

HPS
&
HUES
Student Handbook

2025-2026



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[Policy Section](#)

The Hollis School District is committed to ensuring that all students have a great learning experience in our schools. For the latest updates in policy governing the Hollis Schools please use the link below:

<https://go.boarddocs.com/nh/sau41/Board.nsf/Public#>

We have highlighted some of the policies below for your reference per policy distribution requirements. If you click the Appendix - you'll see a static version of the policy. If you click the policy link - that will take you to the Hollis School Board Policy site for the latest version of the policy.

[Appendices](#)

Handbook Link:

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Live Link for the most recent versions:

Policy JLJ - Hollis School District Life Threatening Allergy Policy
Policy JLCC - Pediculosis (Head Lice)
Policy JLCJ - Concussion and Head Injuries
Policy JLCF - Wellness
Policy EFAA - School Lunch Meal Payment Policy
Policy JFAB - Admission of Tuition and Non-Resident Students
Policy JH - Attendance, Absenteeism and Truancy
Policy JICD - Student Discipline and Due Process (under review)
Policy - JICK Pupil Safety, Bullying/Harassment & Violence Prevention
Policy JICFA - Hazing
Policy JKAA - Use of Physical Restraint, Seclusion, and Intentional Physical Contact
Policy JICL - School District Internet Access for Students ; Acceptable Use Agreement
Policy ADB/GBEC - Drug-Free Workplace & Drug-Free Schools
Policy ADC/GBED – Tobacco Products Ban Use and Possession
Policy AC - Nondiscrimination
Policy JLF - Reporting Child Abuse
Policy IJND - Video & Audio Recordings in School Classrooms
Policy JLDDB - Suicide Prevention and Response

SCHOOL ADMINISTRATIVE UNIT FORTY-ONE

Brookline, Hollis & Hollis/Brookline Cooperative School Districts

School Administrative Unit 41 (SAU 41) provides the administrative services for the PK-12 schools in our town of Hollis and Brookline, New Hampshire. There currently are 6 buildings between the two communities: Hollis Primary, grades PK-3; Hollis Upper Elementary, grades 4-6; Richard Maghakian Memorial, grades PK-3; Captain Samuel Douglass Academy, grades 4-6; Hollis Brookline Middle School, grades 7-8; Hollis Brookline High School, grades 9-12.

Three school boards provide governance for the schools: The Hollis School Board, grades PK-6 the Brookline Board, grades PK-6 and the Hollis Brookline Cooperative School Board, grades 7-12. The SAU Board, composed of all board members, helps to coordinate K-12 ongoing programs through discussion with SAU staff.

SCHOOL BOARD MEETING SCHEDULE

As a rule, the School Board meets monthly throughout the year. The time, date and place of each meeting are always posted in each school building. Specific meeting information is also available by calling either school, the SAU office, or online at: <https://www.sau41.org/boards/hollis-school-board>

ADMINISTRATIVE LEADERSHIP

Our four person Administrative Team spearheads new programs and grant opportunities, ensures communication and connection between curricula and programs, and is the prime contact between the school community and the governance of the Hollis School District.

Hollis Primary School and Hollis Upper Elementary School Administrative Team	
Paula Izbicki – Principal @ HPS 603 - 324 - 5995	Candice Fowler – Principal @ HUES 1 877 465 5474
Sarah Proulx Special Education Administrator PK - 6 603 - 324 – 5995 / 1 877 465 5474	Abby Diaz Curriculum and Instruction Administrator PK - 6 603 - 324 – 5995 / 1 877 465 5474

COMMUNITY/PARENT INVOLVEMENT

Quality schools have a true sense of community and are characterized by active parent involvement. The Hollis School Community is very proud of being a Blue Ribbon Award recipient since the awards inception. Our PTA works diligently to support our school by coordinating the following committees and programs: Community Relations, Parent Enrichment, Classroom Volunteers, Winter Ski Program, Halloween Fest, June Field Day, Teacher Appreciation luncheons, and many more. Fundraising efforts have successfully earned up to \$25,000 yearly with approximately one half of that amount devoted to wonderful student enrichment programs. An enrichment program which is directly linked to specific grade curriculum objectives is also coordinated by the PTA. We encourage all of our families to be involved with our PTA. Visit their website: <https://hollispta.membershiptoolkit.com/>

