

BROOKLINE SCHOOL DISTRICT

STUDENT-PARENT HANDBOOK

2024-2025



Richard Maghakian Memorial School
603-673-4640



Captain Samuel Douglass Academy
603-821-0439

A Note from School Administration ...

Dear Families:

Welcome to a new school year!

The teachers and administration of the Brookline School District believe that a handbook for students and parents is a valuable tool for a successful school year. It is anticipated that the information in this handbook will help acquaint you with our schools.

Please read this handbook carefully. It contains schedules, policies and other useful school information that you may reference throughout the year. After you have read this handbook with your child, please acknowledge receipt of the student parent handbook, including the district's nut free policy and procedures in the enrollment form of the parent portal. Thank you!

Developing a spirit of cooperation and understanding between home and school is extremely important so that we may work together in the best interest of your child. This handbook is not static. When necessary, changes will be made to improve our school's systems. We welcome you, the parents, as partners in your child's education, to share your thoughts relative to new ideas and procedures. Your input is not only important, but necessary, to create the best learning environment for all children.

We look forward to an exciting school year full of opportunities for academic, emotional, and social growth for each and every child.

Sincerely,

Patricia Bouley, CSDA Principal

Daniel Molinari, RMMS Principal

Meg Peterson, Brookline Curriculum Administrator

Jonathan Verity, Brookline Special Ed. Administrator

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The Brookline School District is committed to ensuring that all students have a great learning experience in our schools. Please see the policies governing the Brookline Schools. For the last updates governing the Brookline Schools, please use the link below:

<https://www.sau41.org/administration/112>

We have highlighted some of the policies below for your reference per policy distribution requirements.

Appendices

Click on the Appendix for the copy of the policy in the handbook. Click on the policy description for the latest district policy that may have been updated since this handbook was created.

Handbook link:

<u>Appendix 1</u>	<u>Policy JLJ - Brookline School District Life Threatening Allergy Policy</u>
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School Administrative Unit #41

Hollis-Brookline Cooperative School Districts

School Administrative Unit 41 (SAU 41) provides the administrative services for the PreK-12 schools in the towns of Brookline and Hollis. There currently are six buildings between the two communities: Richard Maghakian Memorial School (grades PreK-3); Captain Samuel Douglass Academy (grades 4-6); Hollis Primary School (grades PreK-3); Hollis Upper Elementary (grades 4-6); Hollis Brookline Middle School (grades 7-8) and Hollis Brookline High School (grades 9-12). The SAU currently enrolls over two thousand students with an expanding student population that has increased in recent years.

Governance for the schools is provided by three school boards: The Brookline School Board for grades PreK-6 (5 members); the Hollis Board for grades PreK-6 (5 members) and the Hollis Brookline Cooperative School Board, grades 7-12 (7 members). The SAU Board, composed of all 17 board members, helps to coordinate ongoing K-12 programs through discussion with SAU staff. The Brookline School Board meets monthly. Meeting agendas are posted on the SAU 41 website prior to the meeting.

Mission & Vision Statement

The **mission of SAU 41** is to ensure a strong, supportive learning environment focused on academic excellence.

The **vision of SAU 41** is to help students acquire the knowledge and life skills for academic, social, and emotional success.

- The SAU 41 schools establish and fulfill standards for academic excellence that are competitive at the state, regional, national, and international levels as benchmarked against recommendations by renowned independent bodies.
- The SAU 41 schools educate students to be critical thinkers, creative problem- solvers, effective communicators, and socially responsible, engaged citizens who are college and workforce ready.
- The SAU 41 schools use data from multiple and varied assessments to improve student learning; every student makes or exceeds expected annual progress.

- The staff, services, and culture enhance student self-esteem and employ a variety of strategies to meet the academic, social, emotional, and safety needs of all students.
- The professional learning community evolves and adapts best practices for learning; administrators and staff members are supported in their work and are compensated fairly and competitively.
- The School Boards, administrators, and staff engage students, families, and the community through effective communication of priorities, plans, and progress.
- The school districts in SAU 41 are models for sound fiscal responsibility and integrity.
- Each district in SAU 41 has a comprehensive district report card that measures its performance against SMART goals.

Brookline School District Mission & Vision Statements

Mission

Consistent with the mission of SAU 41, we will ensure a strong, supportive learning environment focused on academic excellence.

Vision Statement

"With our focus on the Whole Child, we foster capable, confident, lifelong learners who will serve as productive citizens in a global society. We are passionate about creating an environment that supports a love of learning, embraces active intellectual engagement, and promotes high expectations for all."

General Information

Preparing Your Child for School

- Establish good routines for eating, sleeping and doing schoolwork. Agree upon a school bedtime and stick to it!
- Plan enough time in the morning so students do not go through a stressful departure for school.
- Consider packing bags and lunches the night before to avoid items left behind.
- If possible, provide a work and study area for your child. This area should be a private place away from distractions and siblings.
- Establish a communication link with the teacher so that you share information which is important to your child's adjustment and progress.

Grades K-6 School Day

	<i>RMMS</i>	<i>CSDA</i>
Student Arrival	8:15 - 8:25 AM	8:25 - 8:35 AM
School Begins	8:25 AM	8:35 AM
Carpool Dismissal	2:45 PM	3:05 PM
Bus Students Dismissal	3:00 PM	3:07 PM

Preschool School Day

Preschool	AM Session	PM Session
Begin	8:45 AM	12:00 PM
Dismissal	11:15 AM	2:30 PM

It is suggested, particularly for the younger students, for parents to send a snack for their child's morning recess period. Grades PreK- 6 will have a morning breakfast/snack break in their classrooms; however there will be no outside morning recess for Grades 2-6 students. All students in grades one through six will have a 40- to 45-minute recess/lunch mid-day break.

Attendance Guidelines

****For additional information - Please refer to Appendix 7
Policy JH - Attendance, Absenteeism and Truancy**

Residency for the purpose of enrollment in the Brookline School District shall be defined by RSA 193:12. Any student who meets the RSA 193:12 definition of legal residency in the Town of Brookline is entitled, and required, to attend school in the Brookline School District - unless private school or homeschool arrangements have been made. Students who do not meet the legal definition of residency, as outlined in RSA 193:12, are considered non-residents, and may not attend classes in the Brookline School District without the express written permission of the Brookline School Board. Please refer to NH RSA 193:12 for additional information.

Students should report no earlier than 8:15 at RMMS and 8:25 at CSDA, as there is NO SUPERVISION before this time.

Student absences, tardiness, and early dismissals are part of the official records which are required by the State of New Hampshire. If your child is frequently tardy or dismissed early, progress and achievement are affected due to loss of learning time. Tardiness and early dismissal also affect all students in a class, as they are disruptive to the classroom activity. ***Children who report to school after 10:15 AM will be considered absent for the morning session. Likewise, students who are dismissed before 1:30 PM will be considered absent for the afternoon session.*** Please make good attendance a priority. The administration closely monitors absences, tardiness, and early dismissals. Monthly **attendance** records of all children having three or more absences, tardies, or early dismissals are reviewed. Parents of children with five (5) or more absences, tardies and or early dismissals, may receive a letter of concern due to their child's attendance and lost learning time.

If a child is going to be absent or tardy, parents MUST notify the school by PickUp Patrol in the morning, between 7:30 a.m. and 8:30 a.m.

If we do not hear from parents about their student's absence and are unable to contact parents via phone by 9:00am, *the Brookline Police will be notified and they will check on the welfare of the child.*

Any student who is absent will not be allowed to participate in any in-school, after-school, or evening activities or programs.

A written excuse with parent signature is required for early dismissal. Dismissals are made from the office area only, with parents required to sign the Dismissal Book.

Dismissal is conducted through PickUp Patrol. PickUp Patrol provides a layer of safety to our dismissal process by automatically tracking student dismissal plans and authorizing plan changes. The application reduces classroom interruptions, speeds up dismissal time, and is administered by our own school staff.

Dismissal Changes - Changes can be entered from a smartphone or computer days, weeks, or months in advance, and at any time up until 1:45 pm at RMMS and 2:00 p.m. at CSDA. Please note that after 2:00 pm, changes will not be accepted directly into the PUP system. Please call or email the office to alert us of any changes.

rmms-office@sau41.org or 603-673-4640

csda-office@sau41.org or 603-821-0439

At RMMS, if your child is being dismissed before 2:25 p.m., you must come into the main office to sign out your child. There will be no dismissals from the office after 2:25 p.m., due to our carpool and bus traffic pattern.

Any change in the student's' normal dismissal procedure MUST BE received in writing with parent signature.

Please note: Students are only permitted to ride the bus that they have been assigned to.

Open House

Each year a fall OPEN HOUSE is scheduled in September to acquaint parents with the school. The classroom teachers discuss their classroom schedules and curriculum. This is strictly an informational session for parents only and is not intended for parent/teacher conferences at this time.

School Pictures

Individual and class pictures of students are taken annually. Full details will be sent home with the students before the scheduled day pictures will be taken.

Teacher Workshop Days

The Brookline School Board has created teacher workshop days for the purpose of collaboration and training for all staff members. There is no school for students on teacher workshop days.

Calendar

Please see the school calendar posted on our school website for dates of marking terms, vacations and holidays.

Observance of Religious Holidays

The School Board supports the study and appreciation of the artistic and cultural aspects of holidays, which are of a religious nature. When such events are planned, including choral and orchestral music, they are implemented in accordance with the following provisions.

- There will be no attempt to extort, persuade or involve students in a religious observance.
- Teachers must emphasize the artistic and cultural aspects of the holiday and be sensitive to the feelings of students and parents who may not celebrate a particular holiday or holidays.
- When the study of religious holidays is appropriate to the instructional program, teachers will include significant religious holidays of major faiths in the United States and the world. Respect, appreciation, and understanding the beliefs of others are the primary instructional reasons for the inclusion in these studies.
- No student or teacher will be required to participate in any such event if it is contrary to their convictions.

Cancellation of School

Until further notice, the following items constitute the policy of the School Administrative Unit #41 (Hollis-Brookline) for cancellation of/ or the delayed opening of school.

- The Brookline School District uses **ParentSquare**, as our communications platform, for classroom notifications and school alerts; such as delays, closings, and early releases.
- If the decision is a snow day or a delayed opening, the Superintendent will use the automated calling system (ParentSquare) to let the staff and families of SAU 41 (Hollis and Brookline) know. This call will happen around 5:30 a.m. Administrators will also use social media and websites to get the message out to you ASAP (and usually you will see this before the call is made). We will also put this message on WMUR and WZID. Television and radio stations in Boston will no longer be notified.
- Please note - if the initial call is for a delayed opening and weather conditions worsen... the delay could turn into a full snow day. You may not receive another call about this so please watch WMUR or listen to WZID. A decision to cancel for the day is usually made before 7:30 a.m.
- Delayed openings mean that our schools open 2 hours later than normal and are used to give the road crews time to make roads safer to drive. These two hours also help to ensure that school parking lots and sidewalks are cleared. During a two-hour delay, bus pick-ups will be two hours later, but dismissal is not impacted. There is no AM preschool on delayed opening days. Lunch is served at schools, however, menus may need to change due to reduced preparation time in buildings.
- Emergency Early Release decisions can happen at any time during the school day, depending upon the situation. When an emergency early release is called for, the Superintendent will notify using ParentSquared. This means that all your contacts will be used to ensure that you get the message. At the elementary levels, emergency early release plans go into place - overriding any after school plans you may have made. We encourage you to review the emergency early release

plan you have made with your child. Emergency early dismissals also mean that after school events are canceled.

Outdoor Clothing

Kindly mark all clothing for your child to wear outdoors. Snowsuits, boots, and winter outerwear are needed for winter months because recess is spent outdoors throughout the school year. Therefore, it is important that the student dress appropriately for the weather. Students go outside with temperatures of 15 degrees or higher. When determining outdoor recess, we consider wind chill and if it is sunny as well.

Extra Clothing

For students in PreK - Grade 3, kindly send in an extra set of clothing for your child. At times a child may need a change of clothing for a variety of reasons. Therefore, it is recommended that a change of clothing be labeled and sent to school by the first full week of school.

Lost and Found

Every year sweaters, coats, mittens, hats, boots, etc. are left unclaimed. It is necessary that all belongings be labeled so that lost articles might be returned to your child. Please encourage your child to check items in the lost and found when they appear to be missing. Parents are also encouraged to check this area when visiting the schools. During each major vacation, unclaimed items in the lost and found will be donated to a local charity.

Volunteers in the School

Volunteers are welcome in our schools. SAU #41 coordinates volunteer participation in our schools and conducts an annual Volunteer Orientation Training. Opportunities to volunteer may include clerical support, room parents, library aides, etc. *Please note that volunteers are not allowed to bring any other family members when performing volunteer work.*

ALL volunteers are required to:

- 1) Complete an **annual** Volunteer Orientation Training
- 2) Sign off on the District's Confidentiality Statement
- 3) Undergo a Criminal Records Check for ALL chaperones on field trips. Forms are available at the SAU office. There is a charge, and completed forms need to be dropped off at the SAU office. Chaperones will be selected randomly in each class for field trips.

School Visits

All parents and visitors must report to the office upon entering the school to ensure the safety of all students. **All visits to classrooms must be scheduled with the classroom teacher.** If a parent/guardian needs to speak with a staff member once school is underway, he/she may speak with the office and leave a message. **All visitors must sign in and wear an identifying badge at all times, and sign out when leaving. Badges must be worn above the waist for security reasons.** If you do not have a badge, you will be asked to go to the office to sign in and obtain a badge. We ask that all visitors be respectful of learning and turn off their cell phones prior to entering the building.

Animals on School Grounds

****For additional information on Policy IMGA - Service Animals and IMG - Animals in the Classroom, please refer to the [School Board tab](#) on our school [district website](#).**

Animals shall not be permitted on school grounds at any time unless permission has been granted by the building principal.

Parent-Teacher Organization (PTO)

Quality schools have a true sense of community and are characterized by active parent involvement. Our PTO works diligently to support our schools by coordinating various committees that benefit our children.

In addition, our PTO contributes to our newsletters and maintains a website. Various programs directly related to specific grade curriculum objectives are also coordinated by our PTO and have included the following programs in the past: TIGER, NH Historical Society, Eyes on Owls, field trips, etc.

Be sure to check the website for notices announcing dates and times of meetings. Consider becoming a school volunteer and an active member of the Parent-Teacher Organization!

Telephone Messages to School and Usage

Unless there is an emergency, teachers and students will not be interrupted during the school day. If parents find it necessary to leave a telephone message for their child, it must be done prior to 2:30 p.m. Parents are encouraged to give all instructions to their child before school. Teachers may be reached up to fifteen minutes before school opens in the morning or fifteen minutes after school is dismissed. A voicemail may be left or a message may be taken at any time for a teacher.

Students are not allowed to receive calls during school hours. Important messages will be relayed to students through teacher notification. We ask that you only telephone to convey important messages.

Toys and Electronic Devices

****For additional information, please refer to Appendix 12 and the School Board tab on our school district website for Policy EGA - School District Internet Access for Students and EGB - Promotional Media and Public Broadcast**

Toys from home are not allowed at school unless specific provisions have been made. While we discourage cell phones being brought to school, we do understand that on occasion parents provide their children with a cell phone. **Cell phones and any type of Smart Watches are to be turned off and kept in backpacks during the school day.** Unauthorized cell phone/Smart Watch use during the school day will result in confiscation and referral to the Principal as a technology policy violation. Phones will be either returned to students at the end of the day or picked up by an adult family member.

Breakfast & Lunch Program

****For additional information, please refer to Appendix 5 - Policy EFD - Wellness, and Appendix 6 for Policy EFAA - School Lunch Meal Payment**

The Breakfast & Lunch Program consists of meals made on the premises. The meals meet the Federal Type A meal requirements. Lunch menus will be posted on the school website monthly. Students who

bring lunch from home may purchase milk daily. Students may bring a snack from home or purchase breakfast/snack in the cafeteria. Full details of all procedures and how to access your student's account (through 'MySchoolBucks') are available online. All students eat lunch in the cafeteria during their scheduled lunch period.

It is imperative that lunch accounts are funded so that students maintain a positive balance. Please check your child's MySchoolBucks account frequently to assure that the account is properly funded, and that your child is using the funds according to your approval.

Applications for Free and Reduced Lunch are available on the school website under "Food Services." These forms are available throughout the school year and can be mailed to: SAU 41 Food Service Director, 2 Cavalier Court, Hollis, NH 03049.

PowerSchool Enrollment

Directory information and registration forms are found in an online system called PowerSchool. It is extremely important that accurate, up-to-date information for each student is maintained in this system in case of emergency. Directory information consists of the student's name, address, home telephone number, parent's place of employment, business telephone, and emergency telephone numbers. ***It is important that the school office be notified if there is any change in the above information during the school year.***

Parents of current students will log into the PowerSchool parent portal and then select the FORMS link to complete the back to school registration, including Health information. Parents new to the district will complete their initial registration via a link to Enrollment Express.

If you have new or time sensitive information about your child's health, questions or concerns, always contact your school nurse directly.

