

Hollis Brookline Cooperative School Board

Wednesday, February 16, 2022

Hollis Brookline Middle School

6:00

All times are subject to change without notice

6:00 Call to Order

6:05 Appointment of a process observer

6:10 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) reputation

6:50 Return from non-public

Agenda Adjustments

Recess the Board meeting to open the Public Hearing

6:55 **Public Hearing – Petition Warrant Article Hearing – the purpose of this hearing is to gather public input on the following petition warrant article that will appear on this year’s ballot**

Petition Warrant Article: “Shall we adopt the provisions of RSA 40:134 (known as SB2) to allow official ballot voting on all issues before the Hollis Brookline Cooperative School District on the second Tuesday of March?”

7:00 Nominations/Resignations and Correspondence

7:05 Approval of Minutes – January, 2021

7:05 Public Input

7:20 Principal’s/Athletics reports

- NEASC update – Principal Girzone

7:45 Discussion

- Annual meeting – presentation

7:50 **Deliberations**

- To see what action the Board will take regarding policy BHC – Communications with staff, Second Reading
- To see what action the Board will take regarding policy JCA – Change of School Assignment – Best Interests, Second Reading

- To see what action the Board will take regarding policy AC – Non-Discrimination, Second Reading
- To see what action the Board will take regarding policy JEC – Manifest Education Hardship (to be rescinded if JCA is adopted)
- To see what action the Board will take regarding policy ACE – Procedural Safeguards Non- Discrimination on the Basis of Handicap/Disability, First Reading

8:30 Report out by the process observer

8:45 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) reputation

9:00 Motion to Adjourn

To: Hollis Brookline Cooperative School Board
From: Patrick West, Principal HBMS
Re: Principal's Report
Date: February 16th, 2021

Information Only

Spirit Week

We are excited to announce that we will be holding Spirit Week the week before February vacation. Students have been asked for input on themes for the dress up days and what activities they would like to participate in this year. Spirit Week will end with a student vs. staff basketball game along with our first ever HBMS Unified Basketball game on Friday, February 25th.

DAR Essay Contest

Through our 8th Grade Social Studies classes, our students took part in an essay writing contest with the local Daughters of the American Revolution chapter. This year's essay contest winner is Genevieve Scales. Genevieve was honored at the local DAR's February meeting and her essay was forwarded to the State DAR for further judging. Congratulations Genevieve!



Spelling Bee

The winner of the 2021-2022 HBMS Spelling Bee is 7th grader Neil Tallamraju. Neil can represent HBMS in the state spelling bee on February 26th in Concord, NH. Our second-place speller was another 7th grade student, Viraj Patel. Congratulations to both students as well as the other participants.

Robotics

One of the HBMS robotics teams, Royal Knights Team 11866, is moving on to states on February 12th at Southern New Hampshire University. The team came in second on two awards: Design Award & Think Award! The coaches and entire HBMS staff are very proud of both teams for working hard during a challenging season that had a late start to the season.

Personnel

HBMS is currently looking to fill the following long term substitute positions:

- 8th Grade English
- French Teacher
- 2 special education paraprofessional positions

Important Dates

February 10th at 6pm - 8th Grade Parent Information Night for HS Course Registration (via Zoom)

February 21st – February 25th – Spirit Week

February 28th – March 6th – February Vacation (No School)

March 23rd & May 27th - Early Release Dates (11:55am dismissal)

Respectfully Submitted,

Patrick West

Principal

Hollis Brookline Middle School

To: Andrew Corey, Superintendent
From: Brian Bumpus, District Athletic Coordinator
Re: February 2022 Board Report

HBHS Athletics Update: Tournament time is upon us at the high school level, and several of our teams are poised for successful endings to their winter seasons. The Girls Basketball team entered the Division II tournament as the #6 seed, and will play at #3 Bow on Saturday 2/12 for a chance to earn a trip to the Final Four, while several of our other teams will be competing in their respective state tournaments over the coming weeks. The Gymnastics and Swim teams both compete on Saturday 2/12 as well, while the Boys and Girls Alpine Ski teams compete on Monday 2/14 and Tuesday 2/15, respectively, at Cranmore Mountain. The Bowling and Wrestling teams begin their postseason on Saturday 2/19. The Ice Hockey and Winter Cheer teams still have a few weeks left of regular season play, with their tournaments beginning in early March. And the Unified Basketball team capped off a great season with a win over Alvirne on their Senior recognition day.