SCHOOL DAY

Time-on-learning is time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments of the core subjects. Adequate time-on-learning is essential for student progress. Time-on learning for the Hollis Schools are as follows:

- Grade K - 3 five hours thirty minutes
- Grade 4 – 6 five hours forty minutes

At the Primary School the instructional day for Gr. K–3 begins at 8:23 and ends at 2:57. At the Upper Elementary School the instructional day for Gr. 4– 6 begins at 8:30 and ends at 2:50.

We expect all students to arrive at school at a reasonable time prior to the start of classes. HPS students disembark buses and enter the school building at 8:10 A.M. HUES students disembark buses and enter the school building at 8:15 A.M. HPS/HUES students who do not ride the buses should not arrive until that same time as there is **no supervision available** for children who arrive prior to these times.

When students are tardy, (after 8:23 at HPS and after 8:30 at HUES) they must report to the office to pick up an admittance slip before entering the classroom (at HPS a parent must **park in the visitor parking space and** walk their child inside). This keeps our attendance records complete and accurate. Students ARE NOT marked tardy if they are late because their bus arrived after the start of school.

STUDENT ACHIEVEMENT

As a school district where past and present assessment scores verify our students' above-average abilities, ensuring students reach their potential as lifelong learners is one of two major focuses and challenges. We believe that to teach one must know what is already learned. Assessment of known and learned skills is achieved in a variety of ways. Pre-testing enables teachers to use flexible groups to meet learner's needs and helps assure that what is being taught has not already been learned. Pre-tests vary by curriculum, but are standardized across grade levels. Post-testing is also standardized across grade levels. Student work is collected throughout the year to show students and staff examples of various levels of achievement. Some examples of assessment strategies used are: initial gathering of baseline data, periodic individual running records, published language arts pre and post skills and process tests, writing prompts, math prompts and formative quick checks, problem solving and process oriented assessments in science and social studies, and a performance-based assessment report sent to parents on a trimester basis.

A major school focus and challenge is to promote self-discipline, citizenship, and character development so students leave us with a foundation in the skills and abilities necessary to become outstanding citizens of their personal and global world. Our guidance counselors teach students to take responsibility for their own actions, how to deal with 'hurtful' actions of others and help them understand how to affect change.

On a daily basis, staff acknowledge student achievement through positive reinforcement and contact with parents by way of notes, phone calls and visits. School, grade level and classroom performances, museums, plays, presentations and displays are also means of acknowledging and celebrating achievement in a variety of areas.

CURRICULUM

A firm commitment has been made in our SAU and district to the continual development of outstanding programs for the purpose of creating and adopting curricula that best meet the needs of our students. Curriculum documents can be found on our SAU website:

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

ACADEMIC SUPPORT FOR STUDENTS

Students in need of extra support for unfinished learning participate in an RTI program (Response to Intervention). Our reading and math specialists in collaboration with our special educators work with small groups of children four days a week to remediate and extend reading and math skills.

TEAM COLLABORATION – Professional Learning Communities

Professional Learning Communities practice collaborative work toward a common goal of student learning. Understanding that collaborative and reflective time is important to ensure that the curriculum is taught and implemented consistently and well. We schedule a weekly collaboration time for each grade level team. Agendas are set and these time periods are used to work on curriculum topics, discuss assessments, review student work, share strategies and present professional development workshops. All notes are shared with Administration on a regular basis.

SAU #41 NETWORKS & INTERNET

During the registration process each year, parents are required to read, review, and agree to the acceptable use agreement for internet and device use by students when at HPS or HUES. The policy surrounding internet use and access is in the [Policy Section](#) of this handbook. Along with a link to the acceptable use agreement.

