

## Colebrook School Board Meeting Agenda

<b>Date</b>	10/22/2024		
<b>Time</b>	6:00 pm		
<b>Location</b>	Colebrook Library		
<b>Chairperson</b>	Tim Stevens		
<b>School Board Members</b>		<b>Principal</b>	<b>SAU Members</b>
Tim Stevens	Cayenne Amey	Kim Wheelock	Dana Hilliard
David Brooks	Julie Brunault	<b>Assistant Principal</b>	Bridget Cross - E
Rhonda Lyons	Nate Lebel	Stephanie Cameron - E	
Robert Murphy		<b>CTE Director</b>	
		Emalie Hall - E	
		<b>Student Report</b>	
		Sandra Minigell	
		Brodyn Cote	
<b>Item</b>	<b>Subject</b>		
1.	<b>Roll Call and Pledge of Allegiance:</b>		
2.	<b>Agenda Adjustments:</b>		
3.	<b>Hearing of the Public:</b> Motion to open and end hearing of the public (15 minutes)		
4.	<b>Special Report:</b>		
5.	<b>Reading of the Minutes:</b> <a href="#">Colebrook School Board Meeting Minutes of October 1, 2024</a>		
6.	<b>Principal Report</b> – Kim Wheelock <ul style="list-style-type: none"> <li>• <a href="#">School to Work Program</a></li> <li>• Student Report</li> </ul>		
7.	<b>Superintendent’s Report:</b> Dana Hilliard <ul style="list-style-type: none"> <li>• <a href="#">October Superintendent Update</a></li> <li>• <a href="#">Approval Colebrook Tuition Rate</a></li> <li>• <a href="#">Approve Professional Development Proposal</a></li> <li>• <a href="#">Review Auditing Questionnaire</a></li> <li>• <a href="#">Donation of Floor Machine – Policy DN</a></li> <li>• <a href="#">YRBS Survey</a></li> </ul>		
8.	<b>Unfinished Business:</b>		
9.	<b>Other:</b>		
10.	<b>New Business:</b> <ul style="list-style-type: none"> <li>• <a href="#">Homecoming Parade Procedure</a></li> <li>• <a href="#">Foreign and Domestic Overnight Travel</a></li> <li>• <a href="#">IKF – High School Graduation Requirements</a></li> </ul>		
11.	<b>Information:</b>		
12.	<b>Hearing of the Public:</b> Motion to open and end hearing of the public (15 minutes)		
13.	<b>Non-Public Session: RSA 91-A:3, I(a)</b>		
14.	<b>Meetings:</b> <ul style="list-style-type: none"> <li>• Colebrook School Board meeting November 6, 2024, Colebrook Academy and Elementary School Library</li> </ul>		

15.	<b>Adjournment</b>

## Colebrook School Board Meeting Minutes

<b>Date</b>	10/1/2024
<b>Time</b>	6:00 pm – CAES Library
<b>Location</b>	Colebrook Academy & Elementary School library
<b>Chairperson</b>	Tim Stevens

### Attendance

Attendance Legend: **P** - Present **E** - Excused **A**- Absent **R** - Remotely

School Board Members				Principal		SAU Members	
E	Nathan Lebel	P	Cayenne Amey	E	Kim Wheelock	P	Dana Hilliard
P	David Brooks	P	Julie Brunault		<b>Asst. Principal</b>	P	Bridget Cross
P	Rhonda Lyons	P	Tim Stevens	P	Stephanie Cameron	P	Chris Paquette
P	Robert Murphy				<b>CTE Director</b>		
				P	Emilie Hall		
					<b>Student Member</b>		
				E	Sandra Minigell		
				P	Brodyn Cote		
<b>Public in Attendance:</b> Theresa Deuschle, Christine Sullivan, Dawn Hall, Kathi Lawton-Haynes, Nick Hurley							

### Minutes

Item	Subject	Action
1.	Roll Call: The meeting was called to order by Chairman Tim Stevens at 6:00 pm and opened with the Pledge of Allegiance	
2.	Agenda Adjustments: None	
3.	<p><b>Hearing of the Public:</b> The public hearing was opened at 6:01 pm and there was discussion on the lockdown that took place at the school. It was brought up that there were students outside on the fields when the lockdown took place. Questions arose regarding what the outside procedure is for when there are students outside and the building goes into lockdown. School was not in session at the time of the lockdown. The Chair explained that there are plans in place for these types of situations and more discussions are taking place regarding these procedures. He did not release specifics of this information for safety concerns.</p> <p>The Superintendent talked about Homeland Security coming into all of the school buildings to do an audit on their security at the end of the month. They will be looking over the school's security strengths and deficiencies.</p> <p><b><u>D. Brooks/C. Amey:</u></b> Motion to end the public session at 6:06 pm.</p>	<b>VOTE:</b> Motion Carries
4.	<b>Special Report</b> – None	

5.	<p><b>Reading of the Minutes:</b>  <b>J. Brunault/D. Brooks:</b> Motion to approve the Colebrook School Board Meeting Minutes of September 17, 2024, with corrections</p>	<p><b>VOTE:</b> Motion Carries</p>
6.	<p><b>Principal Report</b> – Kim Wheelock  Assistant Principal Stephanie Cameron is present if there are questions on the October Report – Discussed the homecoming parade and stated that parents are driving the 9<sup>th</sup> and 10<sup>th</sup> grade floats, but 11<sup>th</sup> and 12 grade floats are being driven by students. David brought up that students should not be driving and only parents and teacher should drive the floats. Tim stated that he was made aware of this and did bring this to the Superintendent who has addressed this. The Superintendent reviewed the flow of events and that all safety mechanisms are in place as well. He welcomes all board members to reach out to him when they see things that should be addressed so that we can always be improving the systems that are in place. Tim mentioned that it might be a good idea to get all drivers together prior to any event to discuss what is acceptable and what is not in these types of events.  The student count went down from 292 to 290. It is believed that two students may have gone to Charter School, but the Superintendent will look into this and let the board know.    October Student Report – Brodyn reported on the freshmen fundraiser where they will be broadcasting 3 movies at the Tillotson Center on October 12<sup>th</sup>.</p>	
7.	<p><b>CTE Director Report</b> – Emilie Hall  Emilie asked if anyone had any questions on her report. She wanted the board to see everything that she has been doing. She talked about everything that she has been learning and a lot that she wants to bring to the program. She is working a lot on policies to make sure everything is in order for CTE Program. Would like to get more students involved in these programs. Working with local businesses to get them involved in the program so that the program can expand for the students.  The Health Science Program is running, and 2 students are working for their phlebotomy certification and will be going to the hospital to learn for the second semester.  Emilie checks in with the teachers at least once a week to make sure they have everything that they need.</p>	
8.	<p><b>Superintendent Report</b> – Dana Hilliard  October Report – The goal setting session is set for this Thursday at the Columbia Town Hall. Would like to have goal setting sessions on an annual basis and a follow up each summer to see how things are going before going into the next goal setting session.  Met with the road agents but still need to meet with Colebrook and Columbia. Will wrap back around to try and meet with them before winter gets here.  Jen Mathieu and Dana submitted a grant application which would be \$25,000.00. Hopefully we will know on Friday if this has been awarded to us. This grant will help us link practices within the systems to the home with videos</p>	