HBMS Athletics Update: The HBMS Winter Athletics season went extremely well! We were back on the court and mats competing in the Tri County League. Our Boys and Girls Basketball teams both made playoff appearances, hosting the first round. Both teams finished with a regular season record of 7-7. The Wrestling team had a great season, bringing home the Tri County Division 2 runner-up title! 23 wrestlers competed this year, boasting one of the largest middle school rosters in the last three years. HBMS is also looking forward to the beginning of our Unified Basketball program, with practices starting this week and a game the day before the February Vacation.

Booster Club Update: The Athletic Department is excited to announce that HBMS will now be incorporated into the Booster Club and have access to fundraising opportunities and Club support for various activities that our middle school teams participate in. A special thanks is owed to Principal West and Mrs. Buschmann for their efforts in making this happen. We'd also like to thank the Booster Club, who recently approved and will be purchasing two large sideline tents to be used on the turf field to shelter teams from the elements when necessary. Our continued partnership and the continued support from the Club is more than appreciated.

SALC: Throughout the winter season, we have continued to hold regular meetings with our Student Athlete Leadership Council, and look forward to continuing our work and partnership with our student-athletes. With the help of our current members, we have begun to outline a structure for Captain's Workshops for our Spring teams, which will aim to highlight important topics and to help provide our students with the tools necessary to be successful leaders.

District Coaching Openings: The HB Athletic Department is currently seeking qualified candidates for several positions at HBHS and HBMS. Several positions are also currently in the interview process.

HBHS

Boys Lacrosse JV Coach
Girls Lacrosse JV Coach
Softball JV Coach
Boys Tennis Head Coach
Boys Tennis Assistant Coach
Girls Tennis Assistant Coach
Outdoor Track Boys Head Coach
Outdoor Track Girls Head Coach
Outdoor Track Associate Coach

HBMS

Outdoor Track Coach
Boys Lacrosse Head Coach
Softball Head Coach

Respectfully Submitted,



Brian Bumpus
District Athletic Coordinator

To: Hollis Brookline Cooperative School Board
From: Tim Girzone, Principal HBHS
Re: Principal's Report
Date: February 16, 2022

Information Only:

Course Registration

Our School Counseling Department hosted informational sessions for both students and parents grades 9-11 this month to outline the course selection process that is now open. Our school counseling department also visited HBMS to review the registration process with rising 9th graders. Administration, School Counseling and all Department Chairs also hosted parents of rising 9th graders for an informational presentation on course selection and scope and sequence within all our academic programs.

NEASC Special Report Submission

We recently submitted our Special Progress Report to NEASC which assesses our school's progress on each of the recommendations from the Decennial Accreditation Report (*specifically, only those not already classified as Completed at the time of the Five-Year Progress Report*). Our Special Progress Report will be reviewed by the Commission at its upcoming March meeting. We've been informed that we can expect to receive a Commission notification letter in response to our report in the weeks following the review. Our NEASC report is attached to this Board Report in narrative format.

All-State Jazz Band

Hollis Brookline sent three instrumentalists to the New Hampshire Music Educators Association' All State Jazz festival. They, alongside hundreds of talented Jazz students from all over the State auditioned back in October 2021 to be chosen for this event. Claudia Pack placed on both Alto (4th place) and Tenor (3rd place) Saxophone, and Miles Montgomery held this year's top score amongst all auditioning drummers. Sonja Colford placed 7th place on trumpet. All three were featured soloists in the ensuing performance and represented well our performing arts department's Jazz program.



DAR Good Citizen Award

Congratulations to Constance Mulligan for winning this year's Daughters of the American Revolution (DAR local chapter) Good Citizen Award.

Constance presented her winning essay to members of the DAR at Lawrence Barn on 2/8/22 and was awarded with a scholarship and is invited to a luncheon and tour of the State House on March 11th



Important Dates:

- 3/25-3/26 & 4/1-4/2 - HBHS Theater Dept. Presents "*Hello Dolly*"
- 2/21-2/25 - Spirit Week
- 2/28 - 3/4/22 - Winter Vacation

Core Values and 21st Century Learning Expectations:

Part One:

In the process of designing a Core Values experience/demonstration for HBHS students, staff and administrators at Hollis Brookline High School started some serious introspection of what we want students to value and the opportunities we give our students each and every day to live out these values in the classrooms of our school. We wanted to take a close look at some of the policies and procedures we use as the foundation for our courses, as we had some doubt these policies and procedures were all truly in alignment with our Core Values: Integrity, Intellectual Curiosity, Innovation, Individuality, and Involvement in the HB Community. As we developed what we hoped would be an extension of our Senior Quest course, we realized that we didn't have a good framework in which to offer this to all students, considering the structure of our coursework and program of studies in conjunction with the main drivers for identifying student success.

Seeing this deep need to dig past just creating another experience for students and instead look into the guiding policies driving our students to make decisions about coursework, Rick Barnes (Former Principal) assembled an Instructional Practices Committee, composed of students, staff, administrators, school board members, and parents (list of committee members attached to the 5 year report), to look at our policies and recommend necessary changes to the school board, guided by our core values. The committee created a charter (attached to this report, see "Instructional Practices Charter") and identified three areas of closer investigation for subcommittees to explore and bring recommendations to the main/steering committee: Top Ten (examining how we identify our top ten students at the end of junior year and before graduation their senior year and whether we should continue to do so), Grade Weighting (examining how we weight courses and if we should continue to do so), and Grading and Assessment (examining how we assess students and determining if it needs significant change) (guiding questions attached to the 5 year report, see "Top Ten guiding questions," "Grade Weighting guiding questions," and "Grading and Assessment guiding questions").

Our process has proved successful—policy changes have been made at the board level and implemented for this year's class of 2022. We have made substantive changes to our midterm/final exam protocols, instituted instructional support based on our Core Values, and altered our practices with regard to class rank and Honors designations, in order to give students standards of performance that allow them to challenge themselves without having to compete against each other to show rigor and personal academic goal-setting.

Furthermore, SAU41 is engaging in a process to develop a clear application of our strategic plan—a vision for what we want a Hollis-Brookline graduate to be when they complete their time in the Hollis, Brookline, and Cooperative District Schools. The process, called "Portrait of a Cavalier," is being led by Assistant Superintendent Gina Bergskaug, and is creating a K-12 view of how a student grows and develops from the time they begin school in either Hollis or Brookline to the time they graduate from Hollis Brookline High School. This naturally engages the Core Values, as these are the framework for what we hope our students experience and demonstrate in their four years at the high school—which is one piece of their K-12 experience in the district. We are looking closely at our strategic plan and creating our understanding of what this means in terms of the student experience.

Part Two:

The Grading and Assessment subcommittee--an offshoot of the Instructional Practices Steering Committee--has as its charge to ask foundational questions about how we assess students--and WHAT we assess--at Hollis Brookline High School (see attached "Grading and Assessment Subcommittee guiding questions").

We have created and adopted two types of rubrics: our Core Values rubrics and our 21st Century Learning Expectations rubrics. The Core Values function on a whole-school level that overarches the entire student experience at HBHS, while the 21st Century rubrics (the "4 C's: Communication, Critical Thinking, Creativity, and Collaboration") are tailored to and applied at the content level in each individual course.

Our Core Values are driving our Instructional Practices work, demonstrating the key role these are playing in HBHS culture. Transferable skills are the focus of our weekly PLC work, as well as our cycles of curriculum review; our World Language Curriculum is an example of shifting our focus to best practices with regards to transferrable skills beyond the work of HBHS.

Cross-Disciplinary:

HBHS continues to identify where in specific courses we can make cross-disciplinary connections. Teachers of our Fitness and Wellness classes for Freshmen (which meet every other day) have worked to create connections and align their units of study to inform each other and build an integrated curriculum that spans both classes. On the other end of the 9-12 spectrum, Senior Quest offers students an opportunity to integrate several disciplines into one yearlong project that is student built and staff mentored.

On a building level, our Library Media Specialist works hard to use common systems and supports for research projects for all classes in the building, offering tools and databases that can be used in all courses to give students a unified framework with which to approach their project/research-based work.

Our building level focus on Social and Emotional Learning has also brought into focus the ways the disciplines can inform each other, and many of the SEL practices that are embedded in certain content areas are being shared and integrated into all content areas to improve our students' exposure to healthy social-emotional practices in all aspects of school.

We have instituted quarterly cross-department PLCs to discuss student achievement on a cross-disciplinary level that shifts our focus more directly to students in an overarching view from the weekly content-focused PLC groups. Additionally, we have several events that reach beyond class-based activities to showcase a school-wide, broad-based approach to applied and connected learning. Performing Arts Days, Physics Days, and a recent hosting of a Portsmouth Naval Shipyard careers fair have emphasized a view that connects isolated disciplines to a wider view of applied skills and knowledge.

Advisory:

The HBHS schedule did not lend itself to creating a formal “advisory” period without losing instructional time or taking away from what has become a valuable instructional support time (CavBlock). We adopted a tool that will help to add this time into the schedule without disrupting the current needs: the Adaptive Scheduler tool (a plug-in for PowerSchool) has allowed us to set aside a few CavBlock times that can be used for students to meet in advisory-like groups. We have utilized this structure to implement “home-base CavBlocks” that serve in an Advisory capacity as needed. We have also assembled an Instructional Practices subcommittee focused solely on Advisory in order to maximize the potential student impact of this time by identifying clear objectives for the Advisory time. This is an exciting organizational decision that answers a deeply-felt need that has only increased over the past several years of COVID-influenced school experiences for HB students.

BOARD-EMPLOYEE COMMUNICATION

The Board desires to maintain open channels of communication between itself and the employees. Communication will, however, be through the Superintendent of Schools or their designee. The Board requires its members not only to adhere to all laws regarding conflict of interest, but also to alert to situations which may have the appearance of a conflict of interest and to avoid actions that might compromise themselves with the Board.

Staff Communications to the Board

All communications or reports to the Board or any Board committee from principals, supervisors, teachers, support staff, employees, or other agents herein defined as "Staff" shall be submitted through the Superintendent, or their designee.

Board Communications to Staff

All official communications, policies, and directives of Staff interest and concern will be communicated to Staff members through the Superintendent or their designee.

Official Visits to Schools

When invited to school activities, Board members are encouraged to attend. Such official visits by Board members shall be with full knowledge of the Superintendent, or their designee, building administration, and the Board.

Visits to Schools

Individual Board members interested in visiting schools or classrooms will inform the Superintendent, or their designee, of such visits and make arrangements for visitations through the Principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes and will be in accordance with Policy KI.

Social Interaction

Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general District problems. However, employees are reminded that individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Therefore, discussions of personalities or personnel grievances by either party will be considered unethical conduct.

Adoption: December 15, 2004

1st Reading: January 19, 2022

2nd Reading: February 16, 2022

POLICY JCA

See Also JEC, JFAA, JFAB & JG

CHANGE OF SCHOOL OR ASSIGNMENT – BEST INTERESTS AND MANIFEST HARDSHIP

The Superintendent or their designee is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate.

A. Best Interest Re-Assignment - Determination by Superintendent or their designee.

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent or their designee is authorized to reassign a student residing in the District to another class within the school, to another public school or public academy in another district, or approved private school.

Authorization granted to the Superintendent or their designee to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent or their designee that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

This policy, however, does not limit the Superintendent or their designee's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

1. Procedure:

- a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent or their designee a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent or their designee at the email address provided on the District's website.
- b. Upon such request, the Superintendent or their designee shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.