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.

STUDENT APPEARANCE AND DRESS

Students need to be dressed appropriately for the school day. While dress and appearance are a matter of individual taste, it must respect the learning environment and the safety of all students. Immodest clothing, inappropriate graphics/wording on clothing, and pajamas are not allowed. Costumes - such as tails, ears, etc are not allowed except on special occasions. Students may wear shorts: however they should be at least mid-thigh length. Shoulders should be covered with a minimum of a 1.5 inch width strap. Flip flops pose a safety hazard both on the playground and in the hallways and it is recommended that students wear shoes, sneakers, or sandals with backs to school. Also, hats and outerwear hoods are to be removed as they enter the building. Parents will be contacted if a change in clothing or shoes is needed.

STUDENT RESPONSIBILITY/BEHAVIOR

Please take time to review our behavior code with your child. Read the rules together and discuss why each one is necessary and helpful in making sure that school is a safe place for learning.

At all times students are expected to:

- Be respectful, kind and courteous to adults and to other students
- Respect the property and belongings of the school and other people
- Follow the directions of the adult in charge
- Speak appropriately (inappropriate language and put downs are disrespectful acts)
- Behave in a way that does not disrupt the work or the learning of other students.

Our school rules are simply stated and easy to remember and follow. All staff members use the same school rules in all areas of the building. The rules are:

- Respect Yourself, Respect Others, Respect Property.

RECESS

Recess is an important part of our elementary school program. It is a time set aside for physical activity and allows for students to develop social skills in a semi-structured setting. Whenever possible, children go outside for all or a portion of their recess time. Recess offers students a change of pace and an opportunity for physical activity. Factors such as the outside temperature, wind chill, and the condition of the playground are considered before a decision to cancel outdoor recess is made. Indoor recess is called when the temperature or wind chill is 20° or below. Students should arrive at school expecting to be outside for a portion of the day. Dress should be appropriate for coping with the elements. It is important to note that in the ever-changing New England weather it can be cold in the morning and warm in the afternoon, so some students may be indoors on the same day others are outside. Our goal is to get students outside as often as possible, so we watch the weather throughout the day and will change the call.

Some important things to remember:

- School rules apply on the playground
- Each school supplies appropriate playground equipment so toys from home are discouraged. If they are brought from home, we are not responsible for lost, broken, or damaged toys.
- Recess balls (basketballs, footballs, soccer balls, etc) are provided by the school and students are not allowed to bring those in from home.
- Radios, tape recorders, ipods, and other electronic/computerized toys are not allowed
- Skateboards and scooters are not allowed
- The recess area is for *students only* during the school day. Siblings and other children not enrolled at HPS or HUES should not play on the equipment during **school hours and will be asked to leave.**
- Students need to walk carefully within painted lines at the edge of the parking lot at HUES
- Students must remain within designated playground boundaries. Wooded areas are out of bounds

Any child not well enough to go out to recess should remain at home unless we have a communication from the child's physician recommending that s/he remains inside.

Devices - Student Phones/Watches et al

In accordance with recently passed New Hampshire State Law, RSA 189:1-a, and the District's commitment to a focused, respectful, and engaging learning environment, student use of personal electronic communication devices (including but not limited to cell phones, smartwatches, earbuds, and headphones) is prohibited from when the first bell rings to start instructional time until the dismissal bell rings to end the school day.

In support of student focus, academic engagement, and social connection, our school is preparing to implement a cell phone-free learning environment, as required by a new state law.

Pending final School Board Policy the following procedures will be followed and enforced.

1. First Offense: Verbal warning

2. Second Offense: Confiscation of the device for the remainder of the period.
3. Third Offense: The electronic communication device will be confiscated for the remainder of the school day. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal's office.
4. Fourth and Subsequent Offenses or Refusal to Comply: Progressive discipline based on the Code of Conduