

Hollis School Board
Wednesday, October 5, 2016
Hollis Upper Elementary School
6:00 PM

All Times are estimates and subject to change without notice

- 6:00 Call to Order
Agenda Adjustments
- 6:05 Approve Meeting Minutes
Nominations/Resignations/Correspondence
- 6:10 Public Input
- 6:20 Principal's Presentation – Goals and objectives for 2016-2017
- 7:20 Discussion
 - Energy Study Working Group update on September meeting
 - SAU Office - rental fee
- 7:40 Deliberations**
 - To see what action the Board will take regarding the policies outlined in the memo from the policy committee
- 7:50 Non – Public under RSA 91-A: 3II (a) Compensation and/or (c) Reputation
- 7:55 Motion to adjourn

Hollis School District
Monthly Enrollment Breakout
October 2016

Grade	Class size Per District Policy	Number of classes	NESDEC Projections 16/17 SY	Number of students (9/1/2016)	Change from last report	Actual class Enrollments
Pre – K 3 year olds		1		8		8
Pre – K 4 year olds		1		10		10
Kindergarten		4		59		14, 15, 15, 15
Grade 1	18	5		79		15, 16, 16, 16, 16
Grade 2	18	5		86		17, 17, 17, 17, 18
Grade 3	20	5		95		18, 19, 19, 19, 20
HPS Totals		21 classes		337		
Grade 4	23	6		117	0	19, 19, 19, 20, 20, 20
Grade 5	23	5		94	-2	17, 18, 19, 20, 20
Grade 6	23	5		106	0	21, 21, 21, 21, 22
HUES Totals		16 classes		317		
HSD Totals		37 classes		654		

* denotes class sizes over policy expectations

Enrollment History:

School Year	HPS September Starting Enrollment Numbers	HUES September Starting Enrollment Numbers
2016	337	319
2015	345	295
2014	352	291
2013	358	292
2012	340	294
2011	340	297



ENGAGE AND EMPOWER

Hollis School District

2016 - 2017 School Year

The Hollis Admin Team

Paula Izbicki - Principal at HPS

Candice Fowler - Principal at HUES

Colleen Micavich - Special Education Administrator

Nicole Tomaselli - Curriculum Administrator

At HPS:

Mulch, Entrance Cameras hooked up to the front office, Entrance Carpeting, Stairs, Walkway, Kindergarten Sinks and Counters, First Grade Floor, D-Box Replacement, Shed, SAU Walkway, Window Laminate, Kindergarten Rugs, Walk off Rugs, Bathroom Vents, Bridge Repair, Door Alert (Kitchen Swipe), Repaired Playground Equipment

At HUES:

Loft carpeting and air conditioning
Foyer Carpeting; Entrance Window Trim for Office
Curbs painted & Safety Laminate Installed
Installation of enoboards and sound systems for new teaching spaces
Shed replacement
SeeSaw (Talent show Fund Raiser) Ordered - Installed this week!

**Summer
Improvements**

New Staff Members

HUES and HPS:

- ▶ Sarah Proulx - Librarian
- ▶ Joy Peterson - Support Staff
- ▶ Jerry Duclos - Custodian
- ▶ Kim Richards - Support Staff
- ▶ Shelli Harris - BCBA
- ▶ Kim Frye - ESOL
- ▶ Ellen Roos-Under - Gr 4 teacher
- ▶ Jared McMullen - Gr 5 teacher
- ▶ Amanda Tanguay - Gr 6 teacher
- ▶ Stacie Sanborn - Nurse
- ▶ Brittany Ducharme - Special Educator
- ▶ Traci Richardson - Support Staff
- ▶ Pippa Naugle - Support Staff
- ▶ Stephanie Jesse - Support Staff

Hollis School District Vision and Goals

The vision of **Hollis School District** staff is to work collaboratively to ensure (encourage, nurture, advance, promote, stimulate) academic growth and develop a passion for community, learning and the life skills for: (1) independent learning, (2) social, and (3) emotional success in students.

Building Consensus with the Staff

“We need your help to make these goals a reality!”

Background of goal development.

Combined staff meeting on the 1st Day Back for Teachers.

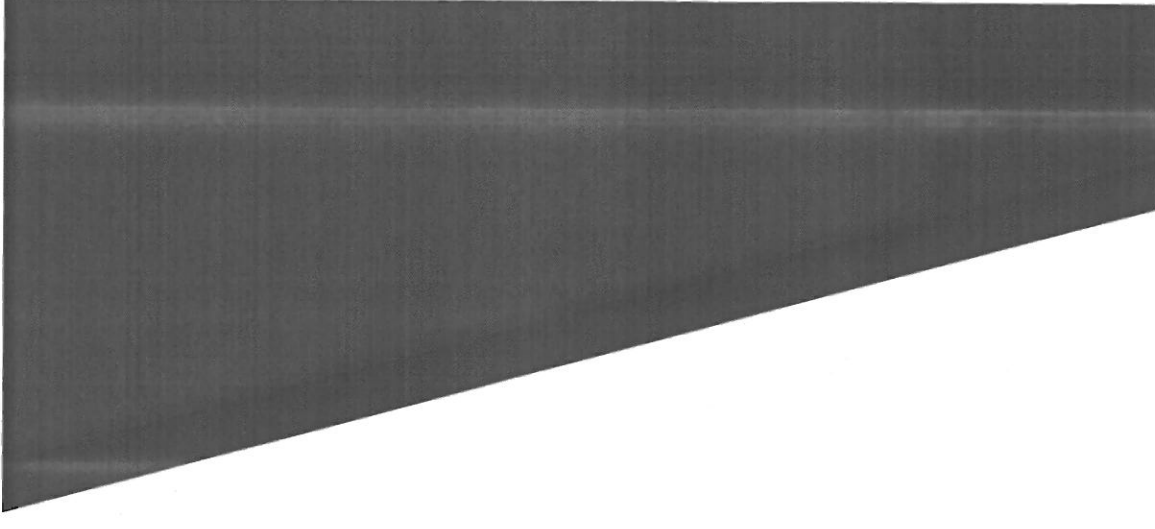
Sharing of goals.

Time for staff to generate ideas around the implementation and roll out of these goals.

Our staff are engaged and empowered!

- Student-led Assemblies at HUES
- Hollis Reading Group
- Nov 8th Professional Development Day will be driven by teachers proposals
- Conduct more Lesson Studies to cultivate best practices
- Develop shared language for critical thinking discussion that students and teachers can use.
- Book study: Math Study and Grit Related Books

Goal Statement: (leadership)
The Hollis Administration Team will
calibrate, coordinate, and implement the
new Professional Growth Model pilot for
effective teacher evaluation practices.



Professional Growth Model Pilot

What? Why? When? How?

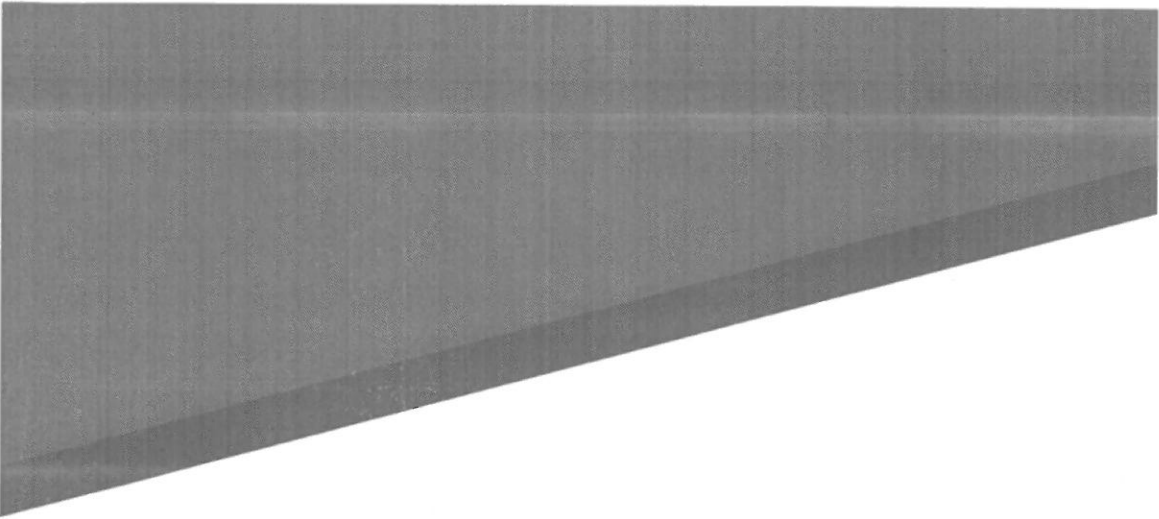
- Become more familiar with curriculum and instructional practices ☐
- Confirm and establish progress monitoring data ☐
- Gauge the climate of the school ☐
- Influence team atmosphere ☐
- Model value of teaching and learning by being visible, supportive, engaged and knowledgeable
- Feedback around new PGM will be gathered from all stakeholders

2 - 4 observations a year for every staff member

Goal setting each year for all staff

Reflection and Conversation for every staff member every year

What are students doing? Teachers? What are the indicators of effective teaching.....how does it correlate to learning and growth?



Goal Statement: (teaching)
Best Practices in Critical Thinking
performance tasks will be developed and
implemented in classrooms as evidenced
by 21st Century Rubrics, teacher goals,
documents, and observations.

Performance Tasks

What is a performance task?

A performance task is any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency.

Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Unlike a selected-response item (e.g., multiple-choice or matching) that asks students to select from given alternatives, **a performance task presents a situation that calls for learners to apply their learning in context.**

How will this goal be met?

Teachers will collaborate in PLC's, Staff Meetings, 15 minute observations, etc. to create performance tasks with rubrics for students to learn and grow.

Sample Performance Learning Tasks



<https://gfletchy.com/the-cookie-monster/>

**3D Multiplication Table: Lego Pitch as a
Performance Task to PTA**

Goal Statement: (academic)
**Teachers will implement Next
Generation Science Standards in all
classrooms as evidenced by lessons,
performance tasks, activities, and
observations.**

Multi-Pronged Approach to Shifting Science Instruction

PLTW Launch program is being implemented K-5:

- NGSS aligned modules that follow a storyline.
- The performance tasks offer exposure to a variety of apps, the Engineering Design Process, programming and robotics.
- These modules will be implemented by classroom teachers to reach ALL students.

Ecology and Life Science instruction will continue to be developed and designed by staff in collaboration with Environmental Science teachers.

Homegrown Approach for 6th Grade

- Project Learning Tree summer PD
- Scientific Method vs. Engineering Design lessons
- Redesigning "Weather and Climate Change" units during Choice time
- Will be designing new "Forces and Motion" units in coming months



"The 6th grade team getting some pro development during an ecology hike with Mr. Bothmer! #uncholeam #WSSMS"

Social Emotional Learning

Goal Statement: (learning)

Building staff will focus on developing students abilities to be: problem-solvers, resilient, independent, tolerant, as well as to be able to persevere through difficulty/failure, have an optimistic view and to have a growth mindset as learners.

Social Emotional Learning Goal



How will this goal be met?

Coffee Chats

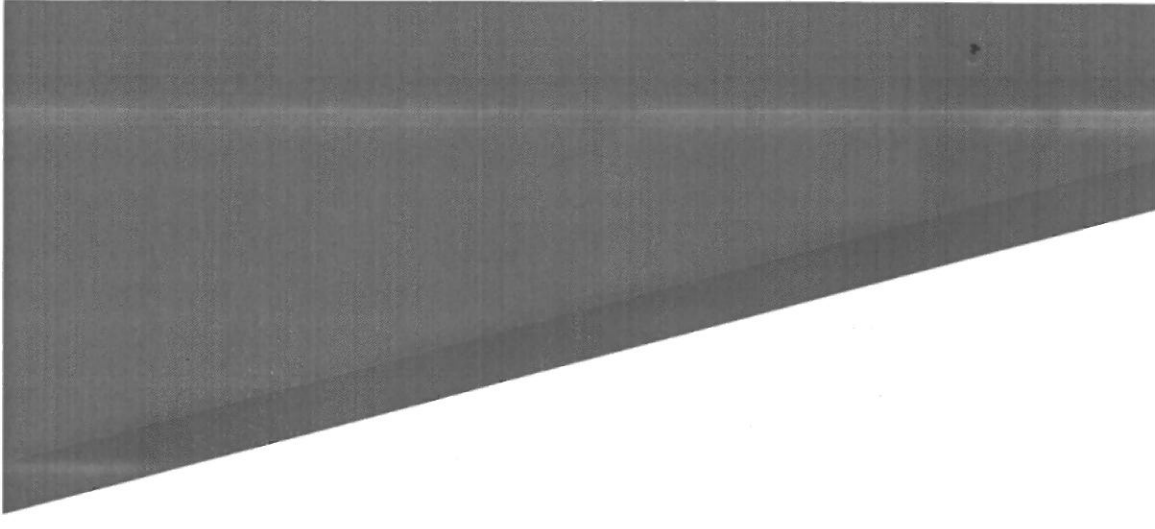
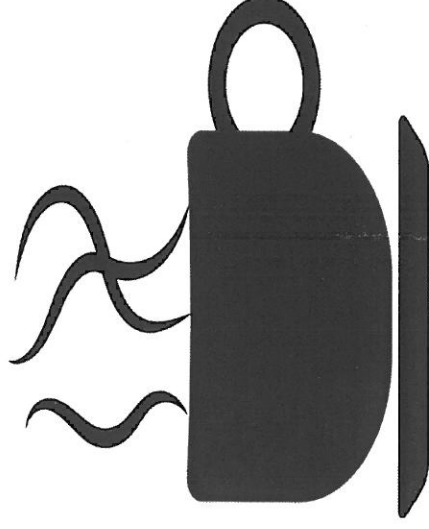
PTA Parent Talks/Lectures

HPS/HUES Faculty

Kick off

Faculty Meetings

Walk Throughs



Looking Forward

HPS:

- Address electrical improvements and kitchen renovation
- Creating a learning commons environment rich with resources for collaboration, communication, critical thinking, and creativity - includes full time support person to support students in small groups, charging stations, 2-3 devices for access, design changes, added color, etc.
- Science - continue improving on PLTW and MakerSpace lessons that address the 4 C's

HUES:

- Ipads for PLTW lessons
- Grant Opportunities - "Like Us"
- Potential Staffing Increases: Potential enrollment increases; STEM/Media Assistant; FT custodian
- Science Implementation - Year 2 & PLTW
- A/C ~ art/library/guidance/conference room

We hope to help our learners (staff and students) understand the value of failure as failure builds perseverance along with problem-solving and critical thinking skills!

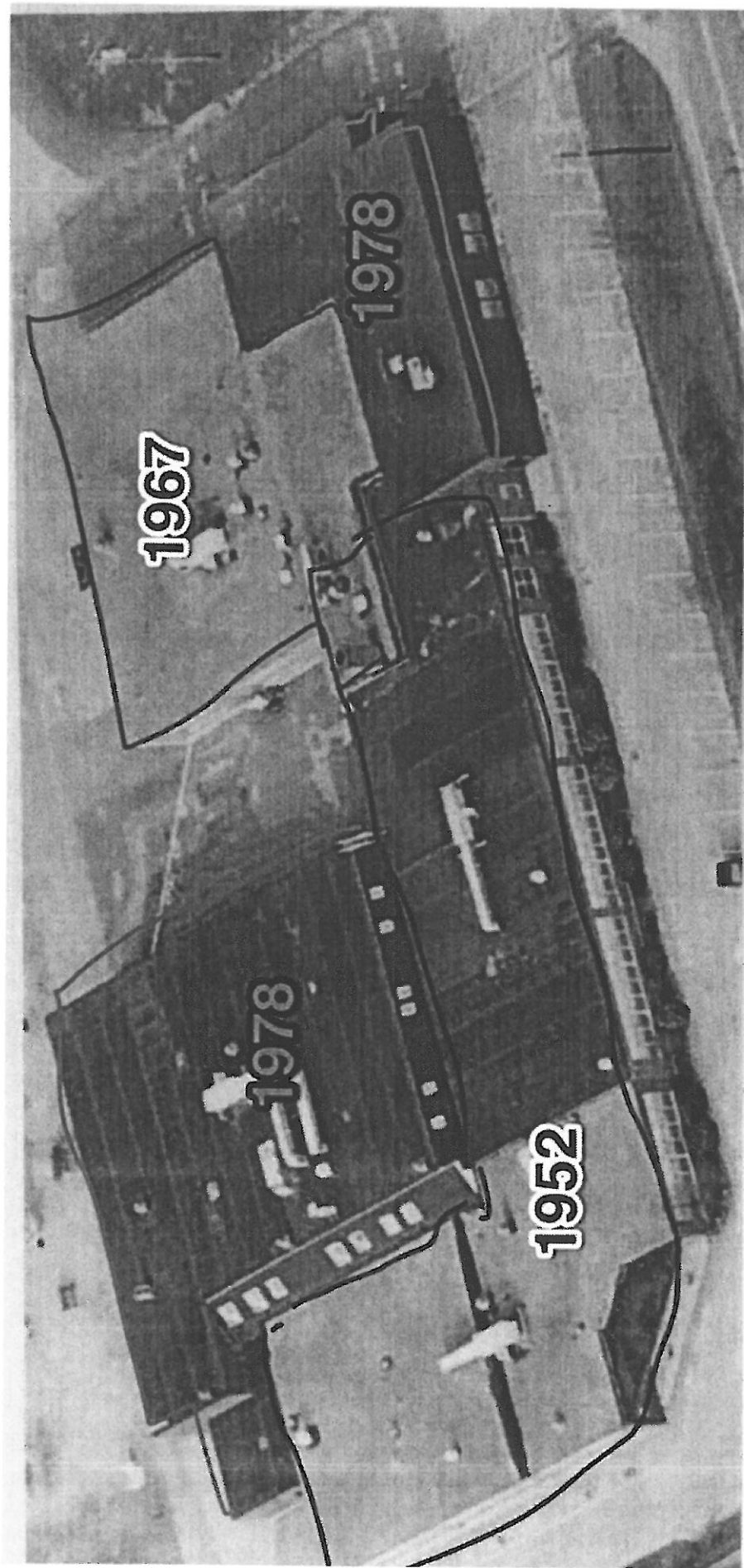
We hope to communicate about all the wonderful happenings and learning going on in our buildings!

We hope to build community collaboration through parent talks on important developmental topics.

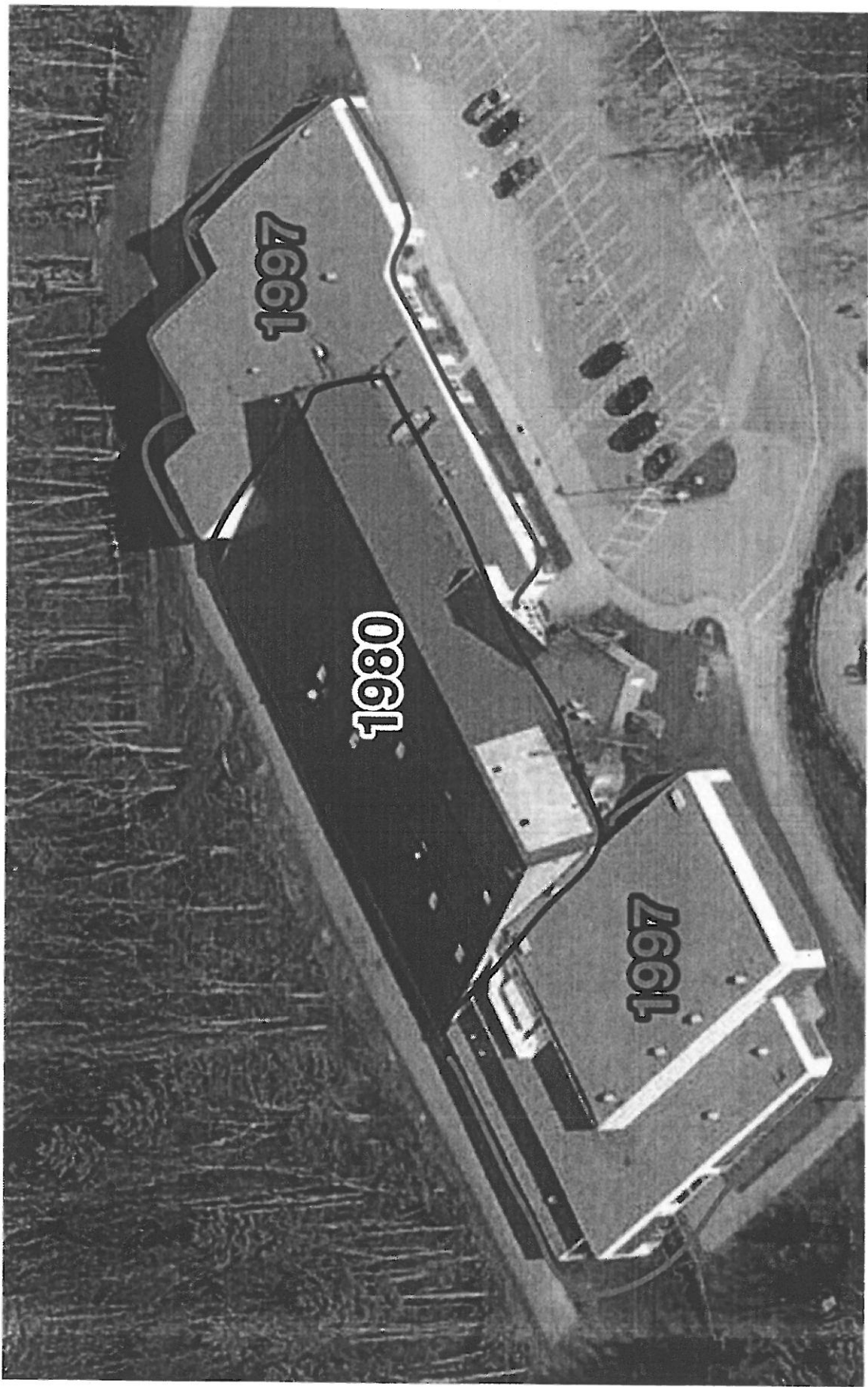
Hopes!

Hollis Energy Study – Progress Since July

- Finalized contract
- Solar tour with HEC 7/11
- Approved scopes of work for subcontractors
- Hired John F. Penney Consulting Services (Mechanical Engineer) and Resilient Buildings Group (building performance experts): Tech Team
- Outreach to prospective vendors, review and approval of vendor list
- Helped coordinate ASHP pilot for HPS library
- Tech. Team building tour August 24
- Heat load modeling – John Penney
- Cost estimating for key building system upgrades
- Monitoring buildings tour with Ed Hinkley, RBG Sept. 9
- Install monitors for ASHP performance at HUES and Library at HPS Sept. 16



Hollis Primary School



Hollis Upper Elementary School

Thank You

Charlie Niebling – INRS

Dick Henry - HotZero

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dhenry@hotzero.biz 603-496-2415

SAU Rental Analysis									
11/30/2015									
updated 9/29/16									
Commercial Rental Rates 11/30/15		ANNUAL as of 11/30/15				ANNUAL update 9/29/16			
Property	Town	Sq Footage	Min \$ Per Sq Foot	Max \$ Per Sq Foot	annual cost	Min \$ Per Sq Foot	Max \$ Per Sq Foot	annual cost	
SAU41	Hollis	5868	\$ 1.36		\$ 8,000	\$ 1.36		\$ 8,000	
17 Clinton Dr	Hollis	3508-29146	\$ 4.00	\$ 6.00		\$ 4.00	\$ 5.25		
Stoney Ledge	Brookline	188-2261	\$ 8.00	\$ 13.82		\$ 8.00	\$ 13.82		
Milford Tech Center	Milford	1811-19985	\$ 4.50	\$ 8.50		N/A			
Pro Office Building	Milford	4269	\$ 10.00		\$ 42,690	\$ 10.00		\$ 42,690	
17 Armory Rd	Milford	1500-4800	\$ 14.00			\$ 14.00			
5 Northern	Amherst	2400	\$ 12.00		\$ 28,800	N/A			
94 Route 101A	Amherst	5190	\$ 12.00		\$ 62,280	\$ 12.00		\$ 62,280	
135 Route 101A	Amherst	2100	N/A			\$ 14.86		\$ 31,206	
46 Route 101A	Amherst	1112-3778	N/A			\$ 13.00	\$ 14.00		
199 Route 101	Amherst	2600-8020	N/A			\$ 8.00	\$ 12.00		
Mass Ave	Boxborough MA	4500-9500	\$ 10.00			NA			
85 Swanson Road	Boxborough MA	192-51339	N/A			\$ 15.00	\$ 17.00		
Commerical Rd	Leominster MA	3400-10200	\$ 15.00			NA			
40 Spruce St	Leominster MA	2692-3800	N/A			\$ 13.00			
450 N Main	Leominster MA	1200	N/A			\$ 13.00		\$ 15,600	
Source website: Loopnet.com									
Average Residential Rental Rates as of 11/30/15		Average Residential Rental Rates as of 9/29/16							
	Monthly	Annually		Monthly	Annually				
Hollis	\$ 3,530	\$ 42,360	Hollis	\$ 3,425	\$ 41,100				
Amherst	\$ 2,609	\$ 31,308	Amherst	\$ 2,400	\$ 28,800				
Nashua	\$ 2,184	\$ 26,208	Nashua	\$ 1,875	\$ 22,500				
Merrimack	\$ 1,749	\$ 20,988	Merrimack	\$ 1,600	\$ 19,200				
Milford	\$ 1,098	\$ 13,176	Milford	\$ 1,700	\$ 20,400				
Source: Realtor.com			Source: Trulia.com						

Average Residential Rental Rates as of 11/30/15

	Monthly	Annually
Hollis	\$ 3,530	\$ 42,360
Amherst	\$ 2,609	\$ 31,308
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Merrimack	\$ 1,749	\$ 20,988
Milford	\$ 1,098	\$ 13,176

Source: Realtor.com

www.rentometer.com/11/30/15

Hollis:

Your results are based on:

34 5-bedroom rentals...in an **8.95** mile radius.Median rent: **\$1688**Average rent: **\$1843****Average Residential Rental Rates as of 9/29/16**

	Monthly	Annually
Hollis	\$ 3,425	\$ 41,100
Amherst	\$ 2,400	\$ 28,800
Nashua	\$ 1,875	\$ 22,500
Merrimack	\$ 1,600	\$ 19,200
Milford	\$ 1,700	\$ 20,400

Source: Trulia.com

www.rentometer.com/9/29/16

Hollis:

Your results are based on:

10 5-bedroom rentals...in an **8.4** mile radius.Median rent: **\$1973**Average rent: **\$2335**

HOLLIS SCHOOL BOARD POLICY COMMITTEE

To: Andy Corey
From: Hollis School Board Policy Committee
RE: Policy Recommendations
Date: September 26, 2016

The HSB Policy Committee makes the following recommendations for the October 5, 2016 School Board meeting:

Present for a Second Reading with minor changes:

1. EFC: Free and Reduced Priced Lunch Policy

Present for a First Reading with minor changes:

1. EBBB: Accident Reports

Present for a First Reading with substantial changes per Amy Rowe:

1. IGBG: Homebound Instruction (to replace IHBF)

Present for a First Reading with No Changes:

1. IJOA: Field Trips
2. IKACA: Parent Conferences
3. IL: Evaluation of Instructional Programs
4. ILBA : Assessment of Educational Programs (**required**)
5. IMAB: Teachers Teaching their Own Children
6. IMDA: Patriotic Exercises
7. IMG: Animals in the Classroom
8. JEA: Compulsory Attendance Age
9. JEB: Age of Entrance
10. JF: Enrollment Policy
11. JFAA: Admission of Resident Students

Category P

ADMISSION OF RESIDENT STUDENTS

The Hollis School District of residence of a student is defined by RSA 193:12, II.

New Resident Students

All new resident students, accompanied by parent or guardian, should register at school before opening day and as early as possible.

Children entering school for the first time must have proof of physical examination, immunization records, a copy of the child's birth certificate and proof of residency satisfactory to the Superintendent or his/her designee. Principals or their designees will meet with new children and parents to explain school programs.

Legal Reference:

RSA 193:1, Duty of parent, Compulsory Attendance by Pupil

RSA 193:12,II, Legal Residence Required

1st Reading: October 20, 2005

2nd Reading: February 9, 2006

Adoption: March 9, 2006

*Category O***ENROLLMENT POLICY**

It is the policy of the Hollis School Board that all students enrolling in school must do so on a full-time basis. "Full-time basis" shall be defined as attending classes for the full instructional day within the public school system or in conjunction with another state-accredited institution. The only exception to this policy shall be special education students whose IEPs require variations of student schedules. In the event the State Department of Education advises that part-time students can be counted for state aid purposes, the Board will reconsider this policy.

1st Reading: October 20, 2005

2nd Reading: February 9, 2006

Adoption: March 9, 2006

*Category R***AGE OF ENTRANCE**

A student may enter grade one if his/her chronological age will be six on or before September 30 of the year of entering school.

A student may enter kindergarten if his/her chronological age will be five on or before September 30 of the year of entering school.

A birth certificate must be presented upon registration as proof of the date of birth.

Incoming transfer students in grades 2-6, inclusive, will be initially placed in accordance with the data forwarded by the sending District. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee.

Incoming transfer students in grade 1 will only be initially admitted to grade 1 if their chronological age will be six on or before December 31 of the year of entering school or if previously enrolled in grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Superintendent.

Legal Reference:

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

1st Reading: October 20, 2005

2nd Reading: February 9, 2006

Adoption: March 9, 2006

Category O

COMPULSORY ATTENDANCE AGE

Compulsory attendance shall be required of all children in accordance with RSA 193:1.

Legal Reference:

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

1st Reading: October 20, 2005

2nd Reading: February 9, 2006

Adoption: March 9, 2006

Category O

ANIMALS IN THE CLASSROOM

It is the policy of the Hollis School Board that animals shall not be permitted on school grounds at any time unless permission has been granted by the building principal. However, the Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the superintendent or designee shall establish guidelines for authorized animals to be on school grounds that address the following issues:

1. The bringing of animals into the classroom must not violate city/state/federal ordinances.
2. Animals allowed in a classroom must be for a specific and appropriate educational purpose.
3. All animals must be in good physical condition and vaccinated against transmittable diseases.
4. Special consideration should be given to the effect of animals on allergic children.
5. The animal will be kept in an appropriate cage or container and fecal material will be handled in a sanitary manner.
6. Service dogs are considered authorized animals.

Unauthorized animals are not allowed in school buildings or on school grounds. Children and staff will be instructed to keep their own animals off the school grounds. The appropriate town official will be called and requested to impound all animals taken into custody by school personnel.

1st Reading: October 20, 2005

2nd Reading: February 14, 2006

Adoption: March 9, 2006

Category O

PATRIOTIC EXERCISES

It is the policy of the Hollis School Board that one school day or a portion thereof, during the weeks in which Memorial Day and Veterans Day fall, shall be devoted to exercises of a patriotic nature, in accordance with RSA 189:18.

Also, it is the policy of the Board that the Pledge of Allegiance to the flag will be recited each day. Everyone is encouraged to rise and participate, although participation is voluntary. People who choose not to participate, or who are in corridors or areas where there are no flags should show proper respect by remaining still and silent.

Legal Reference:

RSA 194:15-c, New Hampshire School Patriot Act

RSA 189:18, Patriotic Exercises

1st Reading: October 20, 2005

2nd Reading: February 14, 2006

Adoption: March 9, 2006

*Category O***TEACHERS TEACHING THEIR OWN CHILDREN**

In the event that a parent of a child attending the same school is also a teacher, the Principal shall adjust teaching assignments in order to minimize the amount of time that the teacher spends during any school day instructing his/her child. Ideally, the amount of classroom time that a teacher spends instructing his/her own child will be eliminated completely. Exceptions will be made based on extenuating circumstances. Such exceptions shall require the approval of the Hollis School Board.

1st Reading: October 20, 2005

2nd Reading: February 14, 2006

Adoption: March 9, 2006

Category P

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent will cause the evaluation of the instructional programs annually in accordance with local and state guidelines. S/he shall have the responsibility to report periodically to the Hollis School Board on the progress the Hollis School District is making towards the attainment of its educational goals.

1st Reading: October 20, 2005

2nd Reading: February 14, 2006

Adoption: March 9, 2006

Category O

PARENT CONFERENCES

It is the policy of the Hollis School Board that all teachers in the district will be available to parents for conferences at prearranged times for the purpose of discussing the progress of students or any other issues of mutual concern.

1st Reading: October 20, 2005

2nd Reading: February 14, 2006

Adoption: March 9, 2006

Category R
See also IJOOC

FIELD TRIPS AND EXCURSIONS

It is the policy of the Hollis School Board to permit and encourage field trips to further the educational goals of the Hollis School District. Field trips will be authorized and conducted subject to guidelines established by the superintendent or designee. Any overnight or out-of-state field trips must have the approval of the Hollis School Board.

No child may leave the school ground on a field trip unless a Warning and Consent Form has been signed by the parent/legal guardian and is on file.

Trips that are not authorized are considered private trips and will not be sponsored or sanctioned by the Hollis School Board. Planning, soliciting, organizing, discussing, and financing of private trips is not permitted on school district premises.

Arrangements for financing of all field trips must be made prior to the trip. If student contributions are involved, the necessary funds must be in the hands of the Principal before the trip will be taken. Every attempt will be made to keep costs of field trips to a minimum. Provision should be made for students who might not be able to afford a particular field trip; no student will be denied the opportunity to participate because of lack of funding.

1st Reading: October 20, 2005

2nd Reading: February 14, 2006

Adoption: March 9, 2006

Job Descriptions

Requirements

A written job description shall be prepared for each position to ensure that every employee has a clear and concise explanation of the tasks that the school board is expecting him/her to perform.

Job descriptions will be developed by the business administrator and the supervisor and/or the building administrator. The format of all job descriptions will be determined by the business administrator and all job descriptions will be maintained by the business office. All job descriptions should be reviewed on a regular basis as determined by the Superintendent.

The goal of each job description is to provide clear and easily understood requirements of the position. If there is a duty or responsibility in the job description the employee does not understand, it is the employee's responsibility to seek clarification from the building administrator.

Every job description should include the essential duties and responsibilities that an employee is expected to perform, the skills, competencies and physical/cognitive abilities needed to do the work and the conditions and term of employment.

Approvals

All new and revised job descriptions will go through an approval process developed by the Superintendent that will include gathering union feedback for union job descriptions. Job description content will not be part of the negotiations for collective bargaining agreements. Final approval of all new and revised job descriptions resides with the Superintendent.

Procedures

Please see the detailed procedures, as developed and maintained by the Superintendent, that describes the creation, revision, approval and distribution of all job descriptions.

Job Description Procedures

These procedures were developed in accordance with Policy GAA.

New Job Description Creation and Approval Procedures

1. New job descriptions will be created by the business administrator with input from other employees as needed to include, but not limited to, the human resources coordinator, the supervisor, the building administrator, SAU administration and the union president.
2. The job description will conform to the format as determined by the business administrator.
3. Drafts will be distributed to the appropriate supervisors, administrators and to the union president for their comments and suggested changes.
4. Once all applicable feedback has been captured and the appropriate changes have been made, the final draft will be submitted to the superintendent for his/her review.
5. Following any changes requested by the superintendent, the final, original job description will be signed and dated by the superintendent and filed in the business office with the other official current job descriptions.

Current Job Description Revision and Approval Procedures

1. All job descriptions will be reviewed by the business office every 3-5 years. If it is determined that revisions need to be made, the needed revisions will be documented and used to create a new final draft of the job description.
2. Drafts will be distributed to the appropriate supervisors, administrators and to the union president for their comments and suggested changes.
3. The final draft will be submitted to the superintendent and if approved, the superintendent will sign and date the final revision which will be filed in the business office along with the documentation originating the revision. The revision should capture all previous revision dates.
4. If no revisions are made based on the review process, the date of the review will be noted on the current official job description as maintained in the business office.
5. If the need for a revision arises outside the review process, a written request, in the form determined by the business administrator, will be submitted to the business administrator documenting the desired revisions.
6. If the business administrator accepts the revision, a new final draft is created and the process, as described in #2 and #3 above, is followed to completion.

Job Description Distribution Procedures

1. All newly created job descriptions are filed with the other official descriptions maintained in the business office.
2. All revised job descriptions are also filed with the others in the business office and distributed to the affected employee(s), supervisor and building administrator. The revised description is also incorporated into each affected employee(s) personnel file.
3. The most current job description for each position under the SAU umbrella will be on the SAU website.
4. All individuals interviewing for a job under the SAU umbrella will receive the most current job description prior to their interview.

HOMEBOUND INSTRUCTION

Any request for homebound instruction shall be made directly to the SAU Student Services Director.

For students who have an Individualized Education Program (IEP) or a 504 Plan, the SAU Student Services Director will convene a team meeting to consider the request for homebound instruction. IEP teams will comply with New Hampshire Special Education Rule Ed 1111.05 in developing a homebound instruction program for special education students.

For all other students, the SAU Student Services Director will convene a team meeting, which will include a nurse and a guidance counselor. The team will consider the request for homebound instruction, which may include referral for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

In all requests for homebound instruction, the team shall request documentation of the student's medical condition, including but not limited to a release of records from the student's physician(s). The team, with input from the parent(s) and/or legal guardian(s), shall determine whether homebound instruction is appropriate for the student. If appropriate, the team, with input from the parent(s) and/or legal guardian(s), shall develop a homebound instruction plan which includes the duration and frequency of the student's homebound instruction. The team shall reconvene and review the student's homebound instruction plan every ten (10) weeks. The team may reconvene on a more frequent basis, if warranted by the student's condition.

Location of Homebound Instruction

The location of services will be designated by the SAU Student Services Director, with input from the student's team. The location of services may be the student's home, a health care facility, or other location approved by the SAU Student Services Director. If services are to be provided in the home, a home visit must be completed prior to the initiation of services. If services are to be provided in the home, the parent or guardian must identify an adult who will be present at all times and agree to confine all pets prior to the arrival of the homebound teacher. The location may not be changed without prior approval of the SAU Student Services Director.

Homebound instruction does not include parent designed home education programs, as defined in RSA 193-A:4.

Legal References: RSA 186-C:2, II

N.H. Admin. R. Ed 1111.05

Category P

See also EBBC and JLCE

ACCIDENT REPORTS

In case of accident, the ~~teacher to whom the student is assigned~~ staff member who witnessed the accident must fill out an accident form the day of any accident involving the student.

The procedures for accidents and accident reporting are to be reviewed in September by the Principals, with the staffs of each school.

All accidents judged to be other than minor require an accident report to be filled out and filed with the Principal within 24 hours of the incident. If the accident involves the services of a physician and/or is likely to result in an insurance claim, two accident reports are to be prepared: one copy filed at the school office and one copy to the Hollis School District's insurance agent. If the incident is not one involving a physician and is unlikely to be an insurance case, it will be sufficient to prepare one copy to be filed at the school.

1st Reading: June 2, 2005

2nd Reading: August 4, 2005

Adoption: March 9, 2006

1st Reading: October 5, 2016

*Category O***FREE AND REDUCED-PRICE LUNCH POLICY**

In accordance with federal regulations, the Hollis School District shall make available to all eligible students free and reduce price meals through the school lunch program in the local school.

Parents who believe their children are eligible may contact the Food Service Manager or school nurse and a determination will be made relative to their eligibility. Parents may appeal a negative determination to the Board and the Superintendent.

A copy of the free/reduced price meal application is ~~sent home with~~ made available online, ~~to every student at the beginning of each school year with the opening day packet.~~ Additional Paper copies are available from the Food Service office and/or School Nurse's office.

Legal Reference:

42-U.S.C. 1751-1769, National School Lunch Act

1st Reading: June 2, 2005

2nd Reading: August 4, 2005

Adoption: March 9, 2006

1st Reading: September 7, 2016

2nd Reading:

Category P

Also IL

ASSESSMENT OF EDUCATIONAL PROGRAMS

The Superintendent or designee will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Selection of Assessment Instruments

The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-based learning, including off-site learning opportunities; competency-based assessments; and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's best works.

Administration and Use of Assessment Instruments

The assessment program will include an approximate schedule for when state and national assessment tools will be administered to students. The schedule will be distributed to staff and the Board before the start of each school year.

Each building principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Readiness assessment shall be administered to all children entering kindergarten/first grade. Enrolled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

Assessment Results

Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;

- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Interpretation of Assessment Instruments

The Superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent or designee will provide an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

Evaluation of Assessment Instruments

The Superintendent or designee will evaluate the instructional programs in accordance with Board policies and state guidelines. He/she shall have the responsibility to inform the Board on the progress the District is making towards the attainment of its educational goals.

Legal References:

RSA 193-C, Statewide Education Improvement and Assessment Program

NH Code of Administrative Rules, Section Ed 306.24(b)(1), Local Assessment

NH Code of Administrative Rules, Section Ed 306.24(c)(4), Evaluation of Curriculum

1st Reading: 8-11-10

2nd Reading: 11-10-10

Approved: 11-10-10