- c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, or to a public school, public academy, or approved private school in another district.
 - d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.
 - e. The Superintendent or their designee may present such information as he or she deems appropriate.
 - f. In determining whether reassignment is in the student's best interest the Superintendent or their designee shall consider the student's academic, physical, personal, or social needs.
2. Finding Reassignment Is or Is Not in Best Interest.
- a. Within five school days of the reassignment meeting, the Superintendent or their designee shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
 - b. If the Superintendent or their designee finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent or their designee shall initiate:
 - i. A change of assignment within the student's current assigned school;
 - ii. The student's transfer to another public school, public academy, or approved private school within the district of residence which can reasonably meet the student's educational needs; or
 - iii. The student's transfer to a public school, public academy, or approved private school in another district which can reasonably meet the student's educational needs.
 - c. If the Superintendent or their designee does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

3. Tuition Determination. If a student is to be reassigned to another school district or approved school as a result of a best interest determination, the Superintendent or their designee shall work with the Superintendent or their designee or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent or their designee has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.

If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. ¹ The Superintendent or their designee shall consult with counsel regarding tuition obligations in such an instance.

The Superintendent or their designee shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

4. Transportation: Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian.

5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy [JFAB](#) or as computed under the formula set out in RSA 193:4. The Superintendent or their designee, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent or their designee to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.

B. Manifest Educational Hardship - Determination by School Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the Superintendent or their designee did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.

2. Procedure for Determination of Manifest Educational Hardship.

a. Within thirty (30) days after receipt of the Superintendent or their designee's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.C, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent or their designee detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.

b. The Superintendent or their designee shall duly notify the school board that the parent/guardian has requested a manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent or their designee. The Board shall provide at least two full days notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).

- c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent or their designee a specific request in writing that the student attend a public school, public academy, or approved private school in another school district which can reasonably meet the student's educational needs. The Superintendent or their designee shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
 - d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent or their designee may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent or their designee will assure the means for the Board to establish an adequate record of the hearing.
 - e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed 320(c)-(e).
3. Finding of Manifest Educational Hardship. If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student to a public school, public academy, or approved private school in another district which can reasonably meet the student's educational needs.
 4. Finding that Manifest Educational Hardship Was Not Established - Appeal to the New Hampshire State Board of Education. If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Ed. Rule Ed 204.01(g). If a parent/guardian believes that denial of a re-assignment under this policy upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.
 5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

6. Transportation: Transportation for a student reassigned to schools in another district under this section B (manifest educational hardship) shall be the responsibility of the District unless otherwise ordered by the SBOE.

C. Admission Requirements. Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

D. Statutory Reassignment Limit. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.

E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation. Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

F. Notice to the Department of Education. The Superintendent or their designee of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

G. Special Education Placements. A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Legal References:

Ed RSA 193:3, III, Change of School Assignment

RSA 193:14-a, Change of School Assignment; Duties of State Board of Education

N.H. Dept. of Education Administrative Rule Ed. 320 [Pending revision]

1st reading: November 3, 2005

Adopted May 21, 2008

Amendment 1st reading: January 19, 2022

NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and DISTRICT ANTI-DISCRIMINATION PLAN

Category: Priority/Required by Law

Related Policies: ACE, GBAA, JBAA, JICK KED

A. Prohibition Against Discrimination of Students in Educational Programs and Activities.

No person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy [JICK](#) Pupil Safety and Violence Prevention.

B. Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.

The School District is an Equal Opportunity Employer. The District ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

C. Policy Application.

This Policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board policy [JICK](#), Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

D. District Anti-Discrimination Plan.

The Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the District's Human Rights Officer and Title IX and 504 Coordinators.

No less than once every two years (off years from review of the District's Suicide Prevention Plan, the Superintendent shall update the District Anti-Discrimination Plan, and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

E. Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.

The Superintendent shall assure that District and or building personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate as an Appendix AC-E to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.

Human Rights Officer	Director of Student Services for Students
Human Rights Officer	HR Administrator for Employees
Title IX Coordinator	Director of Student Services
504 Coordinator	Director of Student Services

The Appendix will also include current contact for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights

U.S. Department of Agriculture, Office of Civil Rights

N.H. Human Rights Commission

N.H. Department of Justice, Civil Rights Unit

N.H. Department of Education, Commissioner of Education

F. Complaint and Reporting Procedures.

Any person who believes that they have been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school District, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying,

should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy shall report such conduct to their immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy [GBAA](#);
2. Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy [JBAA](#);
3. Reports or complaints of discrimination on the basis of disability should be made under Board policy [ACE](#), except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy [KED](#); and
4. Reports or complaints of bullying or other harassment of pupils should be made under Board policy [JICK](#).

G. Alternative Complaint Procedures and Legal Remedies.

An individual may file a complaint with the Office for Civil Rights ("OCR"), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

H. Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

I. Administrative Procedures and Regulations.

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

J. Notice of Compliance.

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

Legal Reference:

RSA 186:11, XXXIII, Discrimination

RSA 193:38, Discrimination in Public Schools

RSA 193-F, Student Safety and Violence Protection Act

RSA 275:71, Prohibited Conduct by Employer

RSA 354-A, State Commission for Human Rights

The Age Discrimination in Employment Act of 1967, 29 U.S.C. 621, et seq.

Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq.

Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c

Title VII of The Civil Rights Act of 1964 (15 or more employees), 42 U.S.C. 2000d, et seq.

Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq

NH Dept of Ed. Rule 303.01 (i), School Board Substantive Duties

Adoption: November 17, 2004

1st Reading: April 10, 2019 (as amended)

2nd Reading: May 15, 2019

3rd Reading: May 15, 2019 (Waived)

Adopted: May 15, 2019

1st Reading: January 19, 2022

2nd Reading: February 16, 2022

AC-E - ANNUAL NOTICE OF CONTACT INFORMATION FOR HUMAN RIGHTS OFFICER, TITLE IX COORDINATOR, 504 COORDINATOR AND CIVIL RIGHTS AGENCIES

Related Policy: AC

Pursuant to Board policy [AC](#), *Non-Discrimination, Equal Opportunity Employment, and District Anti-Discrimination Plan*, the District administration is directed to update and publish a list of current personnel and contact information for various positions and outside agencies relating to the District's anti-discrimination policies.

DISTRICT PERSONNEL:

Human Rights Officer _____ Director of Student Services for Students

Name: Lauren DiGennaro
Address: 4 Lund Lane; Hollis, NH 03049

Telephone: (603) 324-5999
Email Address: lauren.digennaro@sau41.org

Human Rights Officer _____ HR Administrator for Employees

Name: Carrie Marsh
Address: 4 Lund Lane; Hollis, NH 03049

Telephone: (603) 324-5999
Email Address: carrie.marsh@sau41.org

Title IX Coordinator _____ Director of Student Services

Name: Lauren DiGennaro
Address: 4 Lund Lane; Hollis, NH 03049

Telephone: (603) 324-5999
Email Address: lauren.digennaro@sau41.org

Title IX Coordinator for HBHS _____ Principal, Hollis Brookline High School

Name: Tim Girzone
Address: 24 Cavalier Court; Hollis, NH 03049

Telephone: (603) 821-4477
Email Address: tim.girzone@sau41.org

Title IX Coordinator for HBMS _____ Principal, Hollis Brookline Middle School

Name: Patrick West
Address: 25 Main Street; Hollis, NH 03049

Telephone: (603) 324-5997
Email Address: patrick.west@sau41.org

Title IX Coordinator for HUES _____ Principal, Hollis Upper Elementary School

Name: Candice Fowler
Address: 12 Drury Lane; Hollis, NH 03049

Telephone: (877) 465-5474
Email Address: candice.fowler@sau41.org

Title IX Coordinator for HPS _____ Principal, Hollis Primary School

Name: Paula Izbicki
Address: 36 Silver Lake Road; Hollis, NH 03049

Telephone: (603) 324-5995
Email Address: paula.izbicki@sau41.org

Title IX Coordinator for CSDA _____ Principal, Captain Samuel Douglass Academy

Name: Patricia Bouley
Address: 24 Townsend Hill Road; Brookline, NH 03033

Telephone: (603) 821-0439
Email Address: patricia.bouley@sau41.org

Title IX Coordinator for RMMS _____ Principal, Richard Maghakian Memorial School

Name: Daniel Molinari
Address: 22 Milford Street; Brookline, NH 03033

Telephone: (603) 673-4640
Email Address: daniel.molinari@sau41.org

504 Coordinator _____ Director of Student Services

Name: Lauren DiGennaro
Address: 4 Lund Lane; Hollis, NH 03049

Telephone: (603) 324-5999
Email Address: lauren.digennaro@sau41.org

OUTSIDE AGENCIES:

Office for Civil Rights, U.S. Department of Education; 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone - 617-289-0111; Email - OCR.Boston@ed.gov

Office of Civil Rights, U.S. Dept of Agriculture; 1400 Independence Avenue, SW, Washington, D.C., 20250-9410; Telephone - 866-632-9992; Email - program.intake@usda.gov

N.H. Commission for Human Rights, 2 Industrial Park Drive, Concord 0330, Telephone - 603-271-2767; Email - humanrights@nh.gov

N.H. Department of Justice, Civil Rights Unit; 33 Capitol Street, Concord, NH 03301; Telephone - 603-271-1181

N.H. Department of Education, Commissioner of Education; 101 Pleasant Street, Concord, NH 03301, Telephone - 603-271-3494; Email - info@doe.nh.gov

See also [JCA](#)

MANIFEST EDUCATIONAL HARDSHIP

Resident students of the Hollis Brookline Cooperative School District shall be assigned to a public school within the District by the Superintendent, or designee.

The Hollis Brookline Cooperative School Board recognizes that in unusual and extraordinary circumstances, parent(s) or guardian(s) may wish to request a change of assignment to another public school within the District, or a public school in another district. When the parent(s) or guardian(s) believe that the assignment which has been made will result in a manifest educational hardship to the student, the Board will consider these requests, according to the procedure established by the superintendent.

Legal Reference:

RSA [91-A](#):3 II(c), Non-Public Sessions

RSA [193](#):3, Change of School or Assignment; Manifest Educational Hardship or Best Interest; Excusing Attendance

RSA [193](#):14-a, Change of School Assignment; Duties of Board of Education

NH Code of Administrative Rules, Section Ed. 320, Manifest Educational Hardship

NH Code of Administrative Rules, Section Ed. 200, Practice & Procedure

Lisbon Regional School District v. Landaff School District, 114 NH 674 (1974)

Appendix JEC-R, Procedure for Consideration of a Manifest Educational Hardship Request

1st Reading: November 3, 2005

Adopted: May 21, 2008

**PROCEDURAL SAFEGUARDS
NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY**

Category: Priority/Required By Law

~~The District provides the following Notice of Procedural Safeguards to parents/guardians, and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22 (4) (f), and 104.36 of the Regulations implementing Section 504 of the Rehabilitation Act of 1973.~~

~~The District does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities.~~

~~The District provides a grievance procedure with appropriate due process rights. **The Director of Special Education** is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the Board.~~

~~Grievance Procedure: As the parent/guardian of a handicapped student or as a handicapped person, you have the right to notify the above designated employee with your complaint. The designated employee will make an initial response to the complainant within ten (10) days of receipt of complaint. The parties will attempt to work out their differences promptly and equitably informally. A written record of the resolution of the complaint should be made within ten (10) working days of completion.~~

~~If that effort fails, you may (a) request that the Board places this matter on its agenda or (b) notify the Superintendent of the complaint. Either request shall be delivered to the above cited complainant. You may be represented by anyone of your choosing, may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.~~

~~Within ten (10) working days of either of the above options, a written record should be made of the decision.~~

~~Section D Procedural Safeguards: As required by Section 104.36, as the parent/guardian of a student, who because of handicap needs or is believed to need special instruction and related services, you have the right, with respect to any action regarding identification, evaluation, and placement to:~~

- ~~1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.~~
- ~~2. Examine all relevant records.~~
- ~~3. At an impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services, an opportunity for participation by you and representation of counsel as provided under the Individuals with Disabilities Education Act.~~
- ~~4. A review process.~~

~~The school district will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.~~

Legal Reference:

34 CFR §§104.7, 104.8, 104.22 (4)(f), 104.36 of the Section 504 Regulations

NH Department of Education Administrative Rules, Ed 1120, Procedural Safeguards

Section 504 of The Rehabilitation Act of 1973

Adopted: May 24, 2004

1st Reading: February 16, 2022

DRAFT