	<p>and packets.  Next Tuesday will be traveling to Washington DC for the National Board of Educational Sciences Board Meeting.  Requesting that the Board go into non-public session under RSA 91-A:3, II (c) and (i).  David asked about the Lead Mediation Grant and asked if that would cover the lead mediation from last year which Bridget answered yes it would.</p>	
9.	<p><b>Business Manager</b> – Bridget Cross  All discussions will need to take place in non-public  David asked about the encumbered expenses and Bridget explained that they were all expenses that had already been approved.  Julie asked about a donation from the Tillotson Center for \$2,000 and was it ever brought to the board for approval. Bridget stated the \$2,000 was actually a grant and not a donation.</p>	
10.	<p><b>Unfinished Business</b> – Julie asked about the Crossing Guard position and asked about the stipend. Was this paperwork ever completed?  Bridget explained that yes the contracts for both employees have been completed and copies given to both crossing guards.</p>	
11.	<p><b>Other</b> - None</p>	
12.	<p><b>New Business</b> – None</p>	
13.	<p><b>Information</b> – None</p>	
14.	<p><b>Hearing of the Public:</b>  <u>D. Brooks/T. Stevens:</u> Motion to open 15-minute public session at 6:32 pm  No discussion   <u>D. Brooks/J. Brunault:</u> Motion to end 15-minute public session at 6:33 pm.</p>	<p><b>VOTE:</b> Motion Carries  <b>VOTE:</b> Motion Carries</p>
15.	<p><b>Non-Public Session</b> –  <u>D. Brooks/C. Amey:</u> Motion to go into non-public session RSA 91-A:3, II (c) at 6:35 pm  All members of the board voted to go into non-public and invited Superintendent Hilliard and Bridget Cross, Business Manager into the non-public session  <u>C. Amey/J. Brunault:</u> Motion to come out of non-public session RSA 91-A:3, II (c) at 6:53 pm  <u>C. Amey/R. Murphy:</u> Motion to go into non-public session RSA 91-A:3, II (i) at 6:55pm  All members of the board voted to go into non-public and invited Superintendent Hilliard and Bridget Cross, Business Manager into the non-public session  <u>C. Amey/J. Brunault:</u> Motion to come out of non-public session RSA 91-A:3, II (i) at 7:31pm</p>	<p><b>VOTE:</b> Motion Carries   <b>VOTE:</b> Motion Carries  <b>VOTE:</b> Motion Carries   <b>VOTE:</b> Motion Carries</p>

16.	<b>Meetings:</b> Colebrook Policy Committee Meeting Tuesday, October 22, 2024 @ 5:00 pm CAES Library Colebrook School Board Meeting Tuesday, October 22, 2024, CAES Library at 6:00 pm	
	<b>Adjournment:</b> <u>C. Amey/D. Brooks</u> : Motion to adjourn the meeting at 7:33 pm.	<b>VOTE:</b> Motion Carries

Respectfully Submitted,  
 Billie Paquette

# School-to-Work Report

## 2024-2025

Coordinator: Brandi Covell, Guidance Counselor

*What is School-to-Work?* School-to-Work (STW) is a program that helps students transition from school to the workforce by connecting the school with the workplace. The goal is to help students develop skills for the job market and make their education more relevant to the real world.

*How can a student participate in STW?* Students who are interested in participating in the STW program will express interest to the Guidance Counselor. Guidance and the student will determine when and if a STW experience can fit into their schedule. Students will inform Guidance of where they would like to do STW. Students should have arrangements made with the employer, however if a student needs help, the Guidance Counselor may assist. Each participating business needs to be approved by the State of NH - Department of Labor. There is a form that needs to be filled out by the employer and submitted to the state for approval. All approvals are valid for one year and then the form needs to be resubmitted. There is also another form that needs to be filled out explaining learning objectives and safety requirements.

Once all forms have been submitted and approved by the State, and coordinations have been made by the student, Guidance, and the employer, the student may begin their STW experience. Some employers may have their own "hiring" process that the student will have to complete before they can begin (Example - Upper Connecticut Valley Hospital requires records of all immunizations, a TB test, and other information).

All students, parents, and employers will also have to review and complete the STW packet they will receive from Guidance. This packet includes: Placement Objectives, Placement Information, a STW Contract, Standard Conduct guidelines, Employer/Mentor Agreement, Transportation Data Sheet, and an Auto Claim Instructions form.

Students must complete a weekly timesheet/log, and hand it in to Guidance each Monday. This will hold them accountable for their time and they will be providing information as to the skills they learned that week.

If a student adheres to all policies of the STW program, and completes their weekly timesheet, they will earn 1 elective credit per semester.

*\*All required forms and STW Packet will be attached to this report.*

**Number of students currently participating in the STW program:** 6 (9 next semester)

**Businesses currently participating in the STW program:** Northern Tire, Yetti Yard Man, UCVH, Don Noyes Chevrolet, Weirs Tree Farm, and JML (next semester WD Dormans and Son and CCNH will participate next semester)

### **CTE Involvement**

2 students will be going to the UCVH next semester. These students are currently participating in a phlebotomy certification program. One student will be completing the program by the end of the school year, and getting their "sticks" at the hospital next semester, while the other student will be shadowing and finishing up their "sticks" in college.



# Colebrook Academy



School-To-Work Packet  
2024-2025

# Colebrook School District School-To-Work Program Guide

Name:

Employer/Mentor:

Check when completed:

- Placement Objectives
- Placement Information
- NH School-To-Work Contract
- Student Standard of Conduct
- Employer/Mentor Agreement
- Checklist For Providing Safety Information (Employer)
- Orientation Checklist (Employer)
- Transportation Data Sheet
- Copy of Personal Insurance Certificate (to SAU Office)
- Copy of Driver's License
- Auto Claim Incident Instructions and Claim Form

# Placement Objectives

Student Name:

Placement Site:

Name of Job:

The Goals of the School-To-Work (S-T-W) Program are to offer students the opportunity to explore his or her chosen career path via placement in a real-life work setting. To help students understand the specific skill set needed to perform daily tasks associated with a specific job, the S-T-W employer will write a brief outline of the job description. Students will familiarize themselves with the specific duties and skills needed for that career path.

<b>Task</b>	<b>Purpose of Task</b>	<b>Skills needed to complete task</b>

# Placement Information

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

Name, Address, and Telephone Number of S-T-W Placement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title of Job in S-T-W Placement: \_\_\_\_\_

Name of S-T-W Employer/Trainer: \_\_\_\_\_

Length of Placement – Start Date: \_\_\_\_\_

Scheduled Departure from School: \_\_\_\_\_

Scheduled Departure from S-T-W Job Placement: \_\_\_\_\_

Scheduled Return to School: \_\_\_\_\_

Scheduled Evaluation Day: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Please initial if credit was earned for successful completion of program

YES \_\_\_\_\_ NO \_\_\_\_\_

If no credit was earned, please comment why.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **New Hampshire School-To-Work Network Work Based on Learning Initiative Student Responsibilities School Contract**

I, \_\_\_\_\_, understand that I must meet the requirements below be considered for an S-T-W job placement in the New Hampshire School-to-Work program at Colebrook Academy. I also understand that placement in a job does not guarantee future employment. Furthermore, I realize that I am representing the Colebrook Academy and that my behavior and conduct reflects on the school, future students, and me. I will do my best to show my Mohawk pride.

### **AS A STUDENT LEARNER, I AGREE TO THE FOLLOWING:**

If I fail to perform satisfactorily in work or in school the coordinator reserves the right to have me removed from my training site.

1. I will follow all school rules in the Colebrook Academy & Elementary School Student Handbook, including school attendance policy.
2. If I am sick or unable to attend work, I will notify the school and my School-to-Work employer. On non-school days (such as a snow day) that I am unable to work, I will notify my employer directly at least 3 hours before I am scheduled to work.
3. I will not report to my job on days I am absent from school and will notify the school and employer/mentor of my absence.
4. I will demonstrate an honest and true effort to do all assigned class work and all assigned tasks as part of my job, to the best of my ability.
5. I will follow the rules at the request of my employer in my School-To-Work program.
6. I will be directly responsible to my employer/mentor and school coordinator for my actions on the job and in school. I understand I represent the workplace as well as the school in my capacity as an employee.
7. I will treat all confidential information with the proper respect and follow the student standards of conduct while on the job.
8. I will receive no credit if I quit my job without proper cause or without proper notice to the employer (as requested by the employer) or the School-To-Work Coordinator (immediately).
9. I will maintain at least a grade of "C" or better in all my classes.
10. I am expected to show reasonable progress on the job and abide by all rules and policies of my employer and school. I will, to the best of my ability, attempt to meet the training goals specified on the work site training plan.
11. I will discuss all special problems with School-To-Work Coordinator and will request changes if necessary.
12. I understand that I may be dismissed from the job for failure to follow the rules for school and orientation class and training sessions.
13. I hold a valid driver's license and will supply the School-To-Work Coordinator with a copy of my license.
14. I understand this contract does not take effect until signed by the School-To-Work Coordinator.

