
MS/HS 6	12:57- 1:42		
MS Flex/HS 7	1:44-2:29		
DISMISSAL	2:29		



Progress Grades and Report Cards

PROGRESS GRADES AVAILABLE ON-LINE	
END OF QUARTER	GRADES DUE
1	Nov 1 st
2 & Semester 1	Jan 24 th
3	April 4 th
4 & Semester 2	June 12 th

Academics

Please refer to the Program of Studies on our website in the Guidance Department for details on academic related requirements.

Parental Involvement in Education

The district recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goals of the school district to educate all students effectively, the school encourages parents to be active participants in the education process.

Parent – Teacher CONFERENCES

CAES encourages all parents to have conferences with our teachers. A conference early in the year gives you and the teacher a chance to discuss your child's strengths and weaknesses. This enables teachers to plan better for individual needs. It is also an opportunity for you to understand the teacher's methods and general expectations. Please refer to the staff directory for e-mail addresses or call 246-7082 to schedule an appointment. Parents will be contacted if there is any serious academic or discipline problem.

Issues Surrounding Child Custody

It is important that families realize that even when there is divorce, separation, or other issues that require one parent to have physical custody of their child, the non-custodial parent may still be involved in their child's education.

- Parents, both custodial and non-custodial, have the rights to view their child's school records, according to the FERPA guidelines, receive school progress reports, the school calendar, school newsletters, visit the school for school related functions, participate in parent/teacher conferences, and receive notifications related to Special Education.
- We strongly encourage parents to provide the school with all legal paperwork necessary regarding custody and legal issues involving the school.
- Unless a specific court order or other legal document is on file, all natural parents have access to their child's educational records under the FERPA.
- Non-custodial parents may request a copy of their child's records, in writing with proof that they are entitled to this information. The custodial parent will be

- notified of the request.
- Legal custody is required for any educational decisions that may need to be made for the child.

Communication / Chain of Command

Clear, quick communication between home, school, and community is essential to a good school system. If you are concerned about any aspect of your child's education, **please follow this "chain of command."**

- a. Notify the teacher about your concerns first.
- b. If you have discussed your concerns with the teacher and are not satisfied with the response, take your concerns to the next level – the principal. The principal shall discuss the matter and possible resolutions with you.
- c. If you have discussed your concerns with the principal and are not satisfied, the next level in the chain of command is the Superintendent of Schools. The Superintendent can be reached by telephone at 237-5571.
- d. If you have discussed the matter with the Superintendent and are not satisfied, the next level of appeal is the School Board. The board can be contacted through the Superintendent's Office at the telephone number above.

Medication Policy

Parents are strongly urged to administer all medications prior to the start of the school day or after school hours. If this cannot be done, the following policy is in effect: Internal medications will be dispensed or administered to students by the school nurse or designee (or under her supervision) upon the written order of the physician who has examined and prescribed them for a particular student. Parents must also sign a written consent form or provide the prescription requesting school personnel to administer the medication during school hours. **All medication must be sent to school in the original prescription container with an identification label.** The label must include the following information: name of the pharmacy, physician's name, the medication, dosage, and how to administer.

Accidents or Illness

If a student has an accident or is sick during the school day, every effort will be made to notify the parent. Parents should have an **updated** emergency card on file at the school **at all times**. The emergency card states where parents can be reached during the day. You must also include the names of two (2) relatives or neighbors who will assume temporary care of your child if you cannot be reached. Please include parents' full names on this card.

Student Administration Procedure

When a new student registers at Colebrook Academy & Elementary School, a minimum of a one-day waiting period will take place before the student begins classes. This waiting period is necessary to allow the teachers involved to prepare the necessary materials for the incoming student.

Parents/Guardians are asked to follow the procedure below:

1. Parents/Guardians will need to provide the school with the child's immunization record and current physical (within 1 year). This needs to be checked by the school nurse BEFORE any child can enter a New Hampshire public school, as well as a copy of the child's birth certificate. In the case where parents are divorced,

documentation of custody rights must be provided to the school. A proof of residency document, notating parent/guardian name and physical address is required.

2. The new student and parent/guardian will meet with the school official (administrative assistant) to complete the registration process, receive a copy of the Parent/Student Handbook, and receive any other forms (i.e., emergency medical card, free and reduced meals forms, school insurance, etc.).
3. The new student and the parent/guardian will tour the school with a school official and meet the principal if they have not already done so.
4. Guidance will notify the appropriate school staff of the student's enrollment to begin the following day if the registration process is complete.

Change of Address

If **any** of the emergency card information changes during the school year, the school should be notified **immediately**.

Student Transfers

Please notify the school when your child will be leaving Colebrook Academy & Elementary School for another school. All school materials must be returned to the school prior to leaving. The student's academic and health records will be forwarded upon receipt of a written request from the enrolling school.

School Meal Information

This year, the meal prices are as follows:

PreK-12 Breakfast	\$1.70
PreK-5 Lunch	\$2.95
6-12 Lunch	\$3.15
Milk only	.70



There will be no charging of milk. Money for the milk must be sent to school the first day of each week. No Canadian money will be accepted. Checks should be made payable to Colebrook School District. Breakfast is served from 7:35-7:50 AM. No breakfast will be served after 7:50AM. Parents are encouraged to supply a simple but nutritious snack for their child (see Wellness Policy). Snack milk is not part of the Free or Reduced Meals program.

School Day

Office Hours

The CAES office is available daily from 7:30-4:00 daily.

Nurses Hours

SAU #7 schools are fortunate to have a full-time RN on staff all day, every day, in each building. The school nurse is responsible for evaluating students in need and communicating with parents. In case of an emergency, 911 will be called and parents or guardians will be contacted. Parents are responsible for communicating with the school

nurse regarding any medication their child is taking and/or other medical information the nurse needs to be aware of.

Arrival

UNLESS a student is eating breakfast or riding a bus, they should not arrive at school prior to 7:50.

- All K-5 students report to café and remain there until teacher gets them at 7:55.
- Unless eating breakfast in café, all 6-12 students report to library until the bell at 7:55 to go to period 1
- Breakfast starts at 7:35 and WILL NOT be served after 7:50.

Dismissal

Students will not be dismissed from school during school hours without written permission from the parent or guardian. The student must be signed in and out of school by the parent/guardian in the office. Any student leaving the building prior to the end of day, or at the end of the day without parents or guardians, must send in a prior written note. Notes should be in the office prior to 8:00 AM the day of the dismissal for announcement purposes. School will be dismissed at 2:30.

Entrances & Exit Doors for Bus Riders and Private Car Riders

- K - kindergarten door
- 1-12 bussers, walkers, & drop-offs ONLY enter Dumont doors
- 1-3 Exit Gym Doors at end of day
- 1-12 walkers ONLY enter the Main Street door, no drop offs
- PreK- starts at 8:00 enters Main Street door
- Parents picking students up early or late arrivers, after 7:55, enter through Dumont Street main doors

Delayed Start / Early Dismissal

If school is delayed or dismissed early due to bad weather or for some other emergency, local businesses and radio stations will be notified. School is rarely canceled. If school is canceled due to bad weather, the announcement will be made over the radio (103.7 and 92.9) and on television channels 3 & 9. The channel 9 website is www.wmur.com. Parents/students will also be notified using our "One Call" messaging system with details pertaining to cancellations, early dismissals and other school news. The messaging system will call all staff and students and leave a recorded message. Additionally, we will post on social media.

Student Attendance Expectations

It is critical for your child to arrive at school on time to receive all the benefits of the academic school day. Please do your part in helping your child to experience success every day by having them arrive on time. The tardy bell rings at 8:01; students must be in class or be marked tardy.

To ensure that our students receive the maximum benefit from their years at CAES they must be in attendance as much as possible. It is to this end that this Attendance Policy is designated. Classroom activities such as discussion, group work, and visual presentations cannot be duplicated by makeup work and therefore are lost to the student.

Parents should call the school office between **7:30 and 8:30AM** to explain that their child is ill and will not be in school. There will be voicemail (**237-4801 x 0**) to record calls prior to 7:30 AM. See section on Attendance.

Tardiness & Consequences

Students in grades 7-12 with three (3) unexcused tardies in one quarter (and every tardy thereafter for that quarter) will result in communication with the parent and a detention. All detentions take precedence over sports or other activities. Repeated offenses in grades 7-12 will result in loss of privileges like sports or other activities for the quarter. The office secretary keeps a detailed log of all tardies, excused and unexcused. All students will be given a clean slate at the beginning of each quarter.

The Students' Role:

- Manage time in the morning to arrive on time.
- Plan the best route to classes between bells.
- If you may be late to class, go to class first and ask the teacher for permission to go somewhere.

The Parents' Role:

- If driving students to school, have them there on time to avoid tardiness.
- If walking students to school, have them there on time to avoid tardiness.

Summary of Levels of Discipline for each individual class and school arrival; detentions for teacher and office.

- 3rd unexcused tardy - teacher contacts home at 3rd tardy for communication with parent/guardian and detention about the tardies, and the office makes parent contact after the 4th tardy and every unexcused tardy thereafter for that quarter will result in a detention.
- 8th unexcused tardy - loss of sports, clubs, and any other school activities during & after school for the remainder of the quarter.

Daily Attendance

Truancy is defined as **ten half days (five full days)** of unexcused absence. "Truancy" means an unexcused absence from school or class and "unexcused absence" is an absence which has not been excused in accordance with RSA 189:34, II(a). School attendance is mandatory in the state of New Hampshire under State Statute RSA 193.8. If a child exceeds the allowed number of days, the matter will be reported to the local police for a violation of the compulsory attendance law and DCYF.

Examples of Unexcused Absences

Unless approved by the principal, the following absences will be considered **unexcused** under the attendance policy: Absences due to illness without a doctor's note after 3 consecutive days or without approval by nurse/counselors, injury without doctor's note or approval by nurse, family emergencies, working, hunting, baby-sitting, skip-days, vacation days beyond 5, helping at home, appointments without proof, and others not listed

here and will be applied toward the 20 day yearly course limit or 10 day semester course limit.

All absences, must meet the following guidelines to be excused:

Reason for Absence	Required Documentation
Illness (more than 3 consecutive days)	Doctor's note or Nurse's note
Illness daily or dismissal from school	Assessment by Nurse/Counselors
Medical, dental, or other health appointments	Doctor's note or Appointment Card with student name
Bereavement (immediate family members)	Parent/Guardian note
College visitations or military appointments for juniors or seniors	Prior approval from Guidance/Principal College/Military Admissions' Office verification documentation
Court Appearance/legal obligations	Court documentation
Hospitalization / Injury Recovery	Doctor's note/Nurse approval
Religious Holidays	Parent/Guardian note
School sponsored games/activities/clubs	Athletic Director/Advisor verification
Suspension from School	Principal/Assistant Principal verification
Pre-planned family vacation	Principal Prior Approval via parent written request; 5 days per year only
Such other causes as may be acceptable to the administration or permitted by law	Prior written request to Principal for approval

Administrative Failure

When a student has been absent, whether excused or unexcused, from a full year course for more than 20 days in one academic year, or 10 days in a semester, that student may receive an administrative "AF" grade, for administrative failure. This will be on a case-by-case basis with the Principal.

Note: Honor Roll will be presented for students in grades 3-8 as well on a quarterly basis to acknowledge and celebrate student successes. (See page 8 for more information). Students must have an "AP" or "P" in five out of six subjects CAES at reporting time to be eligible for grade 8 promotion to high school.

Retention In some instances, school personnel will recommend that a student repeat a grade. Retention is beneficial in situations where a developmentally younger student has struggled to cope with the expectations of school socially, emotionally, and physically as well as intellectually. Failing grades and immature behavior are often warning signs that an extra year of school is indicated. Before a student is retained, the teacher and often the principal will have several conferences with the parent to discuss the benefits and drawbacks of retention. **Retention is intended to benefit, not to punish, a student, and to prepare them for the next grade.**

Parent Notification - BY LETTER via USPS and Email on file

Parents/Guardians will be notified in writing by the principal in the following manner:

- For a **full-year course**, parents will be notified at the 10th and 15th absence and notified when an administrative failure “AF” has been given upon the 20th absence.
- For a **semester course**, parents will be notified at the 5th and 8th absence and notified when an administrative failure “AF” has been given upon the 10th absence.

Failure due to absenteeism will be designated on a student’s permanent record. Students or parents may appeal any action or decision by the school as a result of an administrative failure due to absenteeism. The appeal should be made to the Attendance Review Committee through the Guidance Counselor.

The following “Appeal Procedure” must be followed:

- 1) The student shall present a written request to appear before the Attendance Appeals Committee to the Guidance Department. This request should include the student’s name, the course or courses involved, the specific day or days being appealed, and the reason for the appeal, and any supporting documentation. The appeal must be made to the guidance counselor within 10 school days of receiving the report card. The appeal can be made in advance.
- 2) The student and parent/guardian shall appear in person before the committee to present his/her appeal.
- 3) The committee shall listen to the appeal only. The appeals committee is made up of the Principal, Guidance Secretary, and two faculty members. The principal oversees attendance and will render an appeal decision in writing within 3 days of hearing.

Make-Up Work

Students who are absent are responsible for speaking to their teachers about missed assignments; students will have two days for every one-day absent to make up missed work. All missed work is expected to be made up, regardless of whether the absence is excused or unexcused.

Homework

Homework is a necessary part of each student’s educational program. Each student must be expected to spend time in addition to scheduled class instruction to achieve satisfactory work.

Guidelines for expected time spent doing homework, based on grade level:

Kindergarten- 5 minutes	4 th Grade- 40 minutes
1 st Grade- 10 minutes	5 th Grade- 50 minutes
2 nd Grade- 20 minutes	6 th Grade- 60 minutes
3 rd Grade- 30 minutes	7 th and 8 th Grade-15 min/class
	9 th – 12 th Grade 20 min/class

Student Code of Conduct & Concept of Discipline

Prevention of misbehavior is the best disciplinary policy. We believe it is only fair that the school establishes “reasonable rules”, and the students are given an opportunity to be aware of those rules and the consequences associated with disregarding those rules.

- Most students are well behaved, know the rules, and comply with the

reasonable rules of the school.

- We believe in a progressive discipline system. There are several levels of discipline.

Graduated and age-appropriate system of supports and intervention strategies, such as:

- Student conferences
- Parent conferences
- Counseling
- Peer mediation
- Restorative practices
- Instruction in conflict resolution and anger management


Graduated and age-appropriate disciplinary consequences such as:

- Restriction from extra-curricular activities
- Temporary (same day) removal from class or activity
- Detention
- Loss of field trips, dances, or other school activities including sports
- In-school-suspension
- Out-of-school suspension
- Expulsion

Students who qualify for special education services will be disciplined in accordance with IDEA and NH state regulations which can be found in the procedural safeguards located on the Special Services page of the school website. All IEP, 504, and behavior plans will be followed when such plans have discipline components.

MTSS-B (Multi-Tier System of Support for Behavior)

Our school has adopted the MTSS-B practice. The purpose of this is to implement a system of support in our school and monitor/evaluate progress. The staff meets regularly to utilize data and make decisions about interventions at all tiers. Part of MTSS-B is developing consistent, school-wide values for student behavior. These values, called Mohawk “**PRIDE**,” are posted in classrooms and common areas, and focus on **Positivity, Respect, Integrity, Dedication, and Excellence**. Together with our Portrait of a Graduate transferable skills, students have plenty of opportunity to learn CAES values and expectations.

 Colebrook Academy & Elementary School Values THE CAES COMMUNITY IS COMMITTED TO SUPPORTING THE VALUES FOR ALL STUDENTS THROUGH POSITIVITY, RESPECT, INTEGRITY, DETERMINATION, AND EMPATHY!	
P ositivity	<ul style="list-style-type: none">• I am willing to learn something new even when it feels uncomfortable to me.• I can be encouraging and offer assistance to anyone.
R espect	<ul style="list-style-type: none">• I recognize authority/adults and use language that demonstrates expectations.• I recognize others and treat them kindly.• I treat materials and property in a way that does not take away from my community.• I strive to be a role model for my peers.
I ntegrity	<ul style="list-style-type: none">• I can do what's right even when no one is looking.• I recognize what is needed, and I help to fill those needs.• I recognize how my behavior impacts others.
D etermination	<ul style="list-style-type: none">• I take risks to try something new, learn something new, and follow through even if I know I may not be successful at first.• I may fail at something, but I can find new ways to solve a problem.
E mpathy	<ul style="list-style-type: none">• I can recognize when someone needs assistance and support them.• I can give to others and not expect anything in return.

Major vs. Minor Behaviors

All staff members are expected to help in the maintenance of school safety and behavior. Minor behaviors are to be dealt with in the classroom, while major behaviors should be dealt with by the Assistant Principal and/or Principal. Conduct Referral Forms will be completed for both types of behaviors. See the chart page 20 for descriptions of what behaviors are major and which are minor and possible graduated consequences.

Minor Infractions

(to be handled by the teacher or adult)

Possible consequences (including but not limited to): Warning, apology, loss of privileges, change in seating, time out, parent contact, restitution, after-school detention. **Note: Students in kindergarten through grade five will NOT lose recess time unless the incident is related to recess.**

Major Infractions

(to be handled by the assistant principal/principal)

Per our school MOU with the Colebrook Police Department, some threatening language, threatening behavior, or violation of any State Law are required to be turned over to the police.

Safe School Zone Referenced Policies

The Safe School Policy pursuant to RSA 193:13 **requires that the school officials report to the Colebrook Police Department** incidents of theft, vandalism, drugs/ alcohol, firearms/ other weapons, sexual acts, arson, criminal mischief, and assaults/ threats. If your son/daughter has been involved in one or more of these behaviors, the school administration will share this information with the police who may take additional action.

Restorative Practices

In the event that students misbehave and do not abide by the Student Code of Conduct, we may use the “restorative practices” approach to discipline. Restorative practices are grounded in “restorative justice,” a way of looking at wrongdoing that focuses on repairing the harm done to people and restoring the relationship rather than on disciplining offenders. Restorative practices are based on the belief that students are more likely to make positive changes in their behavior when they can work through the why of the behavior. The most critical function of restorative practices is restoring and building relationships. Students, teachers, and staff members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as two and as large as a whole class.

Restorative Practices Principles

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims, offenders, and communities.
2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community’s obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.¹

Restorative Practices Process

1. Acknowledges that relationships are central to the building of the school community.
2. Must establish policies and procedures that address harm and misbehavior in a way that strengthens relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.²

¹ Amstutz and Mullet (2005). Restorative Discipline for Schools, pp. 25-26

² Amstutz and Mullet, pp. 26-29

Traditional Discipline for Students who do not respond to Restorative Practices Include:

Classroom Detention:

Each teacher is responsible for his/her own detention. If, for disciplinary reasons, a teacher assigns detention to a student, he/she is to supervise that student in his/her classroom. Students are to be given 24 hour notice to arrange transportation before they serve detentions, or the teacher may obtain parent permission to make the detention timely.

Office Detention:

Students assigned to an office detention by the administration will report to the designated location and will be expected to bring schoolwork.

Detention of Any Kind Has Priority Over Any Other Student Commitments.

Detention will be served with a 24 hour notice to the student. Office or teacher detention assigned to students for disciplinary reasons take precedence over all athletic practices, games, or other activities.

In School Suspension

The administration reserves the right to place a student in In School Suspension (ISS) if their behavior does not conform to school rules and restorative practices are not an option for the behavior. They may complete coursework during this time and are allowed bathroom and lunch privileges. Students will be required to hand in their powered off cell phone to the office staff for the duration of the ISS. They may not participate in or attend school activities either on or off campus the day they are in ISS.

Out of School Suspension

A student may be given an Out of School Suspension (OSS) if their behavior dictates. Students placed in Out of School Suspension may not participate in school activities either on or off campus. Students who are given an Out-of-School suspension will be provided all work missed during the suspension in accordance with RSA 193.13. They are encouraged to make up the class work they missed, and their absences will not be counted towards the attendance policy. For each day of suspension, the student will have an equal time to complete assignments. Assignments will be given to a student upon their return to school unless requested sooner. Snow days do **NOT** count towards suspension days.

Examples of Disciplinary Infractions, Consequences, Progression depending on Severity

Infraction	Graduated Consequence
Inappropriate language/gestures	Verbal warning, detention, ISS / OSS suspension
Failure to treat other students with respect	Verbal warning, detention, ISS / OSS suspension
Disrespect, willful disobedience, lying, open defiance of a teacher's/principals' authority	Verbal warning, detention, suspension
Dress code violation	Verbal warning and must change into appropriate Clothing. Repeated offenses may result in alternative education
Inappropriate displays of affection (PDA)	Verbal warning, detention, parent contact
Cutting class	Detention, suspension
Student Parking/Driving Violation	Verbal warning, detention/parent contact, suspension of parking/driving privileges
Wearing hat/hoodie in school	Verbal warning, detention
Leaving school grounds once at school or any time during the school day	ISS, OSS, suspension
Throwing objects, snowballs, etc.	Verbal warning, detention, suspension
Failure to attend detention	Detention time will be doubled, repeated skipping will result in ISS, then OSS
Vandalism/theft/destruction of property	Pay restitution, community service, suspension, referral to police
Cheating/Plagiarism	Zero on assignment/test, detention, research academic honesty
Bus misconduct	Warning, parents notified, suspension from bus
Physical fighting or acts of violence	Up to five-day suspension, mediation, parent conference, referral to police, possible expulsion
Bullying/Harassment- including cyber bullying and sexual harassment	Student/parent conference, detention, suspension, expulsion, restitution, mediation, other
Any act OR threat that causes alarm or panic to an individual or group of individuals	Long-term suspension with recommendation for expulsion, referral to police
Misuse of laptop/internet privileges	Warning, no Chromebook use for one week, no Chromebook use for two weeks, etc.
Disruption of school, i.e. classroom/school functions	Warning, detention, suspension
Dangerous weapons	Suspension (TBD by Administration based on intent) referral to superintendent/police
Drugs/Alcohol	1st offense: 5-10 day suspension; referral to superintendent/police 2nd offense: Minimum 10-day suspension; referral to superintendent/school board for expulsion
Tobacco/Nicotine/vaping	1st offense: 3-day suspension; reported to police 2nd offense: 5-day suspension; referred to superintendent; reported to police; 3rd offense: suspension in excess of 5 days; and a formal hearing with school board; reported to police; subsequent offenses; 10-day suspension and/or expulsion; reported to police.
Cell phone/electronic devices/air buds, etc. As a privilege, students in grades 9-12 may use a cell phone at lunch time only.	1 st offense: held in Administration office until the end of the school day. 2 nd offense: phone remains in the office until it is picked up by a parent. 3 rd offense: Student is no longer able to have a device at lunch until further notice as determined by Administration.

Lockers will be assigned to students in grades 6-12 provided there are enough lockers; high school has priority. No stickers, posters, or other décor will be allowed on the lockers.

Bus Discipline

The School Board and staff members are very concerned about safety as we transport pupils. Cooperation from both parents and students is requested as we attempt to keep the buses safe for all concerned.

I. General rules and information:

- A. Students using bus transportation should understand that the school bus is an extension of the school; all school rules and regulations that pertain to student conduct in the schools are applicable to student conduct on a school bus.
- B. Students are under the jurisdiction of the school from the time they board the bus in the morning until they are returned to the stop nearest their home.
- C. Bus students will be admitted to and discharged from the bus at their homes and the school in which they are enrolled. Exceptions will be made only with notes to the principal. The principal will sign such notes and return them to the student who will give them to the bus driver. Notes must be given to the principal before 1:30 PM. **For the safety of the students, parents or designee must be home before the bus driver will leave students in kindergarten through grade five. Every effort will be made by the bus drivers to determine that an adult is home.**
- D. No student shall be put off the bus while traveling to and from school. Parents shall be notified, and that day's trips completed before the student can be removed from transportation service.
- E. Parents are responsible for the transportation of large objects, such as glass aquariums, large school projects, sleds and skis. This is a safety matter, since large objects can not only obstruct the driver's view of what is happening in the bus, but in the event of a sudden stop could cause injury to students.
- F. If a bus driver suspects that a student's bag or knapsack contains contraband such as a weapon, alcohol, or tobacco, he/she will keep the bag at the front of the bus and turn it over to an administrator via the bus coordinator. The administrator may search the bag if he/she believes there is reasonable suspicion for the search.

Dress Code - JICA

The Board recognizes that student individual dress is primarily a parental responsibility that should reflect concern for health and safety of students, staff and others. When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

The following apparel is not to be worn during the school day: caps, hats, hoods, and other head gear*; clothing with offensive, vulgar, or racist language or pictures that refer to inappropriate things; tops that do not completely cover the mid-section; clothing that glorifies, encourages or promotes the use of alcohol or drugs (Ex. No shirts with brand names of beer, liquor, etc.). Sunglasses should not be worn unless the student has a prescription from an optometrist.

Tank tops, including dresses with tank-top-style tops, may be worn by students in grades K-4 only. Tops must be appropriate in length and size, and **“spaghetti strap” tops will not be permitted**. Skirts, shorts, and dresses must be no shorter than mid-thigh.

No footwear that is destructive to school property is to be worn. Appropriate footwear should be worn for the season and/or activity (i.e., sneakers on gym day). **Flip flops may be worn at your own risk** and with teacher approval. Sturdy sandals with a back “should be” worn in warm weather instead of flip flops.

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy. Students who repeatedly violate this policy may face more severe punishment, including detention, in-school suspension, or out-of-school suspension.

*Exceptions may occur due to special events like spirit week.

Student Assistant Program

Mrs. Lyndsay Devine, who works closely with our guidance department, is available to talk with your child regarding any issues he/she might have. For more information, please call Mrs. Devine at 237-4801.

Website

Colebrook School maintains a website with general information about our school, including a calendar of events and the food service menus. The web page has links to the Alma student and parent portals to check grades, school board minutes, the Abbey Group for lunch information, and various classrooms around the building. www.csd.sau7.org

Wellness Committee

New federal legislation has been enacted to help communities deal with issues of student health habits. The Colebrook School District has a “wellness policy” which addresses good nutrition and adequate exercise during the school day and school activities. The school has made recent changes in school meals as well as the type of foods and drinks offered or sold at school functions. If you are interested in learning more about the district’s wellness policy, please ask at the school office. Students will only be able to have water in the classrooms. Students will not be allowed to consume coffee or monster drinks during the school hours 7:50-2:34. If these drinks are brought to school, students must consume them outside prior to 7:50am or leave them in the office until after school at 2:34.

Student Eligibility for School Activities/Driving

All students must be in "good standing" with academics (no more than one failing course), behavior, and attendance (including tardiness), to participate in any extra-curricular activities

such as: field day, winter carnival, pep rallies, homecoming, dances (including prom), field trips, school-wide activities, clubs, and sports. This "good standing" is determined on grades at the time of the activity, and not predicated on previous report card grades. Additionally, student drivers must be passing all courses to have the privilege of parking on campus.

Athletic Eligibility

The purpose of this policy is to instill in our students the importance of good sportsmanship and a healthy lifestyle as well as set standards for disciplinary actions when necessary. It is the responsibility of the coaches/advisors and captains to discuss this policy with the team prior to beginning practice. All participants and his/her parent/guardian must sign the Athletic Code of Conduct and commit to its enforcement during the entire school year in which he/she participates. Students will not be allowed to participate unless this document is on file with the Athletic Director. See Athletic Contract in Appendix.

Field Trips

Field trips and class trips are taken to enrich the learning experience. As such, they are considered a part of a regular school day and attendance is required. Students going on field trips must supply, prior to the scheduled trip date, a permission slip form signed by their parents. A medical release form is now required for all trips. Students must follow school rules and regulations while on a field trip. Students, likewise, are required to bring a written excuse from their parents if, for good reason, they wish to be excused from attending a field trip. Students who do not attend a field trip are expected to come to school that day and will be assigned additional work to make up for the missed field trip.

Standards of conduct are the same for any school-related activity.

- No student shall participate in an off-campus, school-related activity or field/class trip while under school suspension.
- Any student who violates the discipline policy during a field trip or off-campus, school related activity will not be allowed to participate in the next field trip or off-campus, school-related activity.
- At the discretion of the Principal/Assistant Principal a student may be denied participation in school activities or field trips due to prior violations of the school district discipline policy or day-to-day behavior in school like multiple Tier 2 write-ups from staff on same student.

Safety

Fire and Emergency Evacuation

All students will use the designated exits, if possible, in the event of a fire or emergency evacuation. Students will immediately follow the directions of their teacher and proceed out of doors and away from the building in a quiet and orderly manner. Drills will be held regularly.

School Resource Officer

Colebrook has a School Resource officer. The School Resource Office promotes healthy police and student relationships and works with Administration to deter unsafe behavior that interrupts the learning environment. We encourage all students to say something if they see something.

Active Shooter Training

In 2018, the New Hampshire School Safety Preparedness Task Force published a report recommending that schools adopt an active shooter response plan that details specifics on how to react should an active shooter event take place. Based on that recommendation, SAU 7 adopted the ALICE program several years and continues to train staff and students annually on this program. This program for lockdown procedures for a crisis situation is known as the ALICE model. A.L.I.C.E. is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate.

The philosophy of ALICE is to use technology and information in a way that allows staff and students to make informed decisions in a crisis, remove as many people as possible from the danger zone, and provide realistic training so that those involved in a crisis have a better chance of survival.

Alert	Get the word out! Armed Intruder in building instead of Code Red. We will use clear, concise language to convey the type and location of the event.
Lockdown	Students in a secure area.
Inform	Communication keeps the shooter off balance and allows for good decision making.
Counter	Apply skills to distract, confuse, and gain control.
Evacuate	Reduce the number of potential targets for the shooter. Students and staff will be trained to evacuate the premises and rally at a designated area.

In short, using the above ALICE method teaches our students and staff the following steps:

Listen carefully to the location and type of event.

1. Get to and/or in a secure area until it is safe to evacuate.
2. Should an armed intruder/active shooter invade their area, apply skills to distract, confuse, and gain control.
3. As soon as it is safe to do so, evacuate.

Training emphasizes that the best way to survive an active shooter is to escape. When that is not possible, being mentally prepared and having been given the authority and ability to act will save lives.

Training for students is appropriate for their grade levels. We have elementary, middle, and high school lessons. The elementary lessons are based on the book, *"I'm Not*

Scared...I'm Prepared! Because I know all about ALICE" written by Julia Cook and illustrated by Michelle Hyde. There is a Supplementary Teacher's Guide that accompanies the book. There are also ALICE designed handouts at grade appropriate levels teachers use with students.

Supports for Students

Instructional Support Team

The purpose of the Instructional Support Team is to meet and discuss individual students who are having educational difficulties in the regular education classroom. The team may consist of regular education teachers, a special education teacher, the principal, a school counselor (if available), and others deemed appropriate. The goal of the Instructional Support Team is to brainstorm strategies and interventions to be utilized in the regular education setting to allow the student to be successful. The Instructional Support Team will schedule meetings as needed. This team will have the initial responsibility for assisting students who appear at risk.

Special Education Referral Process

Any person who has concerns about a student's education can refer her or him to the special education team. For example, but not limited to, the classroom teacher, parent, principal, or the student herself/himself. This is a confidential process, which is in the best interest of the student. The form is on the school website under the Special Services department page. Anyone unable to complete the digital version may contact the special educators for a hard copy.

NOTICE OF RIGHTS PURSUANT TO RSA 186-C:16-B, THE STATUTE OF LIMITATIONS FOR SPECIAL EDUCATION CASES

The state and federal education laws (New Hampshire Revised Statutes Annotated Chapter 186-C and Title 20, United States Code, Sections 1400-1415) require that the school district offer a "free appropriate public education" to all educationally disabled children.

These statutes define educationally disabled children as children who meet criteria of certain enumerated disabilities who are between the ages of three and twenty-one and who have not yet obtained a high school diploma.

A "free and appropriate education" consists of specifically designed instruction and educationally related services in accordance with an "individualized education program" developed by the school district in consultation with the student's parents.

If you suspect that your child is educationally disabled and qualifies for such special services, you may make a written referral requesting that the school district determine if your child is eligible. Such referrals should be addressed to the Special Education Coordinator.

EDUCATION LAW

Neglect and Abuse Reporting (JLF) New Hampshire RSA 169-C is the law written to mandate reporting of suspected child abuse and neglect. Reports are submitted to the New Hampshire Division for Children and Youth Services (1-800-458-5542). Specifically, RSA 169-C29 requires school officials, or any individual with reason to believe a child has been abused or neglected, shall make a report to the division.

Chapter 193 Pupils...School Attendance-section193:11

Disturbance-Any person not a pupil who shall willfully interrupt or disturb any school shall be guilty of a misdemeanor.

Policy & Disclaimer

Should there be a conflict between Board policy and this handbook, the policy with the most recent date shall take precedence over all other policies. Should School Board policy be enacted which alters the content of this handbook, students, parents, and staff will be notified.

Policy Code	Name of Policy
AC	Non-Discrimination, Equal Opportunity, & District Anti-Discrimination Plan
AC-E	Annual Notice of Contact Information
ACAC	Title IX Sexual Harassment and Grievance Process
BGAA	Policy Development, Adoption, and Review
EEAA	Video and Audio Recording on School Property
ECAP	Audio and Video Surveillance on School Buses
EFAA	Meal Charging
GBED	Prohibitions Regarding Use and Possession of Tobacco Products, E Cigarettes and E-Liquids in and on School Facilities and Grounds
IHAMA	Teaching About Alcohol, Drugs, and Tobacco
IHBH	Extended Learning Opportunities
IKA	Grading System
IKE	Promotion and Retention of Students
JH	Attendance, Absenteeism, and Truancy
JI	Student Rights and Responsibilities
JIC	Student Conduct
JICC/EEAEC	Student Conduct on School Buses
JICD	Student Discipline and Due Process
JICFA	Hazing
JICG	Tobacco Products in Facilities and on Grounds
JICI	Weapons on School Property
JICK	Pupil Safety and Violence Prevention - Bullying
JIH	Student Searches & Their Property
JIH-R	Search of Students
JICA	Dress Code
JICJ-R	Cell Phone Contract for Students In Grades 9-12
JJA	Student Activities & Organizations
JKAA	Use of Restraints & Use of Restraints & Seclusion
JLDBB	Suicide Prevention and Response

JLF	Reporting Child Abuse or Neglect
JRA	Student Records and Access - FERPA
JLCD	Administering Medication to Students
IHBCA	Pregnant Students

APPENDIX

SAU #7

Policy:

JIC

Student Conduct

Category: P

See Also: Policies JICD, JICDD, JICI, JICK

Appendix: JICD-R

A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness (“MTSSB”) as the framework for the Code of Conduct. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board policy JICD.

B. Student Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a [Student Code of Conduct] with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflects the three tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations

and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:

- parent conferences,
- counseling,
- peer mediation,
- instruction in conflict resolution and anger management,
- parent counseling and training,
- community service, and
- rearranging class schedules.

2. Graduated and age-appropriate disciplinary consequences such as:

- restriction from extra-curricular activities,
- temporary (same day) removal from class or activity,
- detention,
- temporary reassignment/in-school suspension,
- out-of-school suspension, and
- expulsion.

3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:

- the nature and degree of disruption caused to the school environment;
- the threat to the health and safety of pupils and school personnel, volunteers or visitors;
- whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.

4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus.

Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age-appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Legal References:

- RSA 135-F:5, System of Care for Children/Duties of Commissioner of Dept. of Education*
- RSA 193:13, Suspension and Expulsion of Pupils*
- RSA 193-D:4, Written Report Required*
- RSA 631:2-a, Simple Assault*
- NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline*
- NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion*
- NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate*
- NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures*

SAU #7 Policy Committee: Recommended for Adoption – August 5, 2021

SAU #7 School Board: Adopted – August 12, 2021

SAU #7

Policy:

JICD

Student Discipline and Due Process

Category: P

See Also: Policies JI, JIC, JICI & JICK

Appendix: JICD-R

A. Policy Statement.

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to

maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct. **B. Standards and Procedures Relative to Disciplinary Consequences.**

1. "**Removal from the classroom**" means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond. Detentions are not appealable.

2. "**Restriction from school activities**" means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. "**Detention**" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school. Detentions are not appealable.

4. "**Temporary Reassignment**" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health

and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. **“Probation”** means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.
6. **“Out-of-school suspension”** means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

- a. **Short-term suspension.** A “short-term suspension” means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct.

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).

- b. **Long-term suspension.** A “long-term suspension” is the extension or continuation of a short-term suspension for a period **not to exceed an additional 10 days** beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;

- ii. bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but **the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g)**, including, without limitation, the requirements for advance notice and a written decision.

- c. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.
Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.
- d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long term suspensions.
- e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended **in excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.
- f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended **more than 10 school days in any school year**, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.
- g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to a suspension.

7. **"Expulsion"** means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV. An expulsion may be for either a stated duration or permanent.

- a. Grounds for Expulsion. Any pupil may only be expelled by the School Board, and only for the following grounds:
 - i. A repetition of an act that warranted long term suspension under section B.6.b, above;
 - ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
 - iii. Any act of violence pursuant to RSA 651:5, XIII; iv.
 - iv. Criminal threatening pursuant to RSA 631:4, II(a); or

- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
 - (2) The pupil's disciplinary history.
 - (3) Whether the pupil is a student with a disability.
 - (4) The seriousness of the violation or behavior committed by the pupil.
 - (5) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.
 - (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
- b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the **due process standards set forth in Ed 317.04(f)(3) through 317.04 (m)** are followed.
 - c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.
 - d. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. **Modification or Reinstatement After Suspension or Expulsion.**

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

1. **Modification by Superintendent.** Subject to all other applicable laws, regulations and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.
2. **Review and reinstatement by Board.** A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

3. Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

D. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

E. Sub-committee of Board. For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

F. Superintendent and Principal Designees.

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

G. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination.

This policy shall be made available to families, students and staff as provided in Board policy JIC.

I. Conflict in Law or State Regulation.

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

Legal References:

18 U.S.C. § 921, Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils RSA

Chapter 193-D, Safe Schools Zones

RSA 631:4, Criminal Threatening

RSA 651:5, XIII "Act of Violence"

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils

Assuring Due Process Disciplinary Procedures

In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

SAU #7 Policy Committee: Recommended for Adoption – August 5, 2021

SAU #7 School Board: Adopted – August 12, 2021