Health Office Information

Health Documents Required: Each student is required to have a current physical examination and immunization record on file to attend school. For new students, a physical exam within the last calendar year is required. The immunization record needs to meet NH State Requirements. A notarized medical waiver or religious waiver can be provided in lieu of the immunization record. Copies of these documents can be given to the school nurse.

Health Concerns: If your child requires medication, has asthma, allergies, or ANY other health concern that may require care during the school day, please obtain medical information/medication orders from the physician and contact the school nurse. This information will allow the school nurse to put into place any support needed. These supports may include health alerts for school staff, Individual Health Care Plans designating care, and authorization for necessary medications.

Health Screenings: During the school year, student health screenings (vision, hearing, height and weight) may be offered to the students as part of the school nursing practice. You will receive notification via the school newsletter about any upcoming screenings. If you prefer that your child not receive the health screening please inform the school nurse.

Allergies

RMMS/CSDA Classrooms and buildings are nut safe.

- **Building and Classrooms:** There are no foods or snacks allowed that contain nut/tree nut products or are processed in a facility with these items in any classroom or other parts of the school building, with the exception of the cafeteria, for students at lunch time.
- All lunches must be packed separately from the morning snack and will be stored in student backpacks.
- Student lunches with nut products can be consumed by students in the cafeteria at lunch time only.
- In addition to nut products, there are students with other food related allergies and you may receive classroom specific notices requesting that you do not send in certain food items.

Brookline Schools Nut Safe Procedures -

***For additional information, please refer to Appendix 1- Policy JLJ and Brookline School District Life-Threatening Allergies Procedures and Appendix 2 - Life-Threatening Allergies Procedures*

The school buildings at CSDA and RMMS are **nut-safe** with the exception of the cafeteria for students at lunch time. Nut-safe includes no **peanuts or tree nuts** or foods that are processed in factories that manufacture the listed items.

How you can help:

SNACK Pack the morning snack separately from lunch. Some families have found that a reusable quart or gallon size ziploc bag is helpful. All snack items can be packed together. Check that the items are nut safe and label the bag. If your child accidentally brings a snack that is unlabeled or not nut safe, it will be sent home with a note explaining why it was not safe to be consumed in the classroom. A safe snack will be provided. In the event there is no supply, a safe snack can be purchased from the café.

LUNCH: Pack lunch in a separate container from the snack. Lunches CAN contain nut products.

Brookline Schools Healthy Celebrations

Parties/Celebrations

School can help promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. A non-edible approach has been adopted for birthday parties and school wide celebrations. This is meant to provide a healthier and safer school environment.

Curriculum Related Food Items in School

Food is allowed for an event that is tied to the curriculum and certain school-wide events. Prior approval is needed by the principal, school nurse, and Director of Student Nutrition for all events. It is

recommended and encouraged that all food choices used for curriculum related events follow the USDA Smart Snacks nutrition standards.

(Individual class celebrations such as birthdays and school-wide celebrations)

In order to provide a healthier and safer school environment, SAU 41 has adopted the following:

- Individual class birthday parties will be celebrated in ways that **do not include any food items**. Please check in with your child's teacher prior to the birthday for prior approval.
- School wide celebrations will also be celebrated in ways that **do not include food items**.

Contact the school nurse or principal with any questions.

Listed below are some suggestions on celebrating with your child at school.

- **Come read a book to the class:** Please contact your child's teacher via email a week or more before the birthday to arrange a time that will work for you both.
- **Favorite Book:** Have your child bring in his/her favorite book to share with the class. Your child or the teacher can read it. Please email the teacher ahead of time to make arrangements.
- **Non-Edible Items:** Send in non-edible items such as pencil, eraser, stickers, book, small puzzle etc. Please contact your child's teacher ahead of time to make arrangements.
- **A gift for the classroom:** Send in a wrapped item that your child can open and then share with the class. Items can include, board game, card game, puzzle or something on the teacher's wish list. Please email the teacher ahead of time to make arrangements

Student Medications

- **Prescription Medication:** If your child needs prescription medication during the school day, an order signed by the physician and parent is required. This form can be generated by your student's physician or the school nurse can provide the school *Medication Administration Form* to be completed. A completed medication order can be given directly to the nurse. **The medication needs to be in the original labeled container and hand delivered to the school by an adult** (Please do not send the medication in with your child unless there has been communication with the nurse).
- **Over the Counter (OTC) Medication:** If your child needs over the counter medication (OTC) that is not included in the school stock supply, please contact the nurse *and complete the Medication Administration Form* to add it to your child's health record. If your child needs frequent administration of a stock OTC medication, please drop an original bottle with your child's name on it to the health office.

Injuries/First Aid

The school attempts to provide a safe environment for all students.

- In case of injury in school, on the playground or on any school field trip, first aid will be administered by the school nurse or a member of the school staff.

- The school nurse will document each student requiring first aid or medical attention related to an injury. Subject to the nature of the injury the school nurse may contact the student's parent or emergency contact. In the event of a serious injury requiring further care, the school will contact the student's parent or emergency contact and call 911 if needed for emergency care and treatment.
- Injuries requiring an accident report will be generated by the school nurse or appropriate staff and kept on file with a copy sent to the Superintendent's Office.
- The responsibility of further treatment and subsequent care rests with parents and the family physician.

Illness

You can help prevent the spread of infection by:

- Handwashing is the best defense. Teach your child to frequently wash hands before eating, after using the bathroom, and after blowing his or her nose and catching sneezes.
- **Do not send children to school if they are actively sick with vomiting, diarrhea, sore throat, severe congested cough and/or fever (*T 100.0F or higher*). Children must be fever-free *without medication* (*temperature less than 100.0F*) and symptom free for 24 hours before returning to school.**
- Keep children at home if they have had a positive strep test (or any other contagious illness) until they have been on antibiotics and fever free for 24 hours.
- If your child has a rash that you may think is contagious, please do not send him or her to school. Call your pediatrician for advice or an appointment prior to returning to school.
- If your child has been in school and is then diagnosed with a contagious disease such as fifth disease, chicken pox, strep throat, mono etc, please notify the school as soon as possible.
- Conjunctivitis "Pink Eye" symptoms must be evaluated by a medical provider. If diagnosed with conjunctivitis, the student must be on 24 hours of treatment prior to returning to school.
- Encourage your child to sneeze into his or her inner elbow instead of hands in order to prevent the spread of illness.
- The school nurse will document each student requiring an illness assessment. Subject to the nature of the illness, the school nurse may contact the student's parent or an emergency contact. In the event of a serious illness, the school will contact the parent(s) and call 911 if needed for emergency care and treatment.
- The responsibility of further treatment and subsequent care rests with the parents and family physician.
- The health office will follow the current recommendations of the Department of Health and Human Services.

Illness and Injury Medical Documentation Requirements for Safe Return to School:

**** * Please refer to Appendix 4 for additional information on
Policy JLCJ - Concussions and Head Injuries***

Any student returning to school from a contagious illness, injury, surgery or after being transported from school via ambulance is required to have medical documentation from their health care provider on file clearing *the student* for school and *outlining* any accommodations needed for the school day. Other medical documentation may be required as requested by the school nurse for the students safe return to school.

Epi-pens

Parents should be aware that school nurses provide training to school staff on the proper procedures to follow when administering epi-pen treatments. State law dictates that “school nurses may delegate the administration of epinephrine auto injectors as per Ed311.02”.

Instructional Materials

Textbooks, library books, and essential instructional materials are funded through the school budget and are loaned to students. Students are held responsible for the loss of textbooks, library books, and materials, or for damages beyond the normal wear. Parents are notified of the replacement price for lost or damaged books or materials and are asked to submit a check to the school for the requested amount.

A Collaborative Culture Focused on Student Learning

The Brookline School District is committed to providing positive learning outcomes for all students, ensuring appropriate levels of rigor and challenge at every grade level. On a weekly basis, teachers participate in grade level meetings, during which they work collaboratively to answer the following four questions:

What should students know and be able to do?
How will we know when students have learned it?
What will we do when students have not learned it?
What will we do when students know it?

As a Professional Learning Community, teachers work to implement the school curriculum and assure essential learning outcomes for all students. Teachers participate in professional development opportunities together, and share ideas and instructional strategies to benefit the students. Teachers develop assessments aligned to our school curriculum. They also use nationally normed assessments such as the aimswebPlus, and other tools such as performance tasks, writing prompts, and running records to monitor student progress. Through the many assessment tools available to us, we are able to determine who among our students may need additional time and support to acquire essential concepts and skills. We can also identify which students may need additional reinforcement and practice, as well as which students have mastered the essential learning outcomes and should receive supplemental academic extensions. In all cases, the schools have developed practices and protocols to respond systematically, and effectively to meet the individual learning needs of our students.

Universal Accommodations in the Brookline Schools

It is believed that all students are entitled to certain accommodations that promote appropriate access to learning in acknowledgement of their varied learning styles. Below is a list of universal accommodations that will be supported by all classroom teachers. Please speak to your child's teacher for clarification or if you have additional considerations to suggest for optimizing your child's education.

1. Break large assignments and tasks into smaller units and provide timelines.
2. Vary modes of instruction, as dictated by content/course and student needs (ex. visual, auditory, hands-on, repeat directions, modeling).
3. Provide students wait time to reflect and process their learning and thinking.
4. Allow varied opportunities to demonstrate proficiency (projects, assignments, assessments).
5. Vary modes of instruction, as dictated by content/course/student needs.
6. Scaffolding of instruction.
7. Classroom teacher will provide class notes and materials in hard copy as needed or requested.
8. Provide extra time on assignments and assessments, as needed and deemed appropriate.
9. Students can access district and state universal supports during testing, as offered for the specific tests.
10. Technology can be utilized for completion of written assignments unless specified otherwise for a certain assignment.
11. Offer frequent student/teacher checks for understanding.
12. Provide clear, timely, and descriptive feedback to students.
13. Preferential seating will be offered based on student needs (i.e., student sits close to teacher or facing the board, away from distractions).
14. Flexible seating arrangements offered whenever practical (i.e., quiet area to work, standing while working, sitting).
15. Post and review the daily schedule, assignments, and upcoming due dates.
16. Establish and clearly communicate classroom procedures, routines, and behavioral expectations.
17. Assure open lines of communication between home and school.
18. Access to School Counselors.
19. Access to movement breaks as needed in upper grades and with adult supervisor availability (if needed) in lower grades.

Requests for Homework/Classwork Assignments

If you would like schoolwork sent home for your child because of illness, please call the school office or e-mail your child's teacher before 9:30 a.m. The schoolwork may be sent home with another student at your request or may be picked up in the school office.

Homework Procedure

Daily routine homework for Pre-K through 2nd Grade is made at the discretion of the grade level team. The purpose for homework is:

- to make up work missed because of absence.
- to finish work the student did not complete.
- to give additional practice in concepts developed in class.
- to provide enrichment in various subject areas.

The time involved in actually doing homework should be no more than ten minutes per grade level for grades three through sixth. Teachers should be made aware of students who REGULARLY spend more than the suggested time completing assignments at home.

Progress Reports and Report Cards

Marking periods during the school year for students in grades K - 6 will be on a trimester schedule. It is the expectation that feedback on academic progress will occur with parents through report cards, progress reports, emails, and phone calls throughout the trimester. Report Cards will be posted online through PowerSchool (<https://sau41.powerschool.com/public/>) at the end of each trimester period. Please refer to our school district calendar for reporting dates.

Parent-Teacher Conferences

Parent-Teacher Conferences will be scheduled with all parents before the close of the first marking period (mid-October to mid-November). Additional conferences may be arranged at any time during the school year by contacting your child's teacher. Parents should also feel free to speak to the teacher at other times during the school year by appointment.

Some helpful hints for Parent Teacher Conferences

Start thinking about questions before your conference. One way to get ideas is by talking to your son/daughter. A question you might ask is how s/he feels about school and his/her own abilities.

Some basic questions you might ask your child's teacher:

- How is my child doing in class?
- What are his/her strengths?
- Is s/he having any problems?
- How can I/our family help at home?
- How well does my child work independently and in a group?
- Are schoolwork and homework assignments being completed as expected?

Let the teacher and staff know your concerns

Whatever the purpose of your meeting, you need to discuss your concerns with staff. It is very difficult, if not, impossible, to address concerns you have if they are not brought to the attention of your child's teacher or the guidance counselor. If, for instance, your child doesn't seem to get along with other students, or your child seems uninterested in schoolwork, let your child's teacher or guidance counselor know so they can work with you to address your concerns and those of your child.

Work through disagreements

When your child is hurting, we hurt. Disappointment over grades and problems in school are a natural reaction. If a child comes home very upset, his/her emotions can color the explanation of incidents at school. Take the time to help your child share the problem accurately and then clarify your understanding by discussing the incident with the appropriate teacher. By remaining calm until you have all the information, you can avoid a situation which causes a strain in the home-school partnership. If, for some reason, the issue is not resolved through discussion with your child's teacher, then discuss the matter with the building administration. The Superintendent of Schools would only be contacted should the issue not be resolved at the building level.

Please don't feel that you must wait for a problem to contact your child's teacher. In fact, teachers appreciate it when you make the effort to write, e-mail, or call them. The key is to establish an early positive relationship with your child's teacher so that it is easier for you to talk with and understand each other if a real concern does arise. We encourage you to contact the teacher as soon as questions or concerns arise. To contact a child's teacher, please send a note, voicemail or email asking the teacher to contact you. You may leave this request for teacher contact with the office secretary. Teachers and classroom schedules are not interrupted during the school day for phone calls. You should expect that the teacher will return your call or email within 24-48 hours.

Parental Concerns

Parent questions and concerns should ***first be directed to the classroom teacher***. Your child's teacher has the most contact and therefore, the most knowledge about your child and what occurs in school on a daily basis. Arrange for a conference through a phone call to the office, or an e-mail to the teacher, as noted above, so that both you and your child's teacher have the opportunity to openly share information. You may also want to schedule some type of follow-up meeting or conversation to further understand how your concerns are being addressed. If a concern remains after these contacts, or if there is a concern outside the realm of the classroom, please notify the classroom teacher of your intent to contact other appropriate staff (guidance counselor, administration) for assistance in handling a particular situation or problem. A meeting or conversation may then be scheduled to further review your concern. Meeting with administration will often include the classroom teacher to facilitate resolution of an issue. In those rare instances where the issue is still not resolved, parents may choose to bring the concern or question to the attention of the Superintendent of Schools.

Home-School Relations

The school always welcomes suggestions. Over the past years, many improvements have been brought about by suggestions from parents, students, and teachers.

Social Emotional Learning (SEL) Programs

The Brookline School District recognizes the importance of social emotional learning and citizenship education with enthusiasm and commitment. A program resource used by our district is the Responsive

Classroom. The Citizenship Program is made up of several elements which rest on the foundation of monthly school-wide citizenship traits, such as Respect, Responsibility, Caring, Friendship, Acceptance, Honesty, Cooperation, Service Learning and Citizenship.

Our district also works to foster students with skills in the areas of: goal directed behavior, optimistic thinking behavior, personal responsibility, self awareness, self management, relationship skills, responsible decision making, and social awareness.

Field Trips

It is the practice of the Brookline schools that a field trip be defined as an educational activity taking place under the auspices of the school and conducted off school premises, subject to the approval of the principal. All field trips are considered to be an integral part of the curriculum. No student will be denied the opportunity to participate in a field trip due to lack of funds.

Parental Release for Emergency Medical Treatment

Care is taken to ensure that all students and adults are in good health when on a field trip. All students are required to have a signed parent release allowing staff to authorize medical care in the unlikely event of a medical emergency. The school district is not responsible for any medical expenses incurred by students, chaperones, or faculty sponsors.

Field Trip Behavioral Procedures

School rules, School Board Policies, and individual class rules apply to student behavior during the duration of the trip. Electronic devices are not allowed on field trips. Disciplinary matters while on trips will be handled in a manner consistent with the way such matters are handled at school. Each chaperone, together with the faculty sponsor, is responsible for enforcing the rules.

Transportation for Field Trips

All student transportation for field trips will be by bus or walking only. **Alternative arrangements must be pre-approved by administration no less than a week before the field trip.**

Field Trip Costs

Every attempt will be made to keep costs of field trips to a minimum. **Payment for field trips can only be paid for by check.** Provisions will 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. **Please do not hesitate to contact the school principal to access scholarship funds for any specific field trip.**

Field Trip Itinerary

An itinerary of all field trips will be made available to parent(s) /guardian(s) and the school administration specifying when and where the group will be and how contact may be made with the faculty. **Alternative arrangements must be pre-approved by administration no less than a week before the field trip.**

Field Trip Liability

The Brookline School District, faculty sponsors, and chaperones will be protected against liability for accidents through the District's insurance program.

Field Trip Supervision

Adequate adult supervision will be provided on all trips. A faculty sponsor must be present on all off-campus trips. The ratio of adults to students will be at most one to ten. Supervision will be provided both in transit and at the site at all times while students are on the trip. Students are not allowed to leave the trip site to go off by themselves.

Chaperones

If you are interested in being a chaperone, you will need to go through a **criminal records check in addition to an annual volunteer training**. Forms are available at the SAU office. There is a charge and completed forms need to be dropped off at the SAU office. Chaperones will be selected randomly in each class. If you are selected to join a field trip, you are expected to stay with your assigned field trip group for the duration of the outing.

Use or Rental of the School Building

***** Please visit the School Board tab on our website for additional information on Policy KF - Community Use of School Facilities and Fields***

The Principals are directly responsible for the renting and use of facilities to out-of-school groups and organizations. The Brookline School District's policy and facility use forms are available in the school office, and must be completed and approved PRIOR to use. Groups utilizing the facilities are required to provide necessary insurance and, if necessary, pay for staff and use of the facilities. Please feel free to call the School Secretary anytime a question or problem arises relative to building use.

Student Safety

The safety of all students is of primary concern, whether in the classroom, cafeteria, on the playground, or on the bus. Student behavior can also be a contributing factor when dealing with school safety. To that end, desks and cubbies are the property of the school district and can be searched by authorized personnel such as the principal, teacher or any other authorized personnel should there be reasonable suspicion.

The school's responsibility for bus students shall begin from the time the children board the bus in the morning and end when they disembark from the bus in the afternoon. For students who walk to school or arrive by private car, the school's responsibility shall begin when the children arrive on school grounds and end when they leave the school grounds upon dismissal. ***Students should not arrive at school before the scheduled time for school opening (8:15 for RMMS; 8:25 for CSDA). No supervision is provided prior to this time. Should you need to access the before or after school care, please contact the main office for further information.*** School rules apply on the school grounds, playground, field trips, during all school activities, and in the classroom. Safe practices on the bus (see Transportation Policy - EEA) are to be followed.

School Arrival and Departure

We encourage all parents to allow their children to ride the school bus to and from school. This facilitates both the entrance and dismissal of students and ensures that your child will not miss instructional time. The safety of our students and school buses is our first priority during carpool times. Please be aware of the following:

All NH traffic rules and laws pertaining to school buses remain in force on school property. The Chief of Police supports our need to have these laws followed precisely. The license plate number of any car not in compliance with these rules will be reported to the Chief for further action. School buses always

have the right of way on school property and **should never be passed if the red lights are flashing.** This will prevent both uncomfortable and unsafe situations for everyone.

Always expect the unexpected from children entering and exiting a school bus. We all know that there are basic safety rules in place for these procedures, but it takes just one child, one forgetful or playful moment, to have a tragedy occur. Once a school bus begins to load or unload students, it **CANNOT** be passed.

Transportation Guidelines

Regular bus routes and stops have been established through agreement with the school bus contractor and the Superintendent's Office and approved by the School Board. Bus routes are established annually, and this information is published in the local newspapers prior to the beginning of the school year. These routes and stops have been developed on the basis of providing transportation for all students in grades kindergarten through grade six who live in excess of two miles from the school (*RSA 189.6 Transportation of Pupils: The local school district shall furnish transportation to all pupils in grade K through 8 who live more than 2 miles from the school to which they are assigned. RSA 189.8 Limitations and Additions: Pupils entitled to transportation under RSA 189.6 may be required to walk a distance not to exceed one mile to a school bus stop established by the local school board*). Parents of students who live less than two miles from school and who feel that there are safety hazards involved, may request permission for their children to be transported by making this request in writing to the Superintendent of Schools, 4 Lund Lane, Hollis, NH 03049 (324-5999). Any changes in bus stops must be approved by the Brookline School Board. However, bus drivers may adjust bus stops during inclement weather.

The Brookline School District provides bus stops within one mile of the Richard Maghakian Memorial School and Captain Samuel Douglass Academy at locations determined by the Hollis Transportation Company, the Superintendent of Schools, and the school principal, with the final decision made by the Brookline School Board. Townsend Hill Road is a priority in that it does not have sidewalks adjacent to the road. This change in policy is being implemented to alleviate safety concerns of walkers on the aforementioned road that experience increased traffic due to the presence of the school.

We encourage parents to carpool when taking their child(ren) to bus stops to reduce the number of parked vehicles at bus stops. The Brookline School District will not be responsible for unsafe conditions created by those who choose to park at bus stops.

Bus Assignments

Other than routine childcare, students **MAY NOT** ride any bus other than the one to which they have been assigned. (**Note: Routine childcare is defined as occurring on a regularly scheduled basis anywhere from one to five days per week**).

Request for Changes

Routes and stops shall remain as they exist until such time as they may be changed. Parents who feel that changes should be made because of hazardous conditions may request a review of conditions by writing to the Superintendent of Schools. Any changes must be approved by the Brookline School Board.

All parents requesting bus changes for routine child care are required to send an email to the RMMS Office or CSDA Office. This email must be on file in order for your child to ride a bus other than his/her assigned bus to a childcare provider.

Student Conduct on School Buses

All students who ride the school buses are subject to the governing regulations, which are designed to promote safety. The bus driver is the authority responsible for enforcing regulations. Any behavior which is distracting will be considered hazardous to the safe operation of the bus. Each bus driver is responsible for maintaining discipline on his/her bus. In those instances where some kind of disciplinary action is in order, the driver will report the infraction to the Building Principal or designee.

Students will receive a written warning notice for the first infraction of bus conduct regulations. The bus driver shall give the written notice to the Building Principal or designee who will discuss the warning notice with the student(s) involved. The Principal or designee will issue one copy of the warning notice to parents, one to the bus company, and will keep one copy on file.

Serious misconduct or repeated violations of bus conduct regulations may result in suspension from riding the bus for a period from one (1) to five (5) days, pending notification of the parents. Longer periods of suspension shall require the prior approval of the Superintendent of Schools.

The decision to suspend may be appealed by the parents or guardian of the student. The appeal process is articulated in RSA 189.9-A.

There are a number of expectations from students, which would assure the safety of all persons while the school bus program is in operation.

Rules for crossing to the school bus:

- Look at the driver and wait for the signal before crossing the road.
- Listen and look both ways for any moving traffic. Keep looking and listening.
- Walk quickly in a straight line 10 feet (steps) in front of the bus. See the bus driver's face at all times.
- If you drop something near the bus, ask the bus driver to help you get it.

Rules for leaving the school bus:

- Always cross in front of the bus, NEVER behind!
- Walk forward 10 feet (steps) along the side of the road until you can see the driver's face.
- Look at the driver and wait for the signal to begin crossing.
- Listen and look both ways for any moving traffic. When you decide the road is clear, cross quickly, do not run!
- If the driver blows the horn, go back to the side of the road and wait for the driver to signal again.

Rules for riding the school bus:

- Take your seat quickly.
- Talk quietly.
- Remain in your seat for the entire ride.
- Keep your head, arms, feet and all objects inside the bus.
- Obey the rules, and follow directions given by the bus driver.
- Keep aisles clear at all times.
- Be courteous to your bus driver and all other passengers.
- Carry on the bus only what you can hold on your lap.
- Think of the bus as your property; don't damage any part of it.
- Ask the bus driver's permission to open a window.
- Don't bother the bus driver; talk to him/her only if an emergency arises.

Rules for waiting and arriving:

- Be on time.
- Dress for the weather. Wear clothing that is safe, visible and warm.
- Carry your belongings in a book bag.
- Show care for the property of others.
- Walk facing traffic; stay on the sidewalk when available.
- Don't talk or go with strangers.
- Stand back from the road at your bus stop (on the sidewalk or other safe place, away from snow banks).
- Do not play at the bus stop.

Rules for boarding the school bus:

- Do not move toward the road until the bus comes to a complete stop and the doors open.
- Line up in a single file.
- Never reach under the bus.
- Go directly to a seat.
- Hold belongings in your lap.

Rules for exiting the school bus:

- Move directly away from the bus when getting off; never walk next to the bus.
- Use safe crossing procedures.
- Never reach under the bus.
- Go directly home after school.
- When possible, go directly to your classroom when arriving at school.

Please note: Bus routes are established annually and are published in the Hollis Brookline Journal and also on the SAU website prior to the beginning of the school year.

Playground Safety

It is important that students take the time to learn about playground safety. Doing so will protect all children from unnecessary hurt and risks during their recess time. We are fortunate to have many different and exciting play structures on our playgrounds. A separate set of safety rules applies to each piece of equipment. Recess ends when the bell rings. Students are to proceed to their classroom lines in an orderly manner. These rules will be explained to each student during the first week of school. Please review these general guidelines with your child.

Swings: No high or side swinging. No standing on swings or in front of swings. No climbing on the bars. Only one person is allowed per swing at a time. No twisting. No jumping off.

Jungle Gyms & Climbing Structures: Do not use structures when metal is wet and slippery. No standing, sitting, or climbing on top. **Shoes with backs are required for climbing on structures.**

Ball Games: No games that include hard balls or tackling. No wall ball is allowed.

Snowballs: Snowballs are not allowed on the playground. Snowmen may be built with permission of a teacher.

Boundaries: Students must be visible at all times and play within the fenced area at RMMS and the designated playground boundary at CSDA.

The final decision about any doubtful activities lies with a teacher on duty. Students are to consult with a duty teacher if concerns arise during recess.

Student Conduct

*** * Please refer to Appendix 18 for additional information on
Brookline School District Discipline and Conduct Procedures**

All members of the school community have the right to expect a safe and orderly learning environment where every student can strive for his or her highest educational potential. Students are expected to conduct themselves in a manner reflecting a sense of responsibility, respect, good citizenship, and consideration of the rights of others. Each disciplinary case is handled individually with consideration given to the age, needs of the student, and the severity of the problem.

A clear discipline policy supports behavior that enhances the academic program and the successful development of children and prohibits activities which interfere with those same goals.

Consistent behavior guidelines provide all members of the educational community with a universal point of reference in the maintenance of a safe and responsive learning environment. Our student conduct guidelines seek to:

- establish clear expectations for student behavior in the school setting,
- define the nature/range and role of staff in maintenance and enforcement of behavioral standards,

- promote awareness and understanding of the discipline policy throughout the entire school community (students, staff and parents), and
- identify the range of applicable consequences to be administered for violations of this disciplinary code (to be applied in conjunction with due process procedures).

Student Responsibilities

- Students are responsible for knowing and following rules for safe and respectful behavior throughout all the areas of the school (regular and specialist classrooms, hallways, bathrooms, cafeteria, playground, bus, etc.).
- Students have the responsibility to conduct themselves in a manner which is not self-destructive or in any way violates the rights (to learn, feel safe, be treated with courtesy and respect) of their peers or teachers.
- Students are responsible for respecting the rights and property of others.
- Students share the responsibility for asking for adult help (staff/parents) when their rights or safety are at risk.

Student Dress Expectation

Students need to be dressed appropriately for the school day. Student dress should allow them to freely access and participate in learning activities. We believe student dress affects school climate, academic performance, and school safety. Students tend to view school more seriously if they dress as if their profession were academics. Dress and grooming are the responsibility of the student and their parent(s)/guardian(s) and should be appropriate for the educational environment and the age of the student. Clothing should not be disruptive to the teaching/learning process.

District Standards:

A. Students must wear non-transparent clothing:

1. A Shirt/dress (with fabric in front, back, sides, and with straps/sleeves);
2. Pants, skirt, leggings, shorts, etc.; and
3. Shoes.

B. Students must not wear:

1. Clothing or accessories depicting hate speech, offensive, vulgar, or racist language or pictures; and
2. Clothing or accessories that glorifies, encourages or promotes the use of alcohol, drugs or violence.

All tops must have straps. All strap styles are allowed. While not prohibited, flip flops pose a safety hazard both on the playground and in the hallways. It is recommended that children wear shoes, sneakers, or sandals with backs to school. Also, *hats and outerwear hoods are to be removed as students enter the building and remain off while in the building*. Parents will be contacted if a change in clothing or shoes is needed.

Drug Free Schools and Smoke Free Schools

**** For additional information on Policy ADB - Drugs and Policy ADC - Tobacco please refer to Appendices 13 and 14.**

Smoking and other use of tobacco products shall be prohibited on school grounds at all times, and in all school district vehicles, including buses, at all times. This policy also applies to all school parking lots and playing fields.

Possession of tobacco products by anyone under the age of 18 is prohibited on all school property and vehicles including buses, at all times, in accordance with RSAs 78:1, XIV and 78:12-b, II as amended June 20, 1991.

Players, coaches, trainers, managers and anyone officially participating in an athletic event shall be prohibited from smoking or using other tobacco products during practice sessions or games.

NH State Law has established a Drug Free Zone around all school property.

Individual Parties

In consideration of the feelings of all of our students, party invitations will not be distributed at school unless all classmates are invited.

Helpful/Hurtful Guidelines for Behavior

A major developmental task of childhood is making and keeping friends. Such a journey is rife with pitfalls and risks. *“What if no one will sit next to me at lunch? How do I ask if I may join the game? Will my best friend still like me if I let her or him know that I would like to play with someone else, too?”* Although deeply emotional from the child’s point of view, such issues follow fairly predictable themes (sharing, keeping secrets, and deciding who will go first). These developmental “bumps in the road” represent building blocks which all children must master as they form increasingly complex relationships. The frustrations brought on by not yet possessing adequate skills are a likely source of emotional pain and anger in many childhood disagreements.

Behaviors which meet different criteria (hurtful, deliberate, and persistent) do not carry the same blush of innocence as the developmentally based friendship dispute. Often the motivation appears to the casual observer as “hurtful behavior for the sport of it.” More likely, the reasons for these harassing behaviors can be found in maladaptive patterns of need fulfillment or modeling by significant others in a child’s life. Such a child is not “bad,” but has learned to gain some benefit (attention, power, sense of importance) from seeing another in pain.

This type of behavior must be stopped promptly because it is a threat to the personal safety of all children whether participants or spectators. Children who live in terror in their heart, *“Will I be the next one to be hurt?”* are preoccupied with emotional survival and often have little energy left in their school day for learning.

Every student in our school has the right to:

- feel safe, emotionally and physically
- learn, work, and play without the fear of being hurt
- know belonging, acceptance, and friendship

- expect respect for individual qualities as well as differences
- ask for help in stopping other's hurtful behavior
- keep asking for help until the hurtful behavior has stopped
- learn how to solve problems with others in a way that is helpful, not hurtful
- be treated politely by others (but.. you don't have to be everyone's friend)

Our Helpful/Hurtful guidelines have a number of components which are considered essential to its application with students.

- Children, parents, and staff can report or initiate concerns about behaviors that meet the criteria for our Helpful/Hurtful Policy to a School Guidance Counselor or Classroom Teacher.
- An array of responses is available to staff after observing or receiving notice of unacceptable behavior which is hurtful and deliberate including:
 - teaching strategies of empowerment to the "victim"
 - increase awareness of cause and effect
 - discussion and a written warning: a "Response Choice" completed by students
 - referral to the guidance counselor for support
 - parental notification
 - development of a mediation or "no contact" contract
 - mandatory meeting with parents
 - development of support system for children
 - development and implementation of escalating consequences until the hurtful behavior ceases.
- The welfare and safety of both children and sets of children are of concern in every dispute. All efforts to end hurtful behavior are directed in the best interest of the child who is doing the hurting as well as the child who is the victim.
- The policy provides an important tool for staff by serving as a written record or "paper trail" of efforts made to deal with the hurtful behaviors. Confidentiality of each child is protected by limited disclosure per the Federal Educational Rights and Privacy Act.
- Children assign added importance to an issue when they put it and see it in writing.
- The timing and level of parental involvement is determined on an individual basis.
- Children are encouraged and taught to be assertive of their own rights rather than have staff "do" the steps of the policy for them.

Goals are always twofold:

1. To stop hurtful behavior
2. To teach more adaptive behavior skills to both children

Our "Pupil Safety and Bullying/Harassment and Violence Prevention Policy" can be found in Appendix 10.

Positive Discipline Pathways to Self-Control:

1. Pathway - Proactive Discipline (creating, modeling, and practicing rules)

Without proactive discipline, the follow-through measures described below will unlikely have lasting effects on students or on the overall school climate. Instead, these measures will continue to be viewed as punishments for student misbehavior rather than as ways to help students regain self-control and refocus on learning. A key to good proactive discipline is establishing a positive relationship between each child and his/her teacher.

2. Pathway - Reminding and redirecting

When students act inappropriately, teachers and other adults will give students reminders and redirection. Some children will need more than one reminder, but it's generally more effective to limit the number of reminders.

When misbehavior is flagrant or frequently repeated, it may be appropriate to skip the reminding and redirecting, going directly to "take-a-break" or other pathways instead.

3. Pathway - Logical Consequences I Take a Break

Logical Consequences: Logical consequences are ways to help fix problems that result from children's words and actions when they break or forget rules. They are used when it takes more than a simple cue to stop a behavior or fix a problem. Logical consequences help children regain control, reflect on their mistakes, and make amends for them. Logical consequences should be respectful of the child, relevant to the situation, and reasonable.

Logical Consequences:

- "You break it, you fix it" children are expected to fix it if they break something or make a mess, whether intentional or not.
- "Apology of action" is used when a child hurts another through words or actions to solve problems between students.
- Loss of Privilege is the temporary removal of a privilege to help a child understand the connection between privileges and responsibilities.
- "Take a break" in the classroom is a brief time away from the class activity to allow the student to regain self-control.

Take a break: When reminders are ineffective, teachers will tell students to take a brief break to regain self-control. Afterwards, the students will return to the lesson or activity. When the student is productively re-engaged in learning, the teacher may check in briefly to be sure the student understands why the break was necessary. If the student went to "take-a-break" without first given a reminder, the check-in may need to be longer and more detailed.

4. Pathway - Take-a-break in an alternate location

Sometimes it is easier for children to regain control when they are away from their class. If the student continues to behave inappropriately in take-a-break, the classroom teacher will send the student to a buddy teacher's room, a break zone, the main office, etc. Once the student is resettled and the teacher has a moment, the two will talk together about what caused the problem and how it can be prevented in the future.

5. Pathway - Involve the Principal/Administrator

If a student becomes disruptive in the buddy teacher's room or continues to be disruptive upon returning, the Principal/Administrator will be called to take the student to the office. The student will stay there until the end of the period or until the Principal/Administrator determines that the student is ready to enter the classroom. The classroom teacher will talk with the child about the incident and welcome the child back to the class. If behavior is not disruptive, but persistent see Pathway #6.

6. Pathway - Develop an individualized behavior management plan or social skills training program. The previous pathways may not be effective in changing a student's behavior pattern. In some cases, families, teachers, specialists, and administrators may need to work together to develop an

individualized behavior management plan or social skills training program for the child.

Schools are often most concerned with students who need frequent interventions - students who don't seem to respond to the usual discipline approaches. These children often benefit from direct instruction in social skills, just as children who lack reading skills benefit from extra help in reading.

7. Pathway - Involve additional assistance

In extreme situations, where a student may be physically out of control, a teacher may remove his/her class from the situation and ask for assistance. Students will never be sent on their own from a classroom in an extreme situation but will always be escorted by an adult. Adults will not use physical restraint to escort a child unless the physical well-being of a child or adult is threatened. The school will provide several personnel with state-approved training in the use of physical restraint.

** "Think Sheets" and phone calls home are often utilized to support the pathway listed above.

** Guidance Forms: If students are in need of support to resolve a conflict, they or the teacher can make a referral to the school counselor.

DISCIPLINE

Prerequisites to effective instruction are preparation, organization, order and discipline. We believe in the disciplined caring of our students. Therefore, there exists a set of reasonable school and classroom rules and procedures by which all students are expected to abide. Our teachers are knowledgeable regarding age-appropriate behavior that can reasonably be expected from children. Each teacher is also responsible for maintaining classroom discipline and appropriate behavior by their students in other areas of the school. Most discipline problems are handled by the classroom teacher in concert with the parents. We believe that discipline is always about learning and changing behavior so that students learn from their mistakes.

We also clearly communicate to all students that violence is not acceptable. We teach students how to settle conflicts without resorting to violence and do not tolerate harassment or bullying. Our approach is intended to teach both the victim and the aggressor more appropriate reactions to difficult situations. We will take any threat of violence seriously and will respond to verbal taunts or threats with appropriate consequences. These consequences will vary depending on the age and understanding of the student. Consequences may range from discussions with the classroom teacher, administration, referral to a school counselor, and loss of privileges.

Students are expected to conduct themselves in a manner reflecting a sense of responsibility, good citizenship, and consideration for the rights of others. The school will not tolerate rudeness or violence in any form. Should student action necessitate referral to the office and to inform the Administration of the nature of the infraction. The Administration will provide appropriate action based on a review of the situation. Some situations will be settled without parent involvement so that students can begin to be responsible to change their behavior and build confidence in their skills.

Administration is responsible for establishing or approving general school and classroom rules and regulations. They serve as a resource to both teachers and parents in improving student behavior. In instances where the teacher and parent have been unable to effect a positive change, the Administration will become more directly involved in the disciplinary process, and parents will be informed and asked to help and partner with the school.

Detention

Detention may be given for academic (failure to complete homework or class work) or behavioral problems (failure to meet school behavioral expectations). Students may lose social privileges in order

to process their behaviors and choices with either a teacher or principal. Teachers and other school and community personnel, as described in **Policy JLCF** will not arbitrarily use physical activity (i.e., running laps, push-ups) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment, except when appropriate as a logical consequence. After-school detention may be assigned for serious or repetitive infractions. After-school detention involves the student staying after the close of school (until 3:30 PM at RMMS and until 4:00 PM at CSDA). If an after-school detention is assigned, the student and/or school administrator will call home to schedule the detention and make necessary student transportation arrangements. Transportation for a student serving after school detention is the responsibility of the parent. *Please note, in-school and out-of-school suspensions and expulsions are not a common occurrence at Kindergarten, Grade 1 and Grade 2.*

Suspension

Gross misconduct or persistent disregard for school rules may result in the student receiving an ‘in-school’ suspension or an ‘out-of-school’ suspension.

During an ‘in-school’ suspension, the student will attend school during the regular school day, but will not be allowed to participate in the regular school classes and activities. The student will be placed in a separate area (usually in or by the school office) and is expected to complete all daily assignments provided by the classroom teacher.

If an ‘out-of-school’ suspension is assigned, the student will not be allowed to attend school during the regular school day. The student is expected to make-up all assignments missed upon returning from the suspension. *Please note, in-school and out of school suspensions and expulsions are not a common occurrence at Kindergarten, Grade 1 and Grade 2.*

The superintendent or designee may suspend pupils from school not to exceed 10 consecutive school days. For an additional 10 days of suspension, this may be imposed by the school board or representative following a hearing.

RSA 193:13 Suspension and Dismissal of Pupils

“The Superintendent or his/her representative designated in writing is authorized to suspend pupils from school for gross misconduct, providing that where there is a suspension lasting beyond five school days, the parents or guardian has the right to appeal any suspension to the local board. Any suspension to extend beyond twenty school days must be approved by the local board. Any pupil dismissed from the school by the local school board for gross misconduct or for neglect or refusal to conform to reasonable rules of the school, shall not attend school until restored by the local board. Any dismissal shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such dismissal by the local board to the State Board of Education.”

Dealing with the Negative Behavior of Other Students

As parents, you can help your child(ren) deal with persistent negative behavior by:

- supporting your child’s feeling and offering suggestions for the child to try on his/her own to ‘walk away, play with someone else, tell them to stop, etc.’,
- encourage your child to seek adult help,
- maintain an open, ongoing dialogue about a social problem,
- alert the school if interventions have not been effective, and

- reinforce your child's right to learn, work, and play at school without fear of physical or emotional harm.

Plagiarism & Technology

Access to the Internet makes written text easily available to students for inclusion in reports. As with any resource material, text that is copied and incorporated into a report must be adequately identified and credited to the author/source. This holds true for both exact quotes of material and texts used as source material. Honesty in writing assignments and how to properly credit sources is taught throughout the elementary school years. Also taught is the fact that plagiarism is a form of stealing. It is the theft of intellectual property, and student work found to contain text copied from the Internet, or other resources, without proper credit will not be accepted. Plagiarism carries even more serious consequences as students move into higher grades and on into life. It is important for parents and teachers to promote academic integrity at this early stage of academic achievement. We are committed to helping students avoid the temptation of plagiarism. We strive to teach students how technology can aid their learning and, with your parental support, guide students down the path of academic honesty.



Appendices and Schedules

Appendix 1

Policy JLJ - LIFE-THREATENING ALLERGIES

The Brookline School District is committed to ensuring that all parties to the education process work together collaboratively and respectfully to maintain the health and safety of children who have life-threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care, and provide appropriate educational opportunities.

During school district hours all employees, students, and parents of the Brookline Public School District will follow the Life -Threatening Allergy Procedures for dealing with life-threatening allergies in the school setting. Outside of school hours all others using district facilities will be informed of and are expected to abide by these procedures. The principal of each school is responsible for sharing the Nut Safe School Acknowledgement with those using the building after hours. The Life-Threatening Allergies Procedures will be reviewed annually and modified when/if necessary to continue to maintain a safe and adequate education in the least-restrictive environment for all students within the district.

To minimize the risk of exposure to allergens that pose a threat to Brookline students and to educate the Brookline School Community about life-threatening allergies, please reference the student-parent handbook on our school district webpage.

Legal Reference:

RSA [200:29](#) School Health Services

RSA [318:42](#) Regulation of Pharmacies

RSA [200:45](#) Pupil Use of Epinephrine Auto-Injectors

1st Reading: October 24, 2018

2nd Reading: November 28, 2018

3rd Reading: December 19, 2018

4th Reading: March 27, 2019

Adopted: March 27, 2019

Appendix 2

Life-Threatening Allergies Procedures

PURPOSE

To minimize the risk of exposure to allergens that pose a threat to Brookline students and to educate the Brookline school community about life-threatening allergies.

1. Maintain a building-based general Medical Emergency Plan and Life-Threatening Allergy Medical Emergency Plan.
2. Develop and implement an Individual Health Care Plan (IHCP) for all students with diagnosed life-threatening allergies, based on medical documentation.
3. Implement annual life-threatening allergy and EpiPen training for all staff.

FAMILY RESPONSIBILITY

The family shall:

1. Notify the school nurse of your child's allergies.
2. Provide medical documentation from your healthcare provider to the school nurse. Include:
 - i. Allergy Action Plan (AAP)
 - ii. Specific Allergy
 - iii. Severity of Allergy & Allergy Testing results
 - iv. History of previous reactions
 - v. Preventative Strategies
 - vi. List of symptoms
 - vii. Order of treatment
3. Provide a list of allergens that would potentially cause a life-threatening reaction.
4. Deliver/provide approved medications in proper containers to the school nurse **prior to** the first day of school.

5. Meet with the school nurse and appropriate staff with your Allergy Action Plan to develop an Individualized Health Care Plan (IHCP), Health Alert, and 504 Plan if eligible and warranted.
6. Educate your child in the self-management of their allergy as age appropriate including: allergens, strategies for avoiding the allergen, symptoms of an allergic reaction, how and when to tell an adult a reaction is starting, and how to read food labels (if applicable).
7. Encourage your child to wear a medical alert bracelet/necklace.
8. For food allergic students: parents may elect to provide safe snacks to be used as stipulated in the IHCP.
9. Attend field trips with your child if possible

SCHOOL RESPONSIBILITY

The school shall:

1. Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
2. Review the health records submitted by parents and physicians.
3. Identify a core team consisting of the school nurse, 504 coordinator, parents, student (age appropriate) and classroom teacher to establish a prevention plan. Changes to the prevention plan to promote allergy management should be made with core team participation.
4. Upon receipt of medical documentation by a Healthcare Provider, a determination will be made by building administration relative to the necessity of environmental accommodations. These may include:
 - a. Allergen safe lunch table
 - b. Allergen safe classroom
 - c. Allergen safe building
5. In the event of an allergen safe environment, provide signage at all entrances and impacted locations of the school building.
6. Assure that all staff who interact with the student on a regular basis understands allergies, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
7. Substitutes will be expected to sign off on the Life Threatening Allergy statement for the district provided to them each day prior to assuming their assignment.
8. Review the Individual Health Care alerts with appropriate staff before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
9. Ensure the emergency kit contains epinephrine and/or other necessary medication(s).
10. Review policies/prevention plans with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
11. Discuss field trips with the family of the allergic child to decide appropriate strategies for managing the allergy.
12. Follow federal/state/district laws and regulations regarding sharing medical information about the student.
13. Take threats or harassment against an allergic child seriously.

STUDENT RESPONSIBILITY

The student shall:

1. Recognize the signs/symptoms of a reaction (age appropriate)

2. Communicate to others as soon as a reaction starts or if exposure is suspected.
3. Know who can access emergency medication
4. Carry and self-administer emergency medication when appropriate
5. Take as much responsibility as possible for one's own safety.

In the event of a food allergy the student shall:

1. Not share or trade food with others.
2. Not eat anything with unknown or questionable ingredients
3. Learn to read food labels (age-appropriate)
4. Understand the importance of hand washing/ wiping before and after eating as the most important defense against unexpected exposure.

SCHOOL NURSE RESPONSIBILITY

School Nurse Responsibility:

1. A school nurse must be present at all 504 or IEP meetings for students with life threatening allergies.
2. Upon receipt of information of an allergy, the school nurse shall provide the parent with the **Allergy Action Plan (AAP)** to be completed by the parent and physician. Upon receipt of the completed AAP the school nurse is responsible for maintaining the AAP. Any changes made to the AAP must be made available to all school staff **immediately**.
3. The school nurse, using the information provided by the child's parent/guardian and health care provider, may develop an **Individualized Health Care plan (IHCP)** for the student. The IHCP shall be updated as a student's condition changes. The IHCP is kept in the health office and provided to the student's teachers to file in the Emergency Folder and Substitute Folder.
4. The school nurse, using the information provided by the child's parent/guardian and health care provider, will develop a **Health Alert**. The Health Alert highlights the student's medical condition, prevention information, symptoms and steps to take in an emergency. The Health Alert will, when available, have the student's picture. This information is disseminated to the student's teachers, specialists, and staff.
5. The school nurse assigned to each building will conduct an Allergy Education Program for staff at the start of each school year. This program will include educating all staff about
 - a. The significances of life-threatening allergies
 - b. The most common food, insect, latex and medication allergies.
 - c. How to create a safe environment for students with life-threatening allergies
 - d. The signs and symptoms of allergic reactions, avoidance measures and treatment methods.
 - i. The signs and symptoms of anaphylaxis
 - ii. How to deal with an actual or potential anaphylactic reaction
 - iii. How to use an EpiPen
6. The school nurse shall identify with the staff, those students at risk with life threatening allergies, and review protocol for prevention, and protocol to follow during an allergic reaction, including but not limited to the administration of prescription medication.
7. The school nurse shall train designated school personnel to administer an EpiPen, according to the student's Allergy Action Plan.
8. Students may carry their own EpiPen kit, with written permission from both the parent/guardian and a physician.

FACULTY/STAFF RESPONSIBILITY

The faculty/staff shall:

1. Understand and implement accommodations as outlined in AAP/ IHCP
2. Maintain an allergen safe classroom if appropriate
3. Understand emergency response procedures and be able to administer EpiPen/ EpiPen Jr.
4. Provide information regarding allergy management to substitutes in an easily accessible and labeled substitute folder/binder.
5. Make other personnel (teachers, parents, volunteers, students) working or visiting in the classroom aware of allergy management.
6. Determine that project materials are safe for the child with allergies.
7. Exclude pet/ and or pet foods that contain determined allergenic ingredients from classrooms.
8. Inform parents of field trips.
9. Contact the school nurse immediately if a student is suspected of having an allergic reaction.
10. Ensure the EpiPen/EpiPen Jr. and instructions are taken on field trips and remain with the student or in the care of the trained adult during the course of the field trip.

In the event of a food allergy the faculty/staff shall:

1. Inform parents of any school events where food will be served.
2. Encourage parents to go on field trips and/or to attend school events where food will be served.
3. Clean the doorknobs of their classroom.
4. Have students wash hands upon arrival to school
5. Faculty/Staff shall check the contents of the students' snack upon arrival to school:
 - a. Students wash hands upon arrival to class.
 - b. Student brings snack to their desk
 - c. Students will show the teacher the snack contents.
 - d. Teacher will check the snack contents to ensure compliance with the allergen safe environment.
 - e. Currently when a snack is in question, the parents are called and (if reached) verbally asked about the contents/ ingredients of the snack. If the parents cannot be reached or the contents of the snack are not confirmed to be "allergen safe" the student is offered an alternative snack at no cost to them.

SCHOOL COUNSELOR RESPONSIBILITY

The School Counselor shall:

1. Assist with staff training, especially around staff anxiety in caring for students with life threatening allergies.
2. Monitor anxiety, stress level, and social development of students with life threatening allergies and provide interventions as appropriate.
3. Act as a resource to parents and students regarding anxiety, stress and normal development.
4. Educate classmates to avoid endangering, isolating, stigmatizing, or harassing students with life threatening allergies. Be aware of how the student with the life threatening allergy is being treated: use this opportunity to teach community caring and enforce school rules/ policies about harassment, bullying and threats.

CAFETERIA/LUNCHROOM STAFF RESPONSIBILITY

The Cafeteria/Lunchroom Personnel shall:

1. Implement safe lunchroom procedures as recommended by the school nurse.

2. Maintain allergen safe areas as needed.
3. Adhere to the guidelines for cleaning tables, particularly to reduce the risk of cross contamination.
4. Maintain ingredient lists of all foods served in the cafeteria.
5. Be aware of students who are identified as having a Life Threatening Allergy.
 - a. Be aware of signs and symptoms of an allergic reaction.
 - b. Understand emergency procedures; be able to administer the EpiPen/ EpiPen Jr.

CUSTODIAL STAFF RESPONSIBILITY

The Custodial Staff shall:

1. Adhere to cleaning protocols for maintaining allergen safe areas.
2. Cleaning Protocols:
 - i. Surfaces will not be cleaned with the same materials that are used to clean non-allergen safe surfaces.
 - ii. Disposable cleaning materials (ex. paper towels instead of rags) will be used to clean allergen safe areas.
 - iii. Cleaning products will be checked for allergens
 - iv. Lunch tables will be cleaned thoroughly before and after each lunch session.
 - v. Classroom surfaces in the school will be thoroughly cleaned each night.
3. In the event of an allergen safe building:
 - i. Door knobs and rails will be cleaned after students have entered the school in the morning.
 - ii. Gym equipment will be cleaned at determined intervals

BUS COMPANY/DRIVER'S RESPONSIBILITY

The Bus Company/ Driver(s) shall:

1. Strongly encourage a “no eating” policy on school buses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy. Discuss appropriate management of food allergy with family.
2. Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
3. Have access to quick communication in the case of an emergency.

SUBSTITUTE STAFF RESPONSIBILITY

1. Brookline Schools are Nut Safe Facilities
2. All classrooms and instructional areas are Nut Safe
3. Staff and Substitute Staff bringing items with nut products must leave them in the Staff room adjacent to the cafeteria on arrival. Those foods must be consumed in the Staff room.
4. Students wash their hands upon arrival.
5. Student's morning snacks (consumed in the classroom) must be checked by staff to ensure they are nut safe and labeled. Check with a grade level colleague if unsure what to do.

The substitute staff shall:

1. Have students wash hands upon arrival at school.
2. Check the contents of the students' snack upon arrival to school:

- a. Students wash hands upon arrival to class.
 - b. Students bring snacks to their desks.
 - c. Students will show the teacher the snack contents.
 - d. Teacher will check the snack contents to ensure compliance with the allergen safe environment.
 - e. When a snack is in question, the student can bring it to the office to be held for consumption at lunchtime.
3. Review information in the Substitute binder/folder regarding students with food allergies.
4. Understand and implement accommodations as outlined in the Allergy Action Plan/ Individual Healthcare Plan.
5. Maintain an allergen safe classroom.
6. Understand emergency response procedures and be able to administer EpiPen/ EpiPen Jr.
7. Make other personnel (teachers, parents, volunteers, students) working or visiting in the classroom aware of allergy management.
8. Determine that project materials are safe for the child with allergies.
9. Check that any 'shared' snack has been approved with a 'Nut Safe Snack' label attached.
10. Exclude pet/ and or pet foods that contain(s) determined allergenic ingredients from classrooms.
11. Contact the school nurse immediately if a student is suspected of having an allergic reaction.
12. Ensure the EpiPen/EpiPen Jr. and instructions are taken on field trips and remain with the student or in the care of the trained adult during the course of the field trip.

Appendix 3

Policy JLCC – PEDICULOSIS (Head Lice)

This policy is adopted to carry out the provisions of RSA 200.32, RSA 200.38 and RSA 200.39

Pediculosis: Screening. Based on recommendations from the American Academy of Pediatrics, the Board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the child is symptomatic. The school nurse may check a student's head if the student is demonstrating symptoms.

Management on the Day of Diagnosis. The Board recognizes that head lice infestation poses little risk to others and does not result in additional health problems. The management of **pediculosis** should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse, the Principal or designee. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Such students will be discouraged from close direct head contact with others and from sharing personal items with other students. District employees will act to ensure that student confidentiality is maintained so the child is not embarrassed.

The Principal, designee or school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations.

Based upon the school nurse's recommendation, other children who were most likely to have had direct head-to-head contact with the assessed child may be checked or screened for head lice.

Criteria for Return to School. Students will be allowed to return to school after proper treatment as recommended by the school nurse. The Board recognizes that The American Academy of Pediatrics and the National Association of School Nurses discourage "no nit" policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Legal Reference:

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

RSA 200:39, Exclusion from School

American Academy of Pediatrics, Clinical Report on Head Lice Infestation, September 2002
<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;110/3/638>

1st Reading:	August 28, 2012
2nd Reading:	September 25, 2012
3rd Reading:	Waived
Adopted:	September 25, 2012

Appendix 4

Policy JLCJ - CONCUSSIONS AND HEAD INJURIES

The School Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. The Board recognizes that the majority of concussions will occur in "contact" or "collision" sports. However, in order to ensure the safety of all District students, this policy will apply to all school events or while under the care and supervision of school staff.

Administrative Responsibilities: The Superintendent or designee will keep abreast of changes in standards regarding concussions, explore staff professional development programs relative to concussions, and will explore other areas of education, training and programs.

Protocol For Return To Play and School Activity

No district student shall participate in any school recreational activity the same day he or she is injured and:

1. Exhibits signs, symptoms or behaviors attributable to a concussion; or
2. Has been diagnosed with a concussion.

No district student shall return to participate in any school recreational activity on the days after he/she experiences a concussion unless all of the following conditions have been met:

1. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion, at rest or with exertion;
2. The student is asymptomatic during, or following periods of supervised exercise that is gradually intensifying; and
3. The student receives a written medical release from a licensed health care provider.

The District may limit a student's participation to "Graduated Return to Play" standards and protocol, as determined by the student's treating health care provider.

Concussion Awareness and Education

To the extent possible, the Board encourages the administration to implement concussion awareness and education into the district's physical education and/or health education curriculum. The administrative decision will take into account all relevant considerations, including time, resources, access to materials, and other pertinent factors.

Academic Issues in Concussed Students

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, school district staff should be mindful that the concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents. Administrators and district staff will work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

Section 504 accommodations may be developed in accordance with applicable law and board policies.

Additional Resources:

<http://nhiaa.org/PDFs/3076/SuggestedGuidelinesforManagementofConcussioninSports.pdf>

<http://www.bianh.org/concussion.asp>

First Reading: September 25, 2012

Second Reading: October 23, 2012 (1st review policy was replaced in its entirety)

Third Reading: November 27, 2012

Adopted: November 27, 2012

Appendix 5

Policy JLCF - WELLNESS

The District recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The District also recognizes that health and student success are interrelated. It is, therefore, the goal of the District that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in SAU 41.

SAU 41 WELLNESS COMMITTEE.

The Superintendent, in consultation with the Business Administrator or their designee, will facilitate development of updates to the SAU 41 Wellness Policy, subject to each School Board's approval, and will oversee compliance with the policy. In addition, the Superintendent or their designee shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative "SAU 41 Wellness Committee", whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.

The Superintendent or their designee shall serve as the Chairperson of the SAU 41 Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and persons serving on the Committee.

The SAU 41 Wellness Committee shall meet no less than three times per school year.

The SAU 41 Wellness Committee should represent each school and the community, and besides the Chair, to the extent feasible, shall include: one additional SAU staff member, two parents, two

students, the Director of School Nutrition and one food service staff member, two physical education teachers, two allied health professionals or health education teachers, two school nurses, two school board members, two school administrators, and two community members for a total of 20 committee members if all positions are filled.

Staff appointments to the SAU 41 Wellness Committee will be made by the Superintendent or their designee. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the SAU 41 Wellness Committee.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.

A. Implementation Plan.

The SAU41 Wellness Committee Chair, with the assistance of the Wellness Committee, will develop a baseline school level assessment using resources based on the Centers for Disease Control and Prevention's School Health Index and other programs such as the Alliance for a Healthier Generation Healthy Schools Program. The Building Wellness Coordinators, using the baseline school level assessment, will gather the data for the Wellness Committee in September. The Wellness Committee will create an action plan for the schools to follow for the rest of the school year. The Building Wellness Coordinators will again gather data in May based on the action plan and the Wellness Committee will then generate an annual progress report in July using the initial assessment and the results of the action plan.

B. Annual Notification of Policy.

The SAU will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The SAU will make this information available via the SAU 41 website. This information will include the contact information of the SAU 41 official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee), in addition to how the public can get involved with the SAU 41 Wellness Committee.

C. Triennial Progress Assessments.

Every three years, the Business Administrator or their designee will assess:

- The extent to which each of the SAU 41 schools are in compliance with the wellness policy;
- The extent to which the SAU Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the SAU's Wellness Policy.

The SAU 41 Wellness Committee will make recommendations to update the SAU 41 Wellness Policy based on the results of the annual action plan and triennial assessments and/or as SAU 41 priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Boards will review and act upon such assessments as required or as the Boards deem appropriate.

D. Recordkeeping.

The Superintendent or his/her designee will retain records related to this Policy, to include at least the following:

- The SAU 41 Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the SAU 41 Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that SAU 41 Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the SAU 41 Wellness Policy; including who is/was involved in each update and methods the SAU uses to make stakeholders aware of opportunities to participate on the SAU 41 Wellness Committee.

E. Community Involvement, Outreach and Communications.

The SAU will communicate ways in which representatives of the SAU 41 Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for all districts. The SAU will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards (see Appendix A).

III. NUTRITION.

A. School Meals.

All schools within the SAU participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). SAU 41 schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The SAU offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

Staff Qualifications and Professional Development.

All school nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

<https://www.fns.usda.gov/school-meals/professional-standards>

C. Water.

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.

Students shall be permitted to bring water bottles to school that:

1. Are made of material that is not easily breakable;

2. Have lids to prevent spills; and
3. Are filled exclusively with water

D. Competitive Foods and Beverages and Marketing of Same in Schools.

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards (see Appendix A), which may be accessed at:

<https://www.fns.usda.gov/tn/guide-smart-snacks-school>

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day (12:01 am through 30 minutes after the last bell – 7CFR 210.11(a)(5)) will meet or exceed the USDA Smart Snacks in School nutrition standards (see Appendix A). All foods marketed or promoted to students must be approved and tracked by the Director of Nutrition. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.
- Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards (see Appendix A) will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the Districts, school athletic departments, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the SAU wellness policy.

E. Celebrations and Rewards.

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards (see Appendix A). A non-edible approach has been adopted for birthday parties and school-wide celebrations (i.e. Valentine’s Day). Foods and beverages will not be used as a reward or withheld as punishment for any reason.

F. Curriculum/Special Event Related Food

Food is allowed for an event that is tied to the curriculum or a special event (i.e. field day). Prior approval (at least two weeks) from the principal and school nurse is needed. It is recommended and encouraged that all food choices used for curriculum/special event related events follow the USDA Smart Snacks in Schools nutrition standards (see Appendix A).

G. Food Sale Fundraising.

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards (see Appendix A) may be sold through fundraisers on the school campus during the school day. All food considered for fundraising must be approved by the Director of School Nutrition. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas.

H. Nutrition Promotion.

The SAU will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.

- Implementation of at least five or more evidence-based healthy food promotion techniques (Meal Appeal) in the school meal programs using methods supported by the USDA child nutrition programs.
Examples are:
 - Nutrition messages are posted throughout the school including the café
 - Nutrition education can be found on the SAU 41 website several times per year
 - Fruit is offered in at least two locations on all service lines, one of which is right before the point of sale
 - Sliced or cut fruit is offered
 - A variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless steel pans)
 - At least two kinds of vegetables are offered
 - Vegetables are incorporated into the main entrée at least monthly
 - White milk is offered in all beverage coolers
 - Alternative entrée options (i.e., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - Students are offered a taste test of a new entrée at least once per year
 - Students provide feedback (informal – “raise your hand if you like...” Or formal – focus groups, surveys: with appropriate parental notification and permission) to inform menu development
 - Students, teachers or administrators share the daily menu in announcements
 - Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards (see Appendix A).

I. Nutrition Education.

The Districts will teach, model, encourage and support healthy eating by all students.

- Nutrition education is designed and implemented to help students learn nutrition related skills, including but not limited to two of the following: planning a healthy meal, understanding and using food labels, critically evaluating nutrition information, misinformation and commercial food advertising.
- Nutrition education will reinforce lifelong balance, emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate. At least one example will be used.
- Cafeteria staff will participate in providing nutrition education. Students will be educated through at least two new food experiences and exposed to a wide variety of food choices. Consistent encouragement should be given to children to try new foods. Discourage students from making negative comments about new foods and healthy foods so that the child will learn to try new flavors.

The school will integrate at least two USDA's Team Nutrition materials within the school curriculum. These include lesson plans, posters, interactive games, menu graphics, etc.

- At least three nutrition education posters will be displayed in each school cafeteria.
- Cafeteria staff will highlight local foods at least four times per year.
- Cafeteria staff will conduct at least two tasting opportunities per year with one being a unique fruit or vegetable.

Schools should provide additional nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY.

The SAU will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

A. Classroom Physical Activity Breaks.

In addition to any recess periods provided in the ordinary daily schedule for grades K-6, students in grades 7-12 will be offered periodic opportunities to be active or to stretch throughout the day. The SAU recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

B. Before and After School Activities.

The SAU offers opportunities for students in grades 7-12 to participate in physical activity after school through interscholastic and intramural sports and clubs.

C. Health and Physical Education Complements.

Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Instruct at least three instances of this activity.

D. Walking and Biking to School.

The SAU will support walking or biking to school by students or faculty only if determined safe by each building principal.

V. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE STUDENT WELLNESS.

The SAU will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the SAU will include the following activities each school year.

- Students are permitted to have water in the classroom
- Students are discouraged from sharing their foods or beverages with one another, given concerns about allergies and other restrictions on some students' diets.
- Students are provided with a school environment that is conducive to healthy eating.
- Students are provided with adequate breakfast and lunch time to enjoy eating healthy foods with friends.
- Students are scheduled in lunch blocks that provide minimal wait time for school meals.
- Students are provided a school environment that is conducive to being physically active.
- Students are provided with opportunities for physical activity throughout the day.
- Students are encouraged to actively participate in recess.
- Students are not denied recess or other physical activity time in order to make up instructional time and/or as a form of discipline except when appropriate as a logical consequence.
- Students are provided with activities that coordinate content across curricular areas that promote student health (such as teaching nutrition concepts in math or science) with consultation provided by the district's curriculum coordinators.

VI. PROFESSIONAL LEARNING.

When feasible, the SAU will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school.

Appendix A

What are the Smart Snacks Standards for foods?

To qualify as a Smart Snack, a snack or entrée must first meet the general nutrition standards:

- Be a grain product that contains 50% or more whole grains by weight (have whole grain as first ingredient); OR
- Have as the first ingredient a fruit, vegetable, dairy product, or protein food: OR
- Be a combination food that contains at least ¼ cup fruit and/or vegetable; AND
- The food must meet nutrient standards for calories, sodium, sugar, and fats.

<u>Nutrient</u>	<u>Snack</u>	<u>Entrée</u>
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0 g	0 g
Sugar	35% by weight or less	35% by weight or less

Fruits, vegetables, and water with no added ingredients are always Smart Snacks!

Legal References:

42 U.S.C. 1751, Richard B. Russell National School Lunch Act

42 U.S.C. 1771, Child Nutrition Act of 1966

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

The Healthy Hunger-Free Kids Act of 2010

7 C.F.R 210, National School Lunch Program

7 C.F.R 220, School Breakfast Program

RSA 189:11-a, Food and Nutrition Programs

N.H. Dept. of Education Administrative Rule - Ed 306.04 (a)(20), Wellness

N.H. Dept. of Education Administrative Rule - Ed 306.11 (g), Food and Nutrition Services

N.H. Dept. of Education Administrative Rule - Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)

N.H. Dept of Education Administrative Rule - Ed 306.40, Health Education Program

First Reading: May 22, 2018

Second Reading: June 26, 2018

Adopted: June 26, 2018

Re-Categorized: October 24, 2018

1st Reading: January 24, 2024 (as amended)

2nd Reading: March 27, 2024

3rd Reading: Waived

Adopted: March 27, 2024

Appendix 6

Policy EFAA - SCHOOL LUNCH MEAL PAYMENT POLICY

It is the goal of the District to provide students with healthy meals each day. However, unpaid charges place a large financial burden upon the residents of the District. The purpose of this policy is to establish meal payment and "negative balance" guidelines which:

- Treat all students with dignity regarding meal accounts
- Help maintain the financial integrity of District food services
- Encourage parents/guardians to assume the responsibility of meal payments
- Establish consistency regarding charges and collection of balances
- Establish a framework for communicating this policy and District procedures to families and staff

Free and Reduced Meals.

All families are encouraged to apply for the Free/Reduced Breakfast and Lunch Program. Application forms are available through the annual registration process, at the main office of each school and on the SAU 41 website. Applications may be made at any time during the school year.

Prepayment is required for all student purchases.

All schools in the Hollis Brookline School System [SAU41] utilize a computerized program that assigns an account number to each student. Parents/guardians are expected to maintain enough money in their children's meal accounts to cover the costs of meals, ala carte and snack purchases. The payment program tracks each student's deposits and purchases. This can be done in two ways:

1. By cash or check following the established procedures in your child(ren)'s school(s) OR
2. By credit card through the school's online electronic payment service. Transaction fees may apply.

Negative Balances

Student meal account balances will be monitored on an ongoing basis.

Parents will be notified when a student's meal account balance falls below \$10.00, and again if the balance falls below zero. Parents will be asked to pay the account in full immediately. When forwarding notices to parents regarding low or negative balances, staff are to assure that the communications are discreet, and confidential.

If any student's account falls into the negative, a standard "reimbursable" meal will be provided and charged to the student's account. (A reimbursable meal is defined as a meal consisting of: meat/meat alternative, grains, fruits, vegetables and milk and as further defined by the National School Lunch Program requirements.) Staff must take all reasonable steps to minimize statements or actions that may overtly identify children eligible for free meals. Ala carte and snack purchases are not permitted for any student that has a negative balance. The student's account balance must have sufficient funds for these types of purchases. This policy, and this paragraph specifically, shall apply equally to all students, whether free/reduced/or full pay.

If a student meal account consistently has a negative balance, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families will be encouraged to apply for free or reduced price lunches for their child if applicable. When appropriate, the District may enter into a payment arrangement to bring student accounts current.

Negative balances which continue for more than two months or exceed \$150, may result in formal collection activities, such as small claims court.

Communication

This policy shall be communicated to:

• **Families**

- At the start of the school year
- Upon enrollment of students who transfer mid-year
- In Student handbooks
- On the School websites

• **Staff** who are charged with:

- Collecting payments
- Notifying families of low/negative balances
- Enforcing the policy (e.g., food service managers and cashiers)

The District will document and maintain a history of the communications made pursuant to this section.

1st Reading: August 22, 2017

2nd Reading: September 26, 2017

3rd Reading: October 24, 2017

Adopted: October 24, 2017

Appendix 7

Policy JH – ATTENDANCE, ABSENTEEISM, AND TRUANCY

Absences

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness
2. Recovery from an accident
3. Required court attendance
4. Medical and dental appointments
5. Death in the immediate family
6. Observation or celebration of a bona fide religious holiday
7. Such other good cause as may be acceptable to the Principal or permitted by law

Please note the following important attendance related procedural requirements:

- In the event of an illness, parents must call the school and inform the District of the student's illness and absence.

For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

- Student attendance records are reviewed regularly. In situations where students are experiencing multiple absences, intervention plans are put in place. Strategies to assist students with improving their attendance may include, but are not limited to: attendance alert letter, parent phone call and/or conference, request for documentation, consideration of the need for additional/alternate services, and a home visit, among other interventions.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and

writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

Generally, absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance.

Parents are asked to write a note to their child's teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitutes habitual truancy.

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

Parental Notification of Truancy Policy

Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board.

Additionally, the Superintendent shall also ensure that this policy is included in or referenced in the student handbook. and is mailed to parents annually at the beginning of each school year.

Legal References:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

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

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

Reviewed: September 2013

Revised: July 1998, November 1999, February 2006, May 2008, September 2010

1st Reading: November 23, 2010

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2nd Reading: April 17, 2019
3rd Reading: June 12, 2019 (as amended)
4th Reading: October 23, 2019
Adopted: October 23, 2019

Appendix 8

Policy JICD - STUDENT DISCIPLINE AND DUE PROCESS

Student Discipline and Due Process

It is essential for schools to maintain a safe and orderly environment which supports student learning and achievement. All students are expected to conduct themselves with respect for others and in accordance with School Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline, or general welfare of the school.

Disciplinary consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. The Brookline School District will follow the procedures set forth by state and federal law, specifically RSA 193:13 and Ed 317, in the discipline of students.

The Brookline School Board does not review appeals of student disciplinary decisions unless a right to appeal is explicitly conferred by policy or by law. Behavior that also violates the law may be referred to law enforcement authorities.

Temporary Removal from Classroom (Optional)

Students may be temporarily removed from the classroom at the discretion of the classroom teacher. A student may be temporarily removed if the student refuses to follow the teacher's directions, fails to follow school policies or rules, disrupts the classroom environment, or otherwise engages in conduct that violates the Student Code of Conduct. During such removals, students will be sent to the building principal's office or designated area.

Teacher Detention (Optional)

Students may be assigned a detention at the discretion of the classroom teacher. A student may receive a detention if the student refuses to follow the teacher's directions, fails to follow school policies or rules, disrupts the classroom environment, or otherwise engages in conduct which violates the Student Code of Conduct.

During such detentions, students will be required to remain at school during non-school hours; elementary students may serve detention during their recess period(s). Parents will be notified at least twenty-four (24) hours prior to the detention. The length of the detention is left to the discretion of the classroom teacher and will generally not exceed one (1) hour.

Administrative After-School Detention (Optional)

Students may be assigned a detention at the discretion of the building Principal or designee. A student may receive a detention if the student refuses to follow the administrator's directions, fails to follow school policies or rules, disrupts the school environment, or otherwise engages in conduct which violates the Student Code of Conduct.

During such detentions, students will be required to remain at school during non-school hours; elementary students may serve detention during their recess period(s). Parents will be notified at least twenty-four (24) hours prior to the detention. The length of the detention is left to the discretion of the administration and will generally not exceed one (1) hour.

In-School Suspension (Optional)

Students may be assigned in-school suspension at the discretion of the building Principal or designee. During such in-school suspensions, the student will attend school but will be removed from one or more classes and placed in a restricted and supervised classroom within the building. The student will be expected to remain of good behavior and work quietly on school work while serving the in-school suspension. Parents will be notified hours prior to the in-school suspension.

Short-Term Out-of-School Suspension

The building Principal or representative designated in writing by the Superintendent is authorized to suspend a student for a specific period of time, not to exceed ten (10) consecutive school days. A suspension may be imposed for:

- Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; for:
- Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions.

During such suspensions, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension.

A student who is subject to a short-term suspension (ten school days or fewer) is entitled to the following due process:

1. The student will meet with the building principal or assistant principal to discuss the charges and the evidence against the student. The principal or assistant principal will inform the student of the possibility of a short-term suspension.
2. The student will be given an opportunity to present his or her side of the story at this meeting.
3. The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.

Depending on the severity of the student's conduct, the building Principal or designee may also refer or recommend the student to the Superintendent or to the School Board for further disciplinary consequences.

Long-Term Out-of-School Suspension

The School Board, or the Superintendent, as the School Board's designee, may extend a student's suspension for up to an additional ten (10) consecutive school days. A long-term out of school suspension may be imposed for:

- An act of theft, destruction, or violence as defined in RSA 193-D; Bullying pursuant to school district policy, Policy JICK Pupil Safety, Bullying/Harassment & Violence Prevention when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- Possession of a firearm, BB gun, or paintball gun.
- During such suspensions, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension.

A student who is subject to a long-term suspension is entitled to the following due process:

1. Upon recommendation of a long-term suspension and prior to any hearing, there shall be a written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.

2. A hearing that meets the requirements of Ed 317.04(f)(3)(g).

a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.

b. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.

c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or School Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.

d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.

3. The student is entitled to a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.

4. The written decision shall include notice to the student that the decision may be appealed. For a long term suspension issued by Superintendent, the decision must be appealed in writing to the Brookline School Board within ten days after the issuance of the decision. The School Board will hold a hearing on the appeal but has the discretion to hear evidence or to rely upon the hearing conducted by the Superintendent.

5. For a long term suspension issued by the School Board, the decision must be appealed to the New Hampshire State Board of Education within 20 days after receipt of the decision.

6. The long-term suspension shall remain in effect while an appeal is pending unless the School Board stays the suspension. Depending on the severity of the student's conduct, the Superintendent may also refer or recommend the student to the School Board for further disciplinary consequences.

Expulsion

The School Board may expel a student, which permanently denies a student's attendance at school. An expulsion may be imposed for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- A repeated act that would permit a long term suspension;
- Any act of physical or sexual assault that would be a felony if committed by an adult;
- Any act of violence that constitutes a "violent crime" pursuant to RSA 651:5, XIII; or
- Criminal threatening that constitutes a class B felony pursuant to RSA 631:4, II(a).

During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.

A student who is subject to expulsion is entitled to the following due process:

1. Upon recommendation of an expulsion and prior to any hearing, there shall be a written notice to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the date, time, and place for a hearing before the School Board. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five calendar days prior to the hearing.

2. The School Board shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed 317.04(f)(3)(g).

a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.

b. During the hearing, the student, or the parent/guardian shall have the right to examine any witnesses presented by school officials.

c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.

d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.

3. Before expelling a pupil under this section the local school board or chartered public school board of trustees shall consider each of the following factors:

- a. The student's age;
- b. The student's disciplinary history;

- c. Whether the student has a disability;
 - d. The seriousness of the violation or behavior committed by the student;
 - e. Whether the school district has implemented positive behavioral interventions;
 - f. Whether a lesser intervention would properly address the violation or behavior committed by the student.
4. The School Board shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled.
5. The expulsion shall run until the School Board reviews it and restores the student's permission to attend school. The written decision shall state any action that the student may take to be restored by the School Board. The decision shall also state that the student has the right to appeal the decision to the New Hampshire State Board of Education at any time while the expulsion remains in effect.

Any expulsion shall be subject to review by the School Board, if requested, prior to the start of each school year. A student seeking restoration of permission to attend school shall file a written request with the Superintendent prior to the start of each school year which details the basis for the request.

Possession of a Firearm

Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. § 921) in a safe school zone, as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the Brookline School Board for a period of not less than 12 months.

Pursuant to RSA 193:13, VI, a student who is expelled from school in another state under the provisions of the Gun Free School Zones Act of 1994 shall not be eligible to enroll in the Brookline School District during such expulsion. If the out of state expulsion is for an indefinite period of time, the student may petition the School Board for enrollment upon establishing residency.

As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification of the expulsion, and the student will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school's best interest and the student's best interest to allow a modification.

Superintendent Authority (Optional)

The School Board authorizes the Superintendent to reinstate a suspended or expelled pupil on a case by case basis.

Educational Assignments

The student's school will make all educational assignments available to the suspended student during the student's suspension.

The school district will provide alternative educational services to a student whenever the student is suspended in excess of twenty (20) cumulative days within any school year. Such alternative educational services will be determined by the school Principal or Assistant Principal and shall be designed to enable the student to advance from grade to grade.

No student shall be penalized academically solely by virtue of missing class due to suspension.

[Optional] The School Board, in its discretion, may authorize educational services to be provided to an expelled student in an alternative setting on a case by case basis.

Behavior Intervention Plans

The student's school will develop an intervention plan for any student who has been suspended more than ten (10) cumulative school days in any school year. The intervention plan will be designed to proactively address the student's problematic behaviors.

Students with Disabilities

Discipline of students with identified or suspected disabilities will be in accordance with the Individuals with Disabilities Education Act of 2004, New Hampshire State Law on Special Education (RSA 186-C), New Hampshire Standards for the Education of Children with Disabilities (Ed 1100), and Section 504 of the Rehabilitation Act of 1973.

Code of Conduct

The School Board authorizes the Superintendent to establish a Code of Conduct [OR the School Board will adopt a Code of Conduct] which will contain a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms. The Code of Conduct will include a graduated set of age appropriate responses to misconduct and will set forth standards for short term suspensions up to five (5) school days, short term suspensions up to ten (10) school days, long term suspensions up to 20 school days, and expulsion. Such standards will make reference to the nature and degree of disruption caused to the school environment, the threat to the health and safety of pupils and school personnel, and the isolated or repeated nature of incidents forming the basis of disciplinary action.

Notice

This policy and school rules which inform the student body of the content of RSA 193:13 shall be included in the student handbook and made available on the District's website to students, parents, and guardians.

The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and/or announcements. The principal of each school shall make certain that the pupil has received notice of the requirements of RSA 193:13 and RSA 193-D:1 through announced, posted, or printed school rules at the beginning of each school year. The statutory text shall be printed in the school handbook to be distributed to each student at the beginning of the school year; and shall

be announced, posted, and printed at other appropriate locations and times in the middle school and high school. Nothing herein shall prevent a school principal from printing, posting and/or announcing other rules applicable to the school.

Cross References:

Student Rights and Responsibilities, Policy
Code of Conduct/Student Behavior Standards, __ (Policy Code) __
Weapons on School Property, __ (Policy Code) __
Pupil Safety and Violence Prevention –
Bullying __ (Policy Code) __

Legal References:

18 U.S.C. § 921, Definition of Firearm
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA 651:5, XIII, Annulment of Criminal Records - Violent Crimes
RSA 631:4, II(a), Criminal Threatening
RSA Chapter 193-D, Safe School Zones
RSA Chapter 193-F, Pupil Safety and Violence Prevention
NH Code of Administrative Rules, Section Ed 306.04(a), Policy Development
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline
NH Code of Administrative Rules, Section Ed 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Ensuring Due Process

Appendix 9

Policy JICK - BROOKLINE SCHOOL DISTRICT PUPIL SAFETY AND BULLYING HARASSMENT AND VIOLENCE PREVENTION POLICY

PUPIL SAFETY AND VIOLENCE PREVENTION - BULLYING

I. Definitions (RSA [193-F:3](#))

1. **Bullying.** Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans and any school sponsored activity.

Any reference in this policy to "parent" shall include parents or legal guardians.

Any reference in this policy to "Superintendent" or "Principal" shall include their designee.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A student found to have *intentionally* and *wrongfully* accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or *retaliation* against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, administrator, volunteer, or other employee who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher, administrator, volunteer, or other employee found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment *and exclusion from school grounds*.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that they believe they may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences for Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, electronically, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, electronically etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the

District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, hard copy, electronically, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The *District* may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes they have been the victim of bullying should report the alleged acts immediately to the Principal or if the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. *For young students, staff members given such information will need to provide direct assistance to the student.*
3. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal shall retain a copy for him/herself and shall forward one copy to the Superintendent and may forward one copy to the local authority. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted consistent with the developmental needs of the students in mind and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
 - Description of incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The characteristics of parties involved, (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - The date, time and method in which parents or legal guardians of all parties involved were contacted.
6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.
7. Whether a particular action of incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.
8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.
9. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account. However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying. If the selected remedial measure requires the victim's participation, the victim's family will be notified of the remedial measure. *Corrective action measures shall be found in the District's Student Handbook.*

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication with Parents upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of their findings and the result of the investigation.

2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also *send* a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain their findings and reasons for their actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeal

A parent or guardian who is aggrieved by the investigative determination letter of the principal or their designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as they deem appropriate under the circumstances.

It is in the best interests of students, families and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or their designee. The Superintendent shall issue their decision in writing. If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the school board within ten (10) calendar days of the date of the parent/guardian's receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy, the Superintendent may establish further administrative rules or regulations.

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors.

Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Legal References:

RSA [189:70](#), Educational Institution Policies on Social Media

RSA [193-F:3](#), Pupil Safety and Violence Prevention Act

RSA [570-A:2](#), Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

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2nd Reading: September 27, 2023

3rd & Adopt: November 29, 2023

[Appendix 10](#)

[Policy JICFA - HAZING](#)

It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Brookline School Board shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Brookline School Board.

"Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.

"Endanger the mental health" shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Brookline School Board is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

Legal Reference:

RSA [631:7](#), Student Hazing

New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing

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Adopted: August 23, 2011

Appendix 11

Policy JKAA - USE OF PHYSICAL RESTRAINT, SECLUSION AND INTENTIONAL PHYSICAL CONTACT

Physical restraint is only authorized when needed to protect the safety of the individual student and/or other students and employees in response to the threat of imminent, physical harm. The purpose of the physical restraint is to assist the student to regain emotional stability. "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body. The use of restraint in schools is limited to physical restraint, and under limited circumstances involving transportation, mechanical restraint. RSA [126-U:6](#) Restraint shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate. RSA-U:5, I

The district must provide annual notification to parents of the district's policy of the use of physical restraint, seclusion and intentional physical contact.

Definitions: (RSA [126-U:1](#), IV)

1. "Restraint" means bodily physical restriction, mechanical devices, or any device that unreasonably limits freedom of movement. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication.

"Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.

"Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.

"Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

"Restraint" shall not include:

(a) Brief touching or holding to calm, comfort, encourage or guide a child so long as the limitation of freedom of movement of the child does not occur.

(b) Temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

(c) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(d) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(e) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

2. School: "A school operated by a school district; a chartered public school governed by RSA [194-B](#); a public academy as defined in RSA [194:23](#), II; or a non-public school subject to the approval authority of the state board of education under RSA [186:11](#), XXIX; or a private/ public provider of any component of a child's individualized education program under RSA [186-C](#).

3. Seclusion: "The involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock or other mechanical device or barrier. The term shall not include the voluntary

separation of a child from a stressful environment for the purposes of allowing the child to regain self-control, when such separation is to an area which the child is able to leave."

4. Serious Injury: "Any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body."

5. Child: "A person who has not reached the age of 18 years and who is not under adult criminal prosecution or sentence of actual incarceration resulting there from, either due to having reached the age of 17 years or due to the completion of proceedings for transfer to the adult criminal justice system under RSA [169-B:24](#), RSA [169-B:25](#), or RSA [169-B:26](#). "Child also includes a person in actual attendance at a school who is less than 22 years of age and who has not received a high school diploma."

6. Director: "Refers to the program director, school principal or other official highest in rank and with authority over the activities of a school or facility."

Procedures for Managing the Behavior of Students: (RSA [126-U:2](#))

The Superintendent is authorized to establish procedures for managing behavior requiring physical restraint. Such procedures shall be consistent with this policy and all applicable laws. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

Circumstances in Which Restraint May Be Used: (RSA [126-U:2](#))

Physical restraint will be used only when the physical action of a student creates a substantial risk of harm to self or others; and/or as a last resort when all other positive interventions have failed, or the level of immediate risk prohibits exhausting other means.

Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial risk to the student or others, and considered when, in the opinion of the supervising adult, the threat is imminent. Persons implementing a restraint will use extreme caution, and will use the least amount of physical strength necessary to protect the student. The use of physical intervention should not exceed that necessary to avoid injury. The degree of physical restriction employed must be in proportion to the circumstances of the incident and the potential consequences. School administration may elect to contact the local law enforcement agency for support if necessary.

Physical restraint of a student will be conducted in a manner consistent with the techniques prescribed in the District approved training program, such as Crisis Prevention Intervention, for all trained personnel. Untrained staff is limited to physical intervention by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available. Untrained staff should request assistance from trained staff as soon as possible. The purpose of the physical restraint is to assist the student to regain

emotional stability. It should last only as long as is necessary to accomplish this. To the extent possible, it will be conducted in such a way as to preserve the confidentiality and dignity of all involved.

Special Education Students:

When a restraint or seclusion is used for the first time on a child identified under the Individuals with Disabilities Education Act (IDEA) or Section 504, the school must convene a team meeting and review the IEP or 504 plans and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion. (RSA [126-U:14](#))

Parents of a child with a disability under IDEA or Section 504 may request a review at any time following an instance of restraint or seclusion and such request shall be granted if there have been multiple instances of restraint or seclusions since the last review. The team must convene the meeting within 21 days of the date of the received written request from the parent. Ed 1109.06(c).

Authorization and Monitoring of Extended Restraint: (RSA [126-U:11](#))

- (a) Physical restraint shall not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.
- (b) Children in restraint shall be continuously and directly observed by district personnel trained in the safe use of restraint. (RSA [126-U:11](#), II)
- (c) No period of physical restraint of a student may exceed 15 minutes without the prior approval of a supervisory employee designated by the director to provide such approval. (RSA [126-U:11](#), III)
- (d) No period of physical restraint of a student may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the student is conducted by a designated professional authorized by the school or district administrator who is trained to conduct such assessments. (RSA [126-U:11](#), IV) The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by this chapter. Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the facility or school as part of the written notification required in RSA [126-U:7](#), II.

Prohibition of Dangerous Restraint Techniques (RSA [126-U:4](#))

Use of the following restraint and behavior control techniques is prohibited:

- (a) Any physical restraint or containment technique that:

Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;

Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;

Obstructs the circulation of blood;

Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or

Endangers a child's life or significantly exacerbates a child's medical condition.

(b) The intentional infliction of pain, including the use of pain inducement to obtain compliance.

(c) The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.

(d) Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

Transportation: (RSA [126-U:12](#))

The school district will not use mechanical restraints during the transportation of children, specifically specialized transportation of a student, unless case-specific circumstances dictate that such methods are necessary. If mechanical restraint is necessary and documented in writing by a student's physician it must be clearly documented in a student's Individualized Education Program and agreed to by the parent or legal guardian whenever a special education student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

Prevents physical and psychological trauma;

Respects the privacy of the child; and

Represents the least restrictive means necessary for the safety of the child.

No teacher, administrator, student, or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official per school board policy

Seclusion

Seclusion may be used when a child's behavior poses a substantial and imminent risk and physical harm to the child and others, and may only continue until that danger has dissipated, "(RSA [126-U:5-a](#), I)

(a) "May only be used by trained personnel after other approaches to the control of behavior have been attempted and have been unsuccessful, or are reasonably calculated to be unlikely to succeed based upon the history of actual attempts to control the behavior of a particular child" (RSA-U:5-a, II)

(b) "Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion." (RSA [126-U:5-b](#), II)

(c) May not be used as a form of punishment or discipline and shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation or emotional or physical harm." (RSA [126-U:5-a](#), I, III.)

Conditions of Seclusion:

Seclusion may only occur in areas which:

(a) "Are of a size which is appropriate for the chronological and developmental age, size and behavior of the children placed in them."

(b) "Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located."

(c) "Are equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located."

(d) "Are free of any object that poses a danger to the children being placed in the rooms."

(e) "Have doors which are either not equipped with locks, or equipped with devices that automatically disengage the lock in case of emergency."

Emergency includes, but is not limited to: the need to provide direct and immediate medical attention to the child, fire, the need to remove the child to a safe location during a building lockdown, or other critical situations that may require immediate removal of a child from seclusion to a safe location.

NOTICE

Unless prohibited by court order, the Brookline School District is required to make reasonable efforts to verbally notify the child's parent or guardian and guardian ad litem whenever seclusion or restraint has been used on the child. (RSA [126-U:7](#), I)

Notification must be made as soon as practicable and in no event no later than the time of return to the child to the parent or guardian or the end of the business day, whichever is earlier.

Notification shall be made in a manner calculated to give parent or guardian actual notice of the incident at the earliest practicable time.

Written notice to the principal and the SAU Director of Student Services by the school employee who used the seclusion or restraint, or if unavailable the employee's supervisor, must be provided within five (5) business days after the use of seclusion or restraint (RSA [126-U:7](#), II)

Written Notification must include the following information (RSA [126-U:7](#), II):

The date, time and duration of the seclusion or restraint.

A description of the actions of the child before, during and after the occurrence.

A description of any other relevant events preceding the use of seclusion or restraint, including the justification or initiation the use of restraint,

The names and persons involved in the occurrence

A description of the actions of the facility or school employees involved before, during and after the occurrence

A description of any interventions used prior to the use of the seclusion or restraint

A description of restraint used, including any holds used and the reason the hold was necessary

A description of any injuries sustained by, any medical care administered to, the child, employees, or other before, during or after the use of seclusion or restraint.

A description of any property damage associated with the occurrence.

A description of actions taken to address the emotional needs of the child during and following the incident.

A description of future actions to be taken to control the child's problem behaviors.

The name and position of the employee completing the notification.

The anticipated date of the final reports.

Unless prohibited by court order, the principal or his/her designee shall within 2 business days of receipt of the written notification, "send or transmit by first class mail or electronic transmission to the child's parent or guardian and the guardian ad litem the information contained in the notification." (RSA [126-U:7](#), III)

All cases involving serious injury or death to a child subject to restraint or seclusion, the Brookline School District shall, notify the Commissioner of the Department of Education, the Attorney General, and the Disability Rights Center. The notice shall include the elements referenced above. (RSA [126-U:10](#), II)

Intentional Physical Contact with a Child

Whenever a school has "intentional physical contact with a child which is in response to a child's aggression, misconduct or disruptive behavior, a representative of the Brookline School District will make reasonable efforts to promptly notify the child's parent or guardian. (RSA [126-U:7](#), IV)

- (a) Notification shall be made no later than the time of the return of the child to the parent or guardian or at the end of the business day, whichever is earlier.
- (b) Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.
- (c) Written Notice , within five (5) business days of the occurrence shall include the following:

The date and time of the incident;

A brief description of the actions of the child before, during and after the occurrence;

the names of the persons involved in the occurrence;

A brief descriptions of the actions of the facility or school employees involved before, during and after the occurrence;

A description of any injuries sustained by, and any medical care administered to, the child, employees, or other before, during, or after the incident.

Nothing prohibits other emergency responders from utilizing restraint, including mechanical restraint, when deemed necessary by the officer to complete the necessary functions of the duties assigned to them by their Employment Agency.

DUTY TO REPORT VIOLATION

When a school employee has reason to believe that the action of another constituted a violation of the restraint and seclusion law and misconduct, or suspected misconduct, pursuant to ED 50, the employee must report this incident to the building administrator or superintendent's designee within 24 hours of the suspected misconduct.

The Superintendent of Schools shall develop a procedure and ensure that all employees are aware of, and understand, their duty to report suspected violations of the restraint and seclusion law. In situations where it is determined that no violations occurred, documentation, including the evidence used to make the determination, must remain on file in the Office of Student Services at the SAU.

Statutory & Regulatory References

RSA [126-U](#)

ED 1113.04-1113.08, 1114.07, 111.08

First Reading: August 26, 2014
Second Reading: September 23, 2014, as amended
Third Reading: October 28, 2014
Approved: October 28, 2014
First Reading of Amendment: May 22, 2018
Second Reading of Amendment: June 26, 2018
Adopted: June 26, 2018

Appendix 12

Policy EGA - SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

General Information

Because access to the Internet provides connections to other computer systems located all over the world, users (and parents/ guardians of users who are minors) must understand that neither SAU 41 nor any Brookline School District staff member controls the content of the information available from these other systems. Some information may be controversial and sometimes may be offensive. The District does not condone the use of such materials.

Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. During school activities, teachers and other staff will guide students toward appropriate Internet materials. We cannot vouch for the appropriateness of all materials found on the greater Internet, and it is technologically impossible to filter all access while still retaining a meaningful connection. However, SAU 41 has installed software to block access to those sites that are known to be counter-productive to the educational use of the Internet.

The purpose of this document is to serve as a statement on the proper and acceptable use of various aspects of the SAU 41 Computer Network, including but not limited to the Internet connection(s) provided.

Network and Internet Access in School

There will be two levels of access on the computer network. One will be with the privilege to access the Internet with certain sites restricted, and the other will be with NO access to the Internet. The parent/guardian and the student will sign the appropriate permission slip indicating which level of access is preferred.

Personally Owned Internet Devices in School

Students and staff members may bring their personal internet devices to school for appropriate educational uses. These devices must be registered and approved at the school level, must access the

internet through our district computer network, and those wishing to bring personal internet devices must attend required training and obtain proper permissions. Not all devices will be permitted for use at school and any misuse of internet devices may result in a suspension of internet access and/or personal internet device usage at school. Each school will develop and publish a list of approved devices for use in the school setting. The School District Superintendent will establish proper guidelines and protocols for the use of personally owned internet devices at school.

Student Email Accounts and Network Storage

Additionally, there will be email access available to students on the district computer network. This privilege will afford access to a school district email account that will be operational only within the SAU-41 domain (@sau41.org). In order to receive a school district email account, the parent/guardian and the student will be required to sign the permission slip for their grade level.

Network storage areas (including email accounts and archives) may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users will be using the system responsibly. Users should not expect that files stored or emails sent/received would always be private. The District reserves, and intends to exercise without prior notice, the right to read, review, audit, intercept, or access any activity on this network.

Educational Purposes:

The purpose of the SAU 41 Computer Network is educational. Users are responsible for ensuring that their activities adhere to generally acceptable educational standards and to enhance established school curricula.

Privilege:

The use of the SAU 41 Computer Network is a privilege and not a right. Inappropriate use will result in restriction or cancellation of access privileges. The SAU 41 Computer Network shall consist of all computers, servers, printers, scanners, hubs, routers, switches, cabling connections within the SAU 41 School District, and any device that may be connected to this network.

The Brookline School District's acceptable use policy for the Internet and school computers should not in any way be considered to restrict a student's use of a home computer. However, the district takes very seriously its responsibility to protect all students' privacy and personal safety and health interests.

Copyrighted and Other Proprietary Materials:

All users shall respect copyright and proprietary interests of any materials accessed through the SAU 41 Computer Network. Users may not duplicate copyrighted software, including school owned software, without permission from the copyright holder, whether for personal use or the use of others. Duplicating copyrighted materials or the use of such materials are offenses subject to criminal prosecution.

User Responsibilities:

- All users shall assume full liability - legal, financial or otherwise - for their actions when using the SAU 41 Computer Network.

- All users of the network will be held fully responsible for the use of their account to transfer or store materials. Any inappropriate activities carried out will be considered to be the actions of the account holder. Therefore, passwords must not be shared or transferred.
- All users should not reveal their personal home address, home telephone number, or telephone numbers of any other individuals. Email messages are not private. Students must notify a parent/guardian and the system administrator or teacher immediately if any individual is trying to contact them for illicit or suspicious activities.
- The responsibility of the user is to familiarize himself/herself with and abide by the rules of the Acceptable Use Policy and make appropriate use of the available resources. Behaviors that can result in restriction/revocation of access privileges are categorized as either minor or major infractions.

Legal References:

RSA 194:3-d, School District Computer Networks

47 U.S.C. Section 254, Children's Internet Protection Act, Effective April 20, 2001

Appendix EGA-F, Parent/Student & Staff Internet Use Agreement Forms

Appendix EGA-P, Procedures of Acceptable Internet Use by Students and Staff

1 st Reading:	June 23, 2015
2 nd Reading:	August 4, 2015
3 rd Reading:	August 25, 2015
Adopted:	August 25, 2015

Appendix 13

Policy ADB - GBEC - DRUG-FREE SCHOOLS

A. Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
 - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from

school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.

4. As a condition of employment, each employee and all contracted personnel will:

- a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
- b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.

5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

- a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
- b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
- c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the workplace, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

D. Implementation and Review

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) identify any changes required, if any.

Legal References:

o RSA Chapter 193-B Drug Free School Zones

o 41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients

o N.H. Admin. Code, Ed. Part 316

First Reading: October 27, 2021

Second Reading: November 17, 2021

Third Reading and Adopt: December 15, 2021

Appendix 14

Policy ADC - TOBACCO PRODUCTS BAN (USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS)

No person shall use any tobacco product in any facility maintained by the School District, nor on any of the grounds of the District.

Tobacco products means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, libraries, and storage areas.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

It is the responsibility of the building principal(s), or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

Students

No student shall purchase, attempt to purchase, possess or use any tobacco product in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of this prohibition shall initially rest with building principals, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop regulations which cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties for fines may result from violations of this policy.

Employees

No employee shall use any tobacco product in any facility in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. The principal may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop and implement the appropriate means of notifying employees of the possible disciplinary consequences of violating this policy. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. In addition, fines or other penalties may result from enforcement of these prohibitions by other law enforcement officials.

All other persons

No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Responsibility for enforcement of this prohibition shall rest with all School District employees who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Reference:

RSA [155:64 – 77](#) (Indoor Smoking Act)

RSA [126 – K:6](#) (Possession and Use of Tobacco Products by Minors)

RSA [126 K:7](#) (Use of Tobacco Products on Public Educational Grounds Prohibited)

Adopted: May 25, 2004

Appendix 15

Policy GBEBB - EMPLOYEE-STUDENT RELATIONS

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning through consistently and fairly applied discipline and established professional boundaries.

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged.

3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
11. Staff members shall not disclose information concerning a student to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background. Any request for this information shall come through the school office.
12. Staff members shall not be alone in a room with an individual student with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBB.

Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or Superintendent immediately.

First Reading: November 27, 2012
Second Reading: December 18, 2012
Third Reading: January 22, 2013
Adopted: January 22, 2013

Appendix 16

Policy AC - NON-DISCRIMINATION

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.

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 their 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: May 25, 2004
1st Reading: September 28, 2022
2nd Reading: November 2, 2022
3rd Reading: November 30, 2022
Adopted: November 30, 2022
1st Reading: September 27, 2023
2nd Reading: Waived
3rd Reading: Waived
Adopted: September 27, 2023

Appendix 17

BROOKLINE SCHOOL DISTRICT AND THE LAW

The Brookline School District complies with all applicable Federal and State laws. Four federal laws, and two State laws important to mention here are: the Family Education Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g, the Individuals with Disabilities Education Act (“IDEA”), 20 U.S.C. § 1401 et seq., Section 504 of the Rehabilitation Act of 1973 (“Section 504”), 29 U.S.C. § 794, the Americans with Disabilities Act (“ADA”), 42 U.S.C. § 12132 et seq, the Child Protection Act, RSA 196-C:1, et seq., and the Pupil Safety and Violence Prevention Act, RSA 193-F:1 et seq. Brief information concerning these laws follows. Additional information is available through numerous government sources and through the schools.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students over 18 years of age certain rights with respect to the student’s education record. These rights include:

- The right to inspect and review the student’s education records within 45 days of the day the School District receives a request for access
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or violate the student’s privacy rights, and the right to request a formal hearing if the request to amend is denied.

- The right to consent, or to deny consent, to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with requirements of FERPA

The office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920

For additional information on FERPA, see U.S. Department of Education Summary of FERPA, <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Additional information can also be found in the District's Annual Notification of Rights under FERPA, which is available on the SAU 41 and all the SAU 41 school building websites.

CHILD FIND NOTICE: CHILDREN WITH DISABILITIES UNDER IDEA OR SECTION 504 AND THE ADA

It is the policy of the Brookline School District to generate public awareness of the rights of students with disabilities and to ensure that all students with disabilities are referred to the School District. All referrals will be directed to the School Principal/Assistant Principal and the child's parent or guardian will be notified of any referral.

The Brookline School District provides special education, related services and accommodations to eligible children with disabilities who reside within the District. Brookline desires to identify, locate, and provide notice of its responsibilities to every qualified child with disabilities in its jurisdiction, including children who are homeless, who are wards of the state, and who are being home-schooled. Brookline also seeks to identify and locate children with disabilities attending private schools located within the District.

If you suspect that your child or any child living within the boundaries of these school districts, ages 0 through 21, is or might be a student with disabilities, please contact the Coordinator listed below.

The District works with you to evaluate your child, determine if he or she qualifies for special education or related services under the Individuals with Disabilities Education Act, or is a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, and to provide a free, appropriate public education to your child to the extent he or she is eligible under these laws. Upon request, the District will provide you with a detailed notice of your procedural safeguards under the applicable law(s).

If you have questions, would like more information, or wish to make a referral, please contact:

Jonathan Verity - Special Education Administrator

Richard Maghakian Memorial School
22 Milford St.
Brookline, NH 03033
603-673-4640

Captain Samuel Douglass Academy
24 Townsend Hill Rd.
Brookline, NH 03033
603-821-0439

STATUTE OF LIMITATIONS

Under New Hampshire law, RSA 186-C:16-b, if you want to bring an action to enforce state or federal special education laws – including those involving identification, evaluation, determination of disability, individualized education programs, placement, or the provision of a free, appropriate education for your child – you must request an impartial due process hearing from the department of education within **two years** of the date you discovered or reasonably should have discovered the alleged violation. If you want to bring an action to recover the costs of a unilateral special education placement, you must request an impartial due process hearing within **90 days** of the unilateral placement. If you have not been given proper notice of your special education rights, including the time limitations, these limitations shall run from the time such notice is properly given. Failure to comply with these timelines could result in the loss of your right to bring these actions.

If you wish to file a complaint regarding with the New Hampshire Department of Education, your must do so within **one year** of the date the alleged violation occurred. Ed 1121.01(b).

Other limitations periods apply to claims and complaints under Section 504, FERPA, the ADA, and other laws.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

In 1975, Congress enacted the law now known as the Individuals with Disabilities Education Act (“IDEA”). This law was reauthorized in 1977, 1997, 2000 and 2004 and is intended to ensure that a free, appropriate public education is available to all eligible children from ages 3 to 21 with disabilities.

The law establishes a two-prong eligibility standard. Special education and related services are available to eligible children with disabilities who, by reason of their disability, need special education and related services. Once a child is found eligible, a team including the child’s parents and representatives of the public education system develops an individualized education program (IEP) or individualized family service plan (IFSP) that includes the services and supports necessary to meet each child’s unique needs. The Brookline School District fully complies with this law. For more information or to initiate a referral for your child, contact:

Jonathan Verity- Special Education Administrator

Richard Maghakian Memorial School
22 Milford St.
Brookline, NH 03033
603-673-4640

Captain Samuel Douglass Academy
24 Townsend Hill Rd.
Brookline, NH 03033
603-821-0439

A copy of the procedural safeguards under the IDEA can be found at the New Hampshire Department of Education website:

<http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/Memos/documents/ProceduralSafeguards122308.pdf>

SECTION 504 of the REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is an anti -discrimination statute. In the educational system, it prohibits districts from discriminating against qualified students with disabilities, on the basis of disability. It is the policy of the Brookline School District not to discriminate on the basis of disability in its educational programs, activities or employment policies. Section 504 requires the

School District to locate, evaluate and determine if a student is a qualified individual requiring accommodations and services necessary to provide access to educational programs. For more information, please see the Child Find Notice: Children with Disabilities under IDEA or Section 504 and the ADA, above.

The guidance counselors at each building are designated as the Section 504 Coordinators.

Parents, guardians, or students eighteen years of age or older, who disagree with the decisions reached by school personnel regarding eligibility under Section 504, or accommodations and services necessary for access to educational programming and/or facilities, may either file a grievance in accord with the Section 504/ADA Grievance Procedure by notifying the school principal in writing, requesting a Section 504 impartial hearing, filing suit in federal court (please note that you may be required to exhaust administrative remedies prior to taking this action), or filing a complaint with the United States Department of Education, Boston Office, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491.

SECTION 504/ADA, TITLE II GRIEVANCE PROCEDURE

The Brookline School District has an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 ("Section 504") or Title II of the Americans with Disabilities Act of 1990 ("ADA").

Both Section 504 and the ADA prohibit discrimination on the basis of disability.

Complaints should be addressed to the respective building principal who has been designated to coordinate Section 504/ADA compliance efforts within their respective buildings. Contact information is set forth at the end of these procedures.

1. A complaint must be filed in writing, contain the name and address of the person filing it, describe the alleged discriminatory action and identify the date the action occurred and the names(s) of the person(s) believed to be responsible, as well as recommendations for the resolution.
2. A complaint must be filed within a reasonable time period after the complainant becomes aware of the alleged discrimination. The complainant shall informally discuss the complaint, in person, with the building principal or at the principal's discretion, with the 504 building committee.
3. Unless the matter can be promptly resolved informally, an investigation will be conducted with respect to all timely filed complaints which raise issues under Section 504/Title II. The investigation shall be conducted by the building principal, or an alternate SAU 41 principal, and the 504 building committee. These rules contemplate informal but thorough and impartial investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the conclusion of the investigation and a description of the resolution, if any, shall be issued by the building principal or assignee and a copy forwarded to

the complainant no later than forty-five days after the building principal receives the written complaint (unless the complainant provides written permission for extension of time for said investigation.)

5. The Section 504/ADA coordinator shall maintain the files and records of the Brookline School relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made in writing, to the School Principal, within twenty days of receipt of the written determination.
7. Upon receiving a request for reconsideration of any decision involving the student's identification under Section 504 or the ADA, or the evaluation or placement of a qualified student with a disability, the school district will schedule an impartial hearing. The district will select an impartial hearing officer, and the hearing shall be conducted within a reasonable time after the District receives a written request for a hearing. The Section 504 Coordinator shall provide the party requesting the hearing with advance written notice of the date, time, and place of the hearing.
8. The complainant shall have an opportunity to review all relevant records. Both parties shall have a full and fair opportunity to present evidence relevant to the issues raised in the request. Both parties may, at their own expense, be represented by an attorney. If the complainant will be represented by counsel, he or she must notify the Section 504 Coordinator, in writing, at least 5 days prior to the hearing.
9. The hearing officer will issue a written decision within a reasonable time period after the hearing. The hearing officer's decision shall be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
10. Any party may appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.
11. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with U.S. Dept. of Education's Office for Civil Rights or the NH Department of Education. Utilization of this grievance procedure is not the prerequisite to the pursuit of other remedies.
12. These procedures shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to ensure that Brookline School District complies with Section 504, Title II, and their implementing regulations.

NOTICE OF PROCEDURAL SAFEGUARDS UNDER SECTION 504 AND THE ADA

The Brookline School District does not discriminate on the basis of disability in their programs and activities.

Under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act of 1990 ("ADA"), an individual with a disability is someone who has a physical or

mental impairment that substantially limits one or more major life activity, has a record of such an impairment, or is regarded as having such an impairment. The district is obligated to provide a free, appropriate public education to each child eligible under these laws.

In accordance with Section 504 and the ADA, you, as the parent or guardian, are entitled to receive the following procedural safeguards in relation to your child:

- A. You have the right to receive a copy of this notice with notification of any district action regarding identification, evaluation or placement of a student pursuant to Section 504. This includes any time that the district intends to screen, evaluate or reevaluate, make changes in classification, placement or any component of the child's free, appropriate public education ("FAPE"), or upon refusal to act on any parental request.
- B. If your child needs or is believed to need special education or related services, you have the right to an evaluation of your child (1) before the initial placement, and (2) before any subsequent significant change in placement.
- C. You have the right to an opportunity to examine all relevant records for your child.
- D. You have the right to an impartial hearing, with participation by you and representation by counsel, concerning the identification, evaluation or educational placement of your child.
- E. You have the right to appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.

The Procedural Safeguards Notice will be distributed to parents or guardians as follows:

- A. Whenever the district takes any action regarding identification, evaluation or placement of a student pursuant to Section 504. This includes any time that the district intends to screen, evaluate or reevaluate, make changes in classification, placement or any component of the child's FAPE, or upon refusal to act on any parental request.
- B. Annually, for all students who (1) have refused services and are attending private schools, homeschooling programs, or regular education classes; (2) have dropped out of school; or (3) have been identified as 504 eligible.

NONDISCRIMINATION AND NOTIFICATION OF GRIEVANCE PROCEDURES

It is the policy of the Brookline School Board and School District not to discriminate in education programs, activities, or employment practices on the basis of race, language, sex, age, creed, color, marital status, national origin or disability status, under the provisions of Title VI and Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act, or IDEA, as amended in 2004.

Inquiries concerning implementation of 504, Title VI, Title IX and the Individuals with Disabilities Education Act may be directed to the School Principal, the Superintendent of Schools, 4 Lund Lane, PO Box 1588, Hollis, NH 03049, the United States Department of Education, Boston Office, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491, the NH Commission for Human Rights, 2 Chenell Dr., Concord, NH 03301-8501 or the Special Education Bureau, NH Department of Education, 101 Pleasant Street, Concord, NH 03301-3860.

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations of Titles VI and IX, Section 504, and the Individuals with Disabilities Education Act. Grievance procedures may be obtained at a school or SAU office. It is also the policy of the Brookline School Board and School District that all employees and students in the school district should be able to work and study in an environment that is free of sexual discrimination and sexual harassment.

CHILD NEGLECT AND ABUSE

Because of their sustained contact with school-age students, school employees are often in a position to identify abused or neglected students and to refer them for treatment and protection.

To comply with the Child Protection Act (RSA: 169-C:1, et. seq.), it is the policy of the Brookline School District that any employee who suspects that a student has been abused or neglected shall file a report to the Division of Children and Youth Services in accord with RSA 169-C:29-30. Under RSA 169-C:31, school personnel who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

PUPIL SAFETY AND VIOLENCE PREVENTION

It is the policy of the Brookline School District that any school employee, or employee of a company under contract with a school or school district, who has witnessed or has reliable information that a pupil has been subjected to insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provide a violent or disorderly response that violates the school bullying policy shall report such incident to the principal, or his/her designee, who shall in turn report the incident to the superintendent. Any school employee, or employee of a company under contract with a school or school district, who has reported violations of RSA 193-F:1, et seq., pertaining to pupil safety and violence prevention, to the principal or his/her designee, shall be immune from any cause of action which may arise from the failure to remedy the reported incident.

The Brookline School District's pupil safety and violence prevention policy, Policy JICK, is available on the SAU website: SAU41.org under School Boards.

Additional information is available at:

United States Department of Justice, A Guide to Disability Rights Laws, <http://www.ada.gov/cguide.htm>

United States Department of Education, Summary of FERPA, <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

A copy of the procedural safeguards under the IDEA can be found at the NH Department of Education website, <http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/Memos/documents/ProceduralSafeguards122308.pdf>

The school counselors listed below have been designated to handle inquiries regarding 504, Title II of the Americans with Disabilities Act,, the non-discrimination policies, Child Abuse and Neglect:

Rebecca Hall - School Counselor
Richard Maghakian Memorial School
22 Milford St.
Brookline, NH 03033
603-673-4640

Jessica Visinski-Bumpus - School Counselor
Captain Samuel Douglass Academy
24 Townsend Hill Rd.
Brookline, NH 03033
603-821-0439

Appendix 18

DISCIPLINE AND CONDUCT PROCEDURES

The order of listed disciplinary actions for Level 1, 2, and 3 are not ranked or sequential, nor is it considered to be an all-inclusive list. *The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.*

Level One

<u>Examples (not exclusive)</u>	<u>Interventions</u>	<u>Disciplinary Options*</u>
<ul style="list-style-type: none"> • Bus Misconduct • Cheating • Damage to property (unintentional) • Deceiving or lying to staff • Disrespect • Disruptive behavior • Forgery • Improper use of equipment and facilities • Incomplete homework/class work (chronic) • Indecent/obscene behavior • Late to class • Plagiarizing • Possession of demeaning publication • Presence in unauthorized area • Pushing/shoving • Stealing • Tardiness • Unacceptable clothing • Unacceptable language • Unsafe behavior • Use/Possession of personal electronics without staff permission • Violations which the principal considers reasonable to fall within this level 	<ul style="list-style-type: none"> • Staff Action • Verification of offense • Log infraction • Referral to Administration • Notification to Parents • Student/ Parent Conference with Administration • Referral to Guidance 	<ul style="list-style-type: none"> • Behavioral Contract • Detention (recess/after school) • Guidance/Health Services • Loss of makeup privilege and/or credit • Parent contact • Rearrangement of seating • Removal from class/activities • Restitution for damages (replacement/repair of damaged property) • Restriction of privileges • Special assignment • Temporary Removal from class • Verbal Reprimand • Warning • Suspension (in-school or out of school) <p>*** <i>In-school and out-of-school suspensions and expulsions are not a common occurrence for Kindergarten, Grade 1, and Grade 2.</i></p>

Level Two

Level 2 infractions may require the intervention of outside agencies including the police.

Examples (not exclusive)	Interventions	Disciplinary Options*
<ul style="list-style-type: none"> • Bullying • Computer vandalism/physical damages to computer resources, purposeful deletion of information stored by others. • Disruption/threat of disruption or harassment • Extortion • Failure to serve detention or disciplinary action • Forgery of a document • Harassment • Indecent/obscene behavior or possession/use of material • Instigating, engaging in, or attempting to fight • Insubordination (failure to follow directives) • Leaving school property without permission • Possession/use of tobacco products • Reckless behavior/endangering others • Solicitation without permission • Stalking • Theft • Truancy • Vandalism/destruction of property • Violations the Principal considers reasonable to fall within this level 	<ul style="list-style-type: none"> • Staff Action • Verification of offense • Log infraction • Referral to Administration • Notification to Parents • Student/Parent Conference with Administration • Referral to Guidance • Police/agency referral 	<ul style="list-style-type: none"> • Alternative Education • Behavioral Contract • Detention • Guidance/Health Services • Loss of makeup privilege and/or credit • Police/agency referral • Parent contact or conference • Rearrangement of seating • Removal from class/activities • Restitution for damages (replacement/repair of damaged property) • Restriction/withdrawal of privileges • School/community service • Suspension (in-school or out-of-school) • Verbal Reprimand • Warning <p>*** In school and out of school suspensions and expulsions are not a common occurrence at Kindergarten, Grade 1 and Grade 2.</p>

Level Three

Acts which result in violent actions directed toward another person, destruction of property, or which pose a clear and present threat to health, safety, and/or welfare of others in the school and *will involve the police*.

<u>Examples (not exclusive)</u>	<u>Interventions</u>	<u>Disciplinary Options*</u>
<ul style="list-style-type: none"> • Arson • Assault - purposely or recklessly or negligently causes bodily injury by means of a deadly weapon • Possession use of drug or controlled substance, look alike, alcohol/being under the influence • Possession/use of a weapon or look alike • Selling/distributing/trafficking drug or controlled substance look-alike alcohol • Threatening/terroristic statements or actions • Unauthorized use of the fire alarm system • Unlawful entry • Use of computer resources for obscene, threatening, violent, or illegal purposes • Violation which the Principal considers reasonable to fall within this level 	<ul style="list-style-type: none"> • Student's removal from situation • Referral to Administration • Verification of offense • Log infraction • Student/ parent conference with administrator • Child Study Team Referral • Drug/alcohol evaluation • Mental health evaluation • Police/agency referral • Board hearing 	<ul style="list-style-type: none"> • Administrative or Board probation • Alternative Education • Expulsion • Police agency referral • Restitution for damages (replacement/repair of damaged property) • School community service • Suspension (in-school or out of school) • Withdrawal of privileges <p>*** In school and out of school suspensions and expulsions are not a common occurrence at Kindergarten, Grade 1 and Grade 2.</p>

Appendix 19

JLDBB - SUICIDE PREVENTION AND RESPONSE

SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

I. District Suicide Prevention Plan and Biennial Review.

- A. The Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts. This coordinated plan shall conform to the components required of public schools by RSA 193-J:2.
- B. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

II. Suicide Prevention Coordinator and Liaisons.

- A. District Suicide Prevention Coordinator. The Superintendent shall appoint a District Suicide Prevention Coordinator, who, shall be responsible for:
 - 1. developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - 2. annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - 3. developing - or assisting individual teachers with the development - of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - 4. developing or assisting in the development of the annual staff training required under section C of this policy;
 - 5. Such other duties as referenced in this Policy or as assigned by the Superintendent.
- B. Building Suicide Prevention Liaison. The school counselor, or, in their absence, the building administrator, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building

Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

III. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

IV. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

V. Student Identification Cards. The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide Prevention Lifeline 988. Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date.

Legal References:

RSA 193-J: Suicide Prevention Education

District Policy History:

1st Reading: August 2, 2021, as amended
2nd Reading: September 22, 2021, as amended
3rd Reading: October 27, 202, as amended
Adopted: October 27, 2021

1st Reading: November 2, 2022
2nd Reading: November 2, 2022 (Waived)
3rd Reading: November 2, 2022 (Waived)
Adopted: November 2, 2022