**ONCE PLACED**

- 14. Failure to comply with any of the above requirements could result in my removal from the program.
- 15. I will treat my employer as a “regular” employee would and understand that I may be subject to dismissal for failure to comply with any of my employer’s directions or requests.
- 16. I must maintain a journal and keep track of how many hours I have worked. I will submit this log to my employer for their signature verification. I will then turn this into the Colebrook School-To-Work Coordinator.
- 17. I will be responsible for transportation to and from work. I am not allowed to car pool with anyone, another student’s parent or student, under any circumstances.

**AS A PARENT OF THE WORK EXPERIENCE TRAINEE,  
I AGREE TO THE FOLLOWING:**

- 1. I understand the major emphasis of this program is to learn employability skills and school success.
- 2. I will be responsible for the method of transportation used by the student in traveling to and from his/her job (see transportation data).
- 3. I will assume responsibility for the student’s safety and conduct from the time the student leaves the job and arrives back at home or school.
- 4. I will not permit my child to report to the job on any day she/he does not attend school.
- 5. I will discuss special problems with the School-To-Work Coordinator and will assist in solving any attendance, academic, or behavioral problems.
- 6. I will be responsible for making sure the vehicle that my child is driving to and from the worksite is in safe working order.
- 7. I understand that my child must attend all scheduled meetings and complete a reflective journal as assigned by the School-To-Work Coordinator. Failure to do so would result in a failing grade for the quarter.
- 8. I will have my insurance carrier provide a Certificate of Insurance naming Colebrook School District as an additional certificate holder.

**SIGNATURES**

I have reviewed all school to work documents listed in the School-to-Work Program Guide as outlined on page 2.

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

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

# STUDENT STANDARD OF CONDUCT

Please read and initial.

I will be punctual and conscientious in the fulfillment of my commitment and duties and accept supervision gracefully.

I will conduct myself in a dignified, courteous, and considerate manner.

I will take all problems, criticisms, or suggestions to supervisor.

I will follow all company policies and procedures (dress codes, safety training, etc.)

I will always knock on closed doors.

I will not bring friends to the worksite.

I will not accept tips.

I will always notify my supervisor if I am not able to report to work.

I will work when and where I am assigned.

I will refrain from loud talking and laughing.

I will not use company phones for personal calls.

I will not discuss, race, religion, or politics with customers.

I understand student learners follow the same code of conduct as other members of the team.

I will always remember that I am representing the company I work for and my school to the public.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# TRANSPORTATION DATA SHEET

*TO BE COMPLETED BY STUDENT AND PARENT/GUARDIAN*

Describe how the student will get to and from the worksite:

If the Child is being transported to the job by the parent of themselves complete the following:

Make of vehicle:

Year of the vehicle:

License Plate #:

Does the student have a valid driver's license?  Yes  No

PLEASE ATTACH A COPY OF YOUR CHILD'S DRIVER'S LICENSE TO THIS FORM.  
(REQUIRED)

Do you assume responsibility for the safety of this vehicle, and in the event of an accident will you hold Colebrook School District, its employees, directors, and officers harmless from liability?

Yes  No

Do the Parent and Student agree that if the student transports themselves they will NOT allow passengers in the vehicle during this program?

Yes  No

Do you carry Personal Auto Insurance in the amount of at least \$100,000 Bodily Injury per person, \$300,000 per accident; and Property Damage Liability of at least \$50,000?

Yes  No

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

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

School-to-Work Coordinator: \_\_\_\_\_ Date \_\_\_\_\_



# Automobile Claim Form - School to Work Program

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

LOSS Date: \_\_\_\_\_ Location: \_\_\_\_\_

City: State: \_\_\_\_\_

Police Dept. Involved: \_\_\_\_\_ Ticket Issued: Yes \_\_\_ No \_\_\_

## DESCRIPTION OF ACCIDENT

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## YOUR VEHICLE

Year: Make: Model: \_\_\_\_\_

VIN: \_\_\_\_\_ Plate: \_\_\_\_\_

Extent of Damages:

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Location Vehicle: \_\_\_\_\_ Driver: \_\_\_\_\_

## OTHER VEHICLE

Year, Make & Model: \_\_\_\_\_ License # \_\_\_\_\_

Extent of Damages: \_\_\_\_\_

Owner: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

### **INSURANCE INFORMATION**

Company Name: \_\_\_\_\_ Policy \_\_\_\_\_

Agent Name: \_\_\_\_\_ Phone # \_\_\_\_\_

### **INJURED**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

City: State: Zip: \_\_\_\_\_

Extent of Injury: \_\_\_\_\_

### **INSTRUCTIONS TO Claimant:**

#### **If still on the scene:**

1. Contact police
2. Obtain information about other people involved in the accident or anyone who may have witnessed the accident.

- Name
- Address
- Phone number
- Insurance carrier
- Policy number

3. Take photos of the accident.

#### **After the Incident:**

1. Completed form to be presented immediately to:

*Bridget Cross, Business Administrator, SAU #7 Office and School to Work Coordinator*

2. Contact your Personal Insurance Carrier and your claims adjuster will deal directly with the other people involved in the accident; you should not deal with them yourself, your personal insurance company should contact you within 48 hours.

- If there is any reason that you need to be contacted immediately, please let us know.

**AS AN EMPLOYER/MENTOR OF THE WORK EXPERIENCE STUDENT, I  
AGREE TO THE FOLLOWING:**

1. Obtain State of New Hampshire, Department of Labor, and Parental Permission form for the Employment of Youth Age 16 or 17.
2. Provide a variety of experiences, which enable the student to learn all aspects of the particular training station.
3. Provide training to the students as specified in the Orientation Checklist and Safety Checklist.
4. Evaluate the students and the program at regular intervals. A form will be supplied to do a semester evaluation on. The student will receive a grade on his/her report card based on this report.
5. Will terminate this Agreement for reasons the organization feels the student was not benefiting from the program. This will be only after consulting the School-To-Work Coordinator.
6. Will not permit the student to work on any day that she/he has been absent from school.
7. Will assure the student is not placed in a job that would violate child labor regulations or use the student placement objectives program to replace workers; and allow the student to do ONLY those duties that are on his/her placement objectives.
8. Provide an orientation for the student on the first day of training (see Orientation Checklist).
9. Provide the student with appropriate safety instruction necessary for the job (see Checklist for Providing Safety Information).
10. Inform the School-to-Work Coordinator of any issues/concerns with a student worker.

\_\_\_\_\_  
Employer/Mentor Signature

\_\_\_\_\_  
Date

# **ORIENTATION CHECKLIST**

*To be completed by employer/mentor*

Student:  
Date:

Employer/Mentor:

(PLEASE CHECK BOXES AS COMPLETED)

**Welcome and Introduction:**

- What it means to work for this company.

**Tour of Employment Facilities:**

- Overall tour of facility and introduction to staff
- Complete tour of work area
- Point out fire extinguishers, fire escapes, Exits, evacuation routes
- Safety procedures

**About the Company:**

- Company structure
- Key people in company
- Type of business, products, services
- Who are your customers
- Other branches or divisions

**Job Specific (if not applicable, put a line through):**

- How to use the phone
- Supplies
- Office Equipment
- Files
- Job Description
- Training Plan
- Evaluation

**Supervisor Expectations:**

- Dress Code-clothes, jewelry, hair
- Work Performance-Productivity, work habits
- Company Culture-teamwork, customer services, values
- Expectations

**Materials:**

- Copy of Personnel Handbook
- Organizational Chart
- Telephone Directory
- Security Procedures

# CHECKLIST FOR PROVIDING SAFETY INFORMATION

To be completed by Student & Supervisor

PLEASE CHECK AS COMPLETED.

## General Safety Rules:

- Explain safety policies.
- Review safety literature and child labor law literature.
- Identify key safety people.

## Work Place Hazards:

- Review prohibitive equipment
- Review dangerous substances
- Review dangerous practices and activities
- Review lifting of heavy objects
- Explain general housekeeping duties
- Tour workplace before work begins
- Discuss employment procedures

## Safety Precautions:

- Describe safe working practices
- Use of protective clothes (if applicable)
- Location of hygiene facilities

## Emergency Procedures:

- First aid facilities
- Accident Procedures
- Fire Alarms
- Emergency Evacuations

## Workers Compensation:

- Does the employer have worker's compensation coverage?  Yes  No
- Will the student earn wages and thus be provided coverage?  Yes  No

## Liability Insurance

- Does the employer carry Liability Insurance that would cover the student?  
 Yes  No

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

\_\_\_\_\_  
Work Supervisor Signature

**AS A SUPERVISOR OF THE SCHOOL SUPERVISED WORK EXPERIENCE PROGRAM, I AGREE TO THE FOLLOWING:**

1. Review of Work Experience Agreement and all documents included in documents in the School-to-Work Program Guide with the student.
2. Assist the employer/mentor in placing the student in a safe and healthy work assignment in accordance with child labor laws of the State of New Hampshire and/or State in which the child in working.
3. Review School-to-Work Program Guide documents and Employer agreement.
4. Visit each program weekly and meet with Employer on student performance.
5. Review student journals weekly.
6. Assist all parties to solve problems that may arise as a result of this Agreement.
7. Provide classroom training needed to assist student to succeed in the program.
8. Assure all necessary documents and site placement documents are on file and approved by the Department of Labor before the student is placed.
9. Send a copy of approved programs to the SAU with a list of student placements.

\_\_\_\_\_  
**Coordinator Signature**

\_\_\_\_\_  
**Date**

## Colebrook Academy School-To-Work Time Sheet/Journal

*Instructions: Complete and have your supervisor sign, turn in every Monday to Mrs. Covell*

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

Week of: \_\_\_\_\_

Worksite: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

	Start Time	End Time	Total Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

**Total Hours:** \_\_\_\_\_

Summary of Week:

Tuesday October 22nd, 2024

Colebrook

- **Homeland Security Building Assessment** We have confirmed that the NH Homeland Security School Safety assessment will take place during the month of October. All three schools will be reviewed for safety procedures, protocols and measures in place.

Pittsburg - October 29th, 8:30-11:00

Stewartstown- October 29th, 12:30-2:30

**Colebrook - October 30th, 8:30-11**

**And the Award goes to:** So, the bad news is that Colebrook Academy and Elementary School was not selected for *Promising Futures for New Hampshire Grant* award that Jen Mathieu's and I applied for. However, the good news is that it was selected to receive an award through state wellness funds from the New Hampshire Department of Education (NHED) to implement prevention strategies, and explore MTSS-B, (Multi-Tiered Systems of Support – Behavior). While we will need to adjust the plan a little bit, the awards will allow us to still move forward with parent outreach and engagement. Our plan is to create partnership regarding behavior and social emotional support between the school and home environment.

The awards are as follows.

**Colebrook: \$20,000**



## **Project Design**

- **Colebrook Academy & Elementary School** has faced challenges with low parental

engagement and participation in school-sponsored events, coupled with an increase in

discipline referrals related to classroom disruptions and disrespect, which correlates

with low student engagement. For example, a recent school event saw attendance from

only 3 of 186 families, another from only 21 of 186 families, and overall participation

rates during the 2023-2024 school year averaged between just 30-40%. Although efforts

have been made to enhance parental involvement through events like Literacy Night,

Family BBQ, Homecoming, Open House, Holiday meals, and other initiatives, participation remains below desired levels, particularly among high school parents.

Various communication channels, including notes sent home, automated calls, and social media outreach, have been employed to raise awareness, but engagement remains a significant concern.

Project Proposal:

To strengthen home-school partnerships and address the issues of student

engagement and behavior, we propose utilizing strategies based on the Multi-Tiered

Systems of Support for Behavior (MTSS-B) model. Our goal is to provide parents with a

range of informational resources and events that align with MTSS-B practices, enabling

them to implement these strategies at home. By fostering consistency between home

and school environments, we aim to reduce student discipline issues, improve student

engagement and attendance and enhance parental involvement in school activities.

#### Implementation Plan:

1. Video Series on MTSS-B Best Practices: We plan to collaborate with Dave Kartunen of kartooneDU to develop a customized series of four videos, each focusing on key aspects of the MTSS-B model. A new video will be released each quarter, covering the following topics:

- o Quarter 1: The Role of MTSS-B in Supporting Every Learner

- o Quarter 2: Bridging Best Practices Between School and Home

- o Quarter 3: Bullying Prevention Strategies

- o Quarter 4: Promoting Mental Health and Wellness at Home and School

2. Family Engagement Kits: To complement the video series, we will provide families with resource kits that include books, games, informational packets, and family activities designed to reinforce the concepts presented in the videos.

These kits will support parents in applying the strategies discussed, creating a more cohesive learning environment. The quarter four Mental Health and Wellness video and family kit will include essential information on local resources for substance misuse support, providing valuable assistance to individuals and families in need.

3. Parent Workshops: We will host a minimum of two workshops throughout the year, featuring presentations from programs such as the TIGER program and

motivational speaker Ed Gerety. These workshops will offer parents additional tools and insights into fostering positive behaviors and engagement at home.

Through this multi-faceted approach, we seek to increase parental involvement, improve student outcomes, and build a stronger connection between home and school.

This Local Education Agency (LEA) has not previously received funding from the Promising Futures for New Hampshire grant.

To evaluate the effectiveness of the proposed program, we will administer quarterly

parent surveys to assess which strategies have been most beneficial and to gather feedback on potential areas for improvement. Additionally, we will collect and analyze

data in the following areas:

1. Office Referral Forms: Tracking the frequency of discipline referrals to measure levels of student engagement.

2. Student Attendance Data: Monitoring trends in student attendance to assess overall engagement and participation.

3. Parent Involvement: Recording participation rates in school-sponsored activities to evaluate the success of efforts aimed at increasing parental engagement.

This data-driven approach will allow us to continuously refine the program and ensure its alignment with the needs of our students and families.

Should these strategies demonstrate effectiveness, we will allocate funds in our local

budget to sustain similar parent workshops and continue providing informational kits to

reinforce the connection between home and school. These efforts will ensure our

students continue to benefit from enhanced support, contributing to their success both

academically and at home. Additionally, we will pursue other grant opportunities to

secure further funding, enabling us to provide additional resources and extend the implementation of best practices that strengthen the home-school partnership.

**Policies:** The policy committee has digested several suggestions this evening regarding issues ranging from academics to field trips. The following are what is currently before the local policy committee and will be moving its way towards the full board for discussion and action.

- IKF- High School Graduation Requirements
- Homecoming Parade
- IJOAA - Foreign and Domestic Overnight Travel

**Youth Risk Behavior Survey:** I am seeking the board's direction on if they wish to participate in the 2025 YRBS (Youth Behavior Risk Survey) conducted by the New Hampshire Department of Health and Human Services. The survey is conducted in grades 9-12. The following is a description from the invitation letter.

*Dear Superintendent Hilliard,*

*The NH Department of Health and Human Services (DHHS) is respectfully requesting the high school(s) in your district to participate in the Youth Risk Behavior Survey (YRBS) to be administered beginning in January 2025.*

*The YRBS is a survey of students in grades 9 through 12 that assesses priority health-risk behaviors, including (1) behaviors that result in unintentional injuries and violence; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that could contribute to HIV infection, other sexually transmitted diseases, and unintended pregnancies; (5) unhealthy dietary behaviors; (6) physical inactivity; and (7) risk behavior perception and family support.*

*The YRBS is an important tool for measuring the health of New Hampshire's youth. We are pleased that the majority of New Hampshire public high schools have long recognized the value of YRBS data to monitor health risk behaviors that contribute to the leading causes of death, disability, and social problems among youth in our state. This valid, longitudinal data is used to assess the effectiveness of prevention and intervention programs and to procure additional funding for issues identified by the survey to best serve youth and communities across the state.*

I have conducted the survey before, and it is a valid data point to help enable future intervention planning, parents would be informed of the survey. The survey can be conducted by school admin or we can seek to have members of DHHS conduct it. Parental permission slips will be sent home along with an explanation letter, parents may choose not to have their child participate.

**Non- Public:** I am respectfully request that the board go into non-public this evening in accordance with RSA: 91-A:3, II (a)

## EQUIPMENT AND SUPPLIES SALES

*Category: R*

No equipment or supplies shall be disposed of until permission has been received from the School Board. The Board shall determine whether the material involved has salable value, and if such shall be the case, it shall authorize the sale of the material. If the material does not have salable value, the proper disposal of the books, equipment, and/or supplies shall be determined by the Board.

### SCHOOL PROPERTIES DISPOSAL PROCEDURE

The Board authorizes disposition of obsolete items according to the following priority actions:

1. By selling to the highest bidder or whatever other business arrangement is in the best interest of the School District.
2. When practicable, the Board shall donate such items to charitable organizations and schools.
3. By giving such items to local citizens.
4. By removal to the town dump.

Sale of real estate will be by the vote of the electorate of the School District at an annual or special School District meeting, and the revenue derived there from will be returned to the general fund to defray costs of current expenses.

Fixed asset inventories will be amended to reflect changes in values through disposal.

#### Legal Reference:

*CFR 34, Sec. 80.32*

SAU #7 Policy Committee Reviewed/Revised: April 6, 2023

SAU #7 Board Reveiwed/Revised: April 13, 2023

October 3, 2024

NH School Superintendent  
Re: 2025 Youth Risk Behavior Survey

Dear Superintendent:

The New Hampshire Department of Health and Human Services (DHHS) respectfully requests that the high school/s in your district participate in the Youth Risk Behavior Survey (YRBS) to be administered beginning in January 2025.

The YRBS is a survey of students in grades 9 through 12 that assesses priority health-risk behaviors, including (1) behaviors that result in unintentional injuries and violence; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that could contribute to HIV infection, other sexually transmitted diseases, and unintended pregnancies; (5) unhealthy dietary behaviors; (6) physical inactivity; and (7) risk behavior perception and family support.

The YRBS is an important tool for measuring the health of New Hampshire's youth. We are pleased that the majority of New Hampshire public high schools have long recognized the value of YRBS data to monitor health risk behaviors that contribute to the leading causes of death, disability, and social problems among youth in our state. This valid, longitudinal data is used to assess the effectiveness of prevention and intervention programs and to procure additional funding for issues identified by the survey to best serve youth and communities across the state.

Participation in the YRBS is voluntary by school districts and individual students. To develop accurate state, county and Public Health Region estimates of health-risk behaviors among adolescents, participation rates among school districts throughout the state must be high. We encourage you to support this critical tool and encourage your neighboring districts to participate and support physical and behavioral health programs in New Hampshire.

DHHS would be happy to attend a school board, PTA, or other meeting to discuss the importance of this survey to New Hampshire and its residents. DHHS also encourages districts to ensure that parents and guardians are aware of the survey and have the opportunity to review questions in advance. Community support for these surveys will help ensure the voluntary school participation and continued access to this important information.



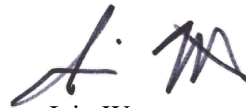
## **YRBS School Enrollment**

To participate in the YRBS, please complete the enclosed *Confirmation of Schools Status and Contact Person Designation* form and return it to the DHHS YRBS team at [DHHS.NH.Youth.Risk@dhhs.nh.gov](mailto:DHHS.NH.Youth.Risk@dhhs.nh.gov).

If you have any questions or concerns about the survey, the protocols of administering the survey, or the school report, please contact the DHHS YRBS team at [DHHS.NH.Youth.Risk@dhhs.nh.gov](mailto:DHHS.NH.Youth.Risk@dhhs.nh.gov).

Thank you for your support of public health and youth health programs across New Hampshire.

Sincerely,

A handwritten signature in black ink, appearing to read 'Iain Watt', with a stylized flourish at the end.

Iain Watt  
Director  
Division of Public Health Services

Enclosures: 2025 YRBS Confirmation Form  
Drug-Free Communities (DFC) Grants Recipient List  
NH Youth Risk Behavior Survey: How YRBS Data Are Used

# 2025 NH Youth Risk Behavior Survey

GRADES 9 – 12

## Confirmation of School Participation and School YRBS Administrator

Please **sign** below to confirm your school's participation in the  
NH State Sample 2025 Youth Risk Behavior Survey of  
**High School Students - Grades 9 – 12**

School: \_\_\_\_\_ SAU #: \_\_\_\_\_  
(please print)

Principal /Superintendent Name: \_\_\_\_\_  
(please print)

Email address: \_\_\_\_\_ Date: \_\_\_\_\_  
(please print)

### **School Administrator Information**

School YRBS Administrator Name: \_\_\_\_\_  
(please print)

Title: \_\_\_\_\_ Email Address: \_\_\_\_\_  
(please print) (please print)

Direct Line: \_\_\_\_\_ Fax: \_\_\_\_\_  
(10 digit phone number, including area code) (10 digit phone number, including area code)

### **Community Survey**

Would you like to participate in a survey of all of your classrooms (**grades 9 – 12**) that will result in a customized, school-specific report? **Yes**  **No**

**If YES,**

What is your **total enrollment (including in person and all-virtual student)**? \_\_\_\_\_

What is the **number of classes taking virtually** during this semester? \_\_\_\_\_

What is the survey format your school will adopt?  **Web-format**  **Paper-format**

When does your school plan to administer the 2025 NH YRBS? **Month:** \_\_\_\_\_ **or Date(s):** \_\_\_\_\_  
(Starting January 1<sup>st</sup> 2025 to May 31<sup>st</sup> 2025)

**If NO,** would you like more information about the all-school YRBS? **Yes**  **No**

**Principal / Superintendent Signature:** \_\_\_\_\_

Please return this form by **November 14, 2024** to:

Bureau of Public Health Statistics and Informatics  
Department of Health and Human Services, Division of Public Health Services  
29 Hazen Drive, Concord, New Hampshire 03301  
Scan and email to [DHHS.NH.Youth.Risk@dhhs.nh.gov](mailto:DHHS.NH.Youth.Risk@dhhs.nh.gov) (preferred method)  
Or Fax 603-271-8705

Your participation is appreciated! Thank you!

## Drug-Free Communities (DFC) Grants Recipient List

### **Preventing Youth Substance Use is Critical**

The Drug-Free Communities (DFC) Support Program is the nation's leading effort to mobilize communities to prevent and reduce substance use among youth. Created in 1997 by the Drug-Free Communities Act, administered by the White House Office of National Drug Control Policy (ONDCP), and managed through a partnership between ONDCP and CDC, the DFC program provides grants to community coalitions to strengthen the infrastructure among local partners to create and sustain a reduction in local youth substance use.

The DFC program is aimed at mobilizing community leaders to identify and respond to the drug problems unique to their community and change local community environmental conditions tied to substance use. More than 700 community coalitions across the country receive funding up to \$125,000 per year to strengthen collaboration among local partners and create an infrastructure that reduces youth substance use.

### **Currently funded in New Hampshire**

- Portsmouth, Pinetree Institute, Greater Portsmouth Youth Wellness Coalition
- Lebanon, West Central Services Inc DBA West Central Behavioral Health, Youth CAN Coalition
- Laconia, Partnership for Public Health, Inc. Laconia Youth Alliance (LYA)
- Keene, Keene Young Mens Christian Association, Keene Family YMCA Community Coalition on Youth Substance Misuse
- Milford, Boys & Girls Club of Souhegan Valley, Inc, Community Action for Safe Teens
- Jaffrey, Reality Check Inc, Reality Check Inc
- Littleton, North Country Health Consortium, Haverhill Area Substance Misuse Prevention Coalition

### **Previously funded**

- Lebanon, Dartmouth-Hitchcock Medical Center, ALL Together
- Milford, Boys & Girls Club of Souhegan Valley, Community Action for Safe Teens
- Littleton, North Country Health Consortium, Haverhill Area Substance Misuse Prevention Coalition
- Laconia, Partnership For Public Health, Inc., Laconia Youth Alliance (LYA)
- Nashua, United Way Of Greater Nashua, Nashua Prevention Coalition
- Jaffrey, Reality Check Inc., Reality Check Inc.
- Lebanon, West Central Services Inc. DBA West Central Behavioral Health, Youth CAN Coalition
- Dover, City of Dover, Dover Coalition for Youth
- Raymond, Raymond Coalition For Youth, Raymond Coalition For Youth (RCFY)
- Keene, Keene Young Men's Christian Association, Keene Family YMCA Community Coalition On Youth Substance Misuse
- Plymouth, Communities for Alcohol- and Drug-Free Youth (CADY)
- Franklin, City of Franklin, Franklin Partners in Prevention (formerly Franklin Mayor's Drug Task Force or FMDF)
- Kingston, Southern Rockingham Coalition for Healthy Youth, SoRock Coalition

For more information, visit CDC Drug-Free Communities at <https://www.cdc.gov/overdose-prevention/php/drug-free-communities/coalitions.html>.

# NH YOUTH RISK BEHAVIOR SURVEY:



Addressing  
Alcohol & Drug  
Misuse in NH

## How YRBS Data are Used

### WHAT IS THE YRBS?

The Youth Risk Behavior Survey (YRBS) is a national survey conducted by the Centers for Disease Control and Prevention (CDC) every two years among representative samples of 9th through 12th grade students. The YRBS is one component of the Youth Risk Behavior Surveillance System (YRBSS) developed by CDC in collaboration with representatives from state and local departments of education and health, other federal agencies, and national education and health organizations. The YRBSS was designed to focus the nation on behaviors related to the leading causes of mortality and morbidity among both youth and adults and to assess how these risk behaviors change over time. The YRBS measures behaviors that fall into six categories:

- Behaviors that contribute to unintentional injuries and violence;
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection;
- Alcohol and other drug use;
- Tobacco use;
- Unhealthy dietary behaviors; and
- Inadequate physical activity.

The survey also measures asthma and self-reported height and weight to allow calculation of body mass index for assessment of overweight and obesity. More information about the YRBSS can be obtained from <http://www.cdc.gov/yrbss>.

Students complete a self-administered, anonymous, about 100-item questionnaire. Survey procedures were designed to protect the privacy of students by allowing for anonymous and voluntary participation. Local parental permission procedures are followed before survey administration. In New Hampshire, YRBS is jointly administered by the Departments of Health & Human Services and Education. Public high schools are given the opportunity to participate in either the random state survey, a comprehensive school-level census survey, or both. The survey is administered in New Hampshire schools during the early winter of the survey year (every odd year). The results are available at:

**Regional Data:** <https://www.dhhs.nh.gov/programs-services/population-health/health-statistics-informatics/youth-risk-behavior-survey>

**State Aggregated Data:** <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/youth-risk-behavior-survey>

The data from the YRBS are used extensively by health departments, schools, and local area agencies to define areas of high health risk and to secure the resources necessary to address any identified issues.

The YRBS is a valid and reliable tool which has been tested numerous times. Findings are consistent with other survey findings for similar population. Responding to this survey does not encourage use of substances or other unhealthy behaviors by youth. It is a tool

that can be used for positive changes rather than adding negativity to the community's reputation. It is important to note that, although the survey is administered in schools, the data reflect the community perceptions and behaviors. The school is simply a place where it is administered; it is not a "report card" of the school.

*"New Hampshire's investment in the school-level YRBS may be unique, but I believe it is a key component in the regional substance abuse prevention system we have developed."*

— Public Health Council of the Upper Valley

*"By having the network announce results, we can address the results as a community concern and/or celebration rather than having the school districts being held solely responsible for reducing risk and enhancing protective factors."*— Carroll County Regional Public Health Network

### HOW IS YRBS DATA USED?

The YRBS was designed to be used in various ways. For example, the results can be used to:

- **Assess** trends in priority health risk behaviors among middle and high school aged youth
- Enable schools and communities to **understand risks and health behaviors** of area youth
- **Evaluate the impact** of broad school and community interventions at national, state, and local levels
- **Develop programs or policies** to reduce risk and promote health
- **Monitor** whether health outcomes among youth are improving or deteriorating

Here is a list of some of the programs in New Hampshire that rely on YRBS data:

- Partnership for Success II
- Drug Free Communities
- DOE Safe Schools and Healthy Students
- DPHS monitoring of use of electronic cigarettes
- Check the Stats Campaign
- Regional Public Health Networks
- New Hampshire Driving Towards Zero
- New Hampshire Coalition Against Domestic and Sexual Violence
- New Hampshire Suicide Prevention Council
- New Hampshire Injury Prevention Program

In January 2016, an inquiry was sent out to New Hampshire regional youth and/or substance misuse coalitions to find out how they have specifically used the YRBS results. Below is a summary of the findings from that inquiry that reinforces the breadth of uses for these data.

### Planning and Evaluation

The YRBS data is used widely by communities in New Hampshire in the planning and evaluation of health-related behaviors and risks taken by youth and has contributed greatly in providing direction to regional strategic planning and evaluation. The survey has helped to identify gaps in health services or areas of need and is able to highlight positive movement on key indicators where the community is doing well. Data from the YRBS can help communities compare health-related behaviors overtime, across the community and in comparison to the state. Data trends can provide local communities clear measurements when it comes to intermediate- and long-term program outcomes. It provides a strong data foundation to target and monitor program effect.

**“[YRBS data] is critical in determining progress made in local communities and allocating new resources across the region in our various program areas.”** — North Country Health Consortium

Regional Public Health Network leaders have noted that the YRBS data are a critical piece of their Strategic Plan for Prevention and assists in the analysis of trends in substance misuse behaviors and attitudes. The data are used as baseline data for the goals and strategies in many of the regional three years strategic plans.

**“For our Community Health Improvement Plan (CHIP), a plan that establishes priority areas for concentration for the next five years, the YRBS has proven extremely useful in identifying areas of need.”** — North Country Health Consortium

Schools and other youth serving organizations can track trends in risk taking behavior and take steps to reduce the risk. For example, the 2013 YRBS data analysis led one district’s middle and high school to train its entire staff in the Connect Suicide Prevention program of AMI NH. “Administration and staff were concerned about the data they received on the numbers of students who reported *“feeling sad”, “having considered suicide,” “having made a plan,” and/or “having made a suicide attempt”*.”

**“We are fortunate that most of our schools participate in the school-wide survey administration so we have a fairly comprehensive view of risk behaviors across our region”** — Public Health Council of the Upper Valley

Another respondent indicated that the YRBS results allowed them more clearly to pinpoint when the risk-taking behaviors start; such as initial use of alcohol and drug use, engaging in sexual activity, and the health and nutrition behaviors of students. Users of the YRBS are able to *“identify positive movement on key indicators, such as use of alcohol in the past 30 days, in our full implementing schools versus regional trend lines and the state trend lines across the same period.”* (North Country Health Consortium)

**“Further, analysis of protective factor questions such as Perception of Peer Disapproval and Perception of Risk has shown strong correlation with lower use rates. These give us clear measurements when it comes to our intermediate program outcomes.”** — North Country Health Consortium

The data users provided examples of how the calculation of body mass index (a calculation based on weight and height) and other questions about diet and exercise have *“proven extremely useful in identifying areas of need around obesity.”* (North Country Health Consortium)

**“We do use the data as a major piece of any strategic planning around youth risk behaviors, including substance misuse, suicidality, physical activity, nutrition, and violence, among others.”** — Public Health Council of the Upper Valley

### Funding Sources

Regions reported that data from the YRBS have been essential in bringing resources and funding to their communities. The survey data have helped regions prove effectiveness and identify needs on a variety of public health issues to current and potential funders. These data have been found to be helpful in grant proposals and grant reporting. One region indicated that the YRBS data was a critical part of their needs assessment and that the availability of regular YRBS survey data was a major selling point in their ability to demonstrate their outcomes.

**“Beyond the planning and evaluation uses already mentioned, the YRBS is critical when it comes to proving effectiveness and identifying needs to current and potential funders, allowing us to continue to bring resources to bear on a variety of public health challenges facing our region.”** — North Country Health Consortium

Multiple regions noted that data used from the YRBS helped them to receive funding to hire Student Assistance Professionals (SAP). The SAPs work with at risk students and provide prevention initiatives in schools. One respondent indicated that the YRBS data was *“instrumental in two of our schools receiving Project Success grants last year.”* Another indicated that they were *“able to leverage additional funding for youth empowerment initiatives in substance misuse prevention.”* (Carroll County Regional Public Health Network)

Respondents also reported using the YRBS data in applications that helped them to be selected as a federal Drug Free Communities Support Program Grantee. *“The YRBS provided baseline information for us to then demonstrate progress in meeting our youth drug use reduction goals.”* (Carroll County Regional Public Health Network) In addition, the YRBS data has been used in the application for “STOP Act” grant, which focuses on prevention of underage drinking.

The YRBS data was used to help make the case for adolescent Screening, Brief Interventions and Referral to Treatment (SBIRT) initiative at a local Federally Qualified Health Center. Another example of how the YRBS data helped leverage the expansion of services was reported by a regional network that was able to *“hire a part-time SAP, have male and female groups to talk about substance abuse, offer one-on-one counseling, produce school-wide projects/initiatives getting conversations started about drug and alcohol use/misuse, as well as partner with many community resources.”*(Greater Sullivan County Regional Public Health Network)

**“We used YRBS data to leverage additional funding for youth empowerment initiatives in substance misuse prevention and in strategic planning for at least 2 existing Community Coalitions.”**

— Seacoast Regional Public Health Network

Another location states that the 2013 YRBS data was instrumental in guiding development of their regional Community Health Improvement Plan. *“Results were especially informative as we identified risks and response strategies in mental health and substance/alcohol misuse priority areas.”* (Seacoast Regional Public Health Network)

## Community Awareness/Engagement

Regions have reported that YRBS data have helped them to engage their community in prevention efforts across the various sectors of the community, including the schools, youth-serving organizations, the faith community, the business community and health care. These data have helped

communities develop educational material (digital, print, non-print) to increase community awareness of risk factors and develop social norm campaigns in schools. Increased awareness and trend data can help school and community members recognize the benefit of interventions aiming to reduce risky behaviors among adolescents and young adults. Sharing of these data has helped communities build strong relationships and partnerships that have been beneficial in working together on community planning, evaluation and applying for additional funding.

**“In general, YRBS results provide us with an opportunity to partner with schools as we share the results with community members. This gives us a chance to show the community what positive work is on-going, what role the school is playing in addressing concerns, and demonstrating that addressing concerns is a multi-sector responsibility.”** — Public Health Council of the Upper Valley

The YRBS data forms the basis to *“meet to review and disseminate the data with the school partners so they feel as if they have a plan to both tackle the challenges of risky behavior and develop stronger initiatives to promote health and wellness.”* (Strafford County Regional Public Health Network)

**“We continue to share de-identified data at presentations, tabling opportunities at community events, meetings with partners from sectors we are inviting into join into our work and other arenas where we can raise awareness.”** — Public Health Council of the Upper Valley

YRBS data are often presented to the community *“during community forums and helped engage the community in prevention efforts across the various sectors of the community, including the schools, youth-serving organizations, the faith community, the business community and health care.”* (Carroll County Regional Public Health Network) The YRBS provides an *“opportunity to partner with schools as we share the results with community members.”*(Public Health Council of the Upper Valley)

The data are used to provide cultural context for other initiatives, such as SBIRT implementation and has been used for the development of digital, print, non-print social norm campaigns in the schools/to their peers.

## State and Federal Policy Development

The YRBS can best be used to *“show the community what positive work is on-going, what role the school is playing in addressing concerns, and demonstrating that addressing concerns is a multi-sector responsibility.”* (Public Health Council of the Upper Valley) The data from the YRBS can help to inform local, state and federal policy development. Using these data to tell a story about the health and safety risks of the youth in our state can help to influence policies that will benefit the future health and safety of our communities.

One respondent indicated that their youth had used the YRBS data to make a presentation to NH legislators and Presidential Candidates using YRBS data comparing local and statewide and national data. For example, the YRBS perception of risk and perception of harm-related data from the YRBS was used as part of one region's frame for community-based Naloxone education.

## ADDITIONAL CONSIDERATIONS

It was repeated by several respondents that they use the YRBS data to reflect what is going right and working in their communities; it is not just about what is wrong. *“Any release of public information is through positive interpretations instead of 12% use drugs before the age of 13, we would state 88% did not use drug before the age of 13. (High School Principal)*

**“Data is only as good as a community or group putting an action plan in place to make impact.”** —

Strafford County Regional Public Health Network

The YRBS has allowed one regional network to establish trust and collaboration with the principal and superintendent as a result of meeting to review and disseminate the data with the school partners. It was noted that this is helpful

so they feel as if they have a plan address the challenges of risky behavior and develop stronger initiatives to promote health and wellness overall.

When asked about the value of the YRBS data, one respondent stated simply that *“YRBS data is the only youth data we have.”* Several respondents stated that they are hoping to or are already planning to expand the implementation of the YRBS to their middle school population.

**“The logical next step is to expand our capacity to support the middle school version of the survey. For many New Hampshire communities, substance use begins prior to age 13, and we need data from younger students to better understand those behaviors and to document our efforts to drive that age of first use down.”** —

Public Health Council of the Upper Valley

For more information or questions related to this summary, please contact:

**Chiahui Chawla at 603-271-4933**

Bureau of Public Health Statistics and Informatics, New Hampshire Division of Public Health Services, DHHS

**Lynne Clement at 603-271-6717**

Bureau of Public Health Statistics and Informatics, New Hampshire Division of Public Health Services, DHHS

**Jill Burke at 603-271-6112**

Prevention and Education Services, DHHS-Division for Behavioral Health, NH Bureau of Drug and Alcohol Services

Visit NH DHHS website for more information:

<https://www.dhhs.nh.gov/programs-services/population-health/health-statistics-informatics/youth-risk-behavior-survey>

# 2025 NH Youth Risk Behavior Survey

GRADES 9 – 12

## Confirmation of School Participation and School YRBS Administrator

Please **sign** below to confirm your school's participation in the  
NH State Sample 2025 Youth Risk Behavior Survey of  
**High School Students - Grades 9 – 12**

School: \_\_\_\_\_ SAU #: \_\_\_\_\_  
(please print)

Principal /Superintendent Name: \_\_\_\_\_  
(please print)

Email address: \_\_\_\_\_ Date: \_\_\_\_\_  
(please print)

### **School Administrator Information**

School YRBS Administrator Name: \_\_\_\_\_  
(please print)

Title: \_\_\_\_\_ Email Address: \_\_\_\_\_  
(please print) (please print)

Direct Line: \_\_\_\_\_ Fax: \_\_\_\_\_  
(10 digit phone number, including area code) (10 digit phone number, including area code)

### **Community Survey**

Would you like to participate in a survey of all of your classrooms (**grades 9 – 12**) that will result in a customized, school-specific report? **Yes**  **No**

**If YES,**

What is your **total enrollment (including in person and all-virtual student)**? \_\_\_\_\_

What is the **number of classes taking virtually** during this semester? \_\_\_\_\_

What is the survey format your school will adopt?  **Web-format**  **Paper-format**

When does your school plan to administer the 2025 NH YRBS? **Month:** \_\_\_\_\_ **or Date(s):** \_\_\_\_\_  
(Starting January 1<sup>st</sup> 2025 to May 31<sup>st</sup> 2025)

**If NO,** would you like more information about the all-school YRBS? **Yes**  **No**

**Principal / Superintendent Signature:** \_\_\_\_\_

Please return this form by **November 14, 2024** to:

Bureau of Public Health Statistics and Informatics  
Department of Health and Human Services, Division of Public Health Services  
29 Hazen Drive, Concord, New Hampshire 03301  
Scan and email to [DHHS.NH.Youth.Risk@dhhs.nh.gov](mailto:DHHS.NH.Youth.Risk@dhhs.nh.gov) (preferred method)  
Or Fax 603-271-8705

Your participation is appreciated! Thank you!



**Homecoming Parade Procedure**

1. Class advisors will distribute permission slips to the class to be returned signed by parent/guardian.
2. A list of approved students to walk in the parade will be distributed to class advisors, administrators, and Superintendent.
3. Attendance must be taken and any student not on the list cannot participate.
4. Each class with a float must have an adult driver who also returns a permission form to drive along with a copy of their driver's license for approval of administration. There should also be an alternate driver as backup with the same information required. Drivers who are not prior approved by administration will not be permitted to drive, and the class will forfeit the float in the parade. Absolutely no person under the age of 21 will drive the floats.
5. Each truck must have a fire extinguisher.
6. All school rules apply for student behavior.
7. Administration will receive a copy of the permit from the Booster Club.
8. Administration will contact the Colebrook police to provide road closure and to direct traffic.

<b>District Approval History</b>	
<b>Board/Committee</b>	<b>Approval Date</b>
Colebrook Policy Committee	

## **FOREIGN AND DOMESTIC OVERNIGHT TRAVEL**

Foreign or domestic overnight travel with significant educational value is permitted following the approval of the building principal and the Superintendent. School Board approval is required for all foreign travel trips. All of the requirements in Policy IJOA and this Policy must be followed.

Overnight trips shall, to the extent possible, be scheduled during school vacation periods. If the trip extends into days when school is in session, a waiver request must be requested. For domestic overnight travel, the Superintendent must approve the waiver request. School Board approval of the waiver is required for foreign travel trips.

### **A. Foreign Trip Approval Process**

Preliminary Approval. Trip approval by the School Board shall consist of preliminary approval, at least six months prior to the trip, but no later than November 1<sup>st</sup>. Preliminary approval is required to allow for appropriate trip and financial planning. Except to determine interest/feasibility, no substantive discussion of foreign travel can be conducted with students and families until preliminary approval is granted by the School Board.

Requests for preliminary approval submitted to the School Board shall include:

- Statements of the educational value of the proposed extended travel and the relationship to current program and course offerings.
- If a travel agency is utilized, evidence of a performance bond or other security for deposits from the agency is required.
- Inclusive dates of the trip.
- General itinerary.
- Cost per student.
- Statement of academic eligibility or other limiting rules of participation established by the trip director.
- Permission forms to be reviewed with and signed by parents.
- Statement of source and nature of insurance coverage.
- Decision and opinion of the principal and superintendent.
- Release from duty of any staff member by the superintendent.

- Financial benefit to trip leader and chaperones must be disclosed (e.g., plane fare, accommodations, future awards or credits for travel, bonus points, cash or gift awards, etc.)
- Any costs to the School District.

Final Approval. Requests for final approval should be scheduled for the regular School Board meeting approximately three months prior to departure, granting permission to proceed.

**Requests for School Board final approval will include:**

1. Adult/Student ratio.
2. Confirmation permission forms, student code of conduct contract which will include Standards for Behavior, and telephone contact notification submitted to the principal.
3. A list of all students, chaperones and their contact information. This information will be kept on file at the SAU office and at the school.

The School Board may rescind its final approval in the event the government issues a travel advisory for any areas on the itinerary or if the safety or well-being of the students may be jeopardized by acts of terrorism or government instability.

The School District shall not be responsible for any costs incurred by staff, chaperones, parents or students associated with the School Board’s denying final approval or rescinding its final approval.

**B. Chaperones**

Only adults assigned as chaperones are permitted to travel with the students on domestic trips. On foreign overnight scheduled trips during school break parents may travel with their child and are responsible for all cost incurred. Chaperones are required to have completed the criminal background check process as described in Policy IJOC. Alumni of CAES graduates may be invited to participate for up to one year upon graduation from CAES.

Alumni will adhere to the same standards of behavior as defined for student participants

Chaperones will be provided with a copy of the Requirements for Chaperones (Policy IJOA-R, Form 2) and must acknowledge that they have reviewed and will adhere to these requirements.

**C. Permission to Participate**

A copy of this Policy and all related forms in Policy IJOAA-R along with any informational materials shall be provided to students and parents. All required information and permissions must be secured before the student is allowed to participate in the trip.

<b>District Policy History</b>	
<b>Board/Committee Name</b>	<b>Recommendation/Approval Date</b>
SAU Joint Policy Committee	
Colebrook School Board	

## HIGH SCHOOL GRADUATION REQUIREMENTS

Category: R

Related Policies: IK, IKFA, ILBAA & IMBC

Students generally earn a high school diploma through a combination of high school credit and proficiency or mastery of required District and Graduation competencies. Methods for earning credit are discussed in Board policy IK, while competencies are discussed in Board policy ILBAA. This policy outlines the specific courses, competencies and other specific requirements before a student will receive a diploma or other graduation credential. The Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

### A. Credit Requirements.

1. Awarding of Credit. Credit will be awarded in accordance with Board policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the principal, and will be in accordance with Board policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.
2. Required Subjects and Credits.

<b>Subject</b>	<b>NH Minimum*</b>	<b>Colebrook School Board** (24 credits required for the Class of 2025 and beyond)</b>	<b>Colebrook School Academic Honors Diploma (29 credits)</b>	<b>Pittsburg School Board***</b>
Arts education:	½ credit	½ credit	1 credit	1 credit
Information and communications technologies:	½ credit	½ credit	½ credit	1 credit
English:	4 credits	4 credits	5 credits	4 credits

Mathematics:	3 credits (including Algebra credit that can be earned through a sequential, integrated, or applied program)	4 credits (One Algebra credit required of four credits) (A math class must be taken senior year).	5 credits including an algebra and 4 more credits	4 credits (must include 1 credit of Algebra; others can be earned through sequential or applied area).
Physical sciences:	1 credit	1 credit	1 credit	1 credit
Biological sciences:	1 credit	1 credit	1 credit	1 credit
Elective Science		1 credit	2 credits	1 credit
US and NH history:	1 credit	1 credit	1 credit	1 credit
US and NH government/civics:	½ credit	½ credit	½ credit	1 credit
Economics, including personal finance:	½ credit	½ credit	½ credit	1 credit including ½ credit Personal Finance/Economics and ½ credit Business
World history, global studies, or geography	½ credit	½ credit	½ credit	1½ credits including ½ credit World History and 1 credit Humanities
Physical Education	1 credit	1 credit	1 credit	1 credit
Health education:	½ credit	½ credit	½ credit	1 credit (including Consumer Science)
World Language			2 credits	
Community Service – minimum 50 hours		½ credit Does not count toward GPA	Does not count toward GPA	
Open electives:	6 credits	7 ½ credits	7 ½ credits	5 ½ credits
<b>Totals:</b>	<b>20</b>	<b>24</b>	<b>29</b>	<b>25</b>

\*Minimum State Requirements: In New Hampshire the minimum of twenty (20) credits are required to graduate and earn a high school diploma. The required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2).

\*\*Colebrook School Board Graduation Requirements. Students must take a full schedule each year; a 24 credit Colebrook Academy Standard diploma is the expectation of all graduates.

\*\*\*Pittsburg School Board Graduation Requirements

3. Alternative Credit Options. The Superintendent or Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Board policy IMBC, Alternative Credit Options and other applicable Board policies.

**C. Passage of Civics Exam.**

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating after June 30, 2023, the district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services (“U.S. Citizenship Test”). This exam may be modified for a student with a disability in accordance with the student’s individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

**D. Federal Student Aid Application.**

Effective for students graduating in 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or
2. file a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.

The District shall provide each student and, if applicable, the parent/guardian, any support or assistance necessary to comply with the requirement above.

The District shall award a high school diploma to any student who is unable to meet the requirement above if the student has met all other graduation requirements and the building Principal attests that the District has made a good faith effort to assist the student

or parent/guardian in filing an application or waiver.

The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met, and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

#### **E. Alternative Learning Plans**

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Board policy IHBI, Alternative Learning Plans, shall apply in such an event.

#### **Legal References:**

**RSA 189:11**

**RSA 193:26-a, Graduation Requirements: Free Application for Federal Student Aid  
N.H. Dept. of Education Administrative Rule – Ed 306.27**

#### **SAU #7 Policy Committee: Recommended for Adoption – May 25, 2022/June 1, 2022**

*Pittsburg School Board Adopted: August 22, 2022*

*Colebrook School Board Adopted: September 20, 2022*

#### *Revision:*

*Colebrook Local Policy Committee – September 17, 2024*

*Colebrook School Board: Revised September 3, 2024*

*Pittsburg School Board: Approved May 22, 2023*

*Colebrook School Board – Approved: April 18, 2023*

*SAU 7 Board Policy Committee – First Reading: April 6  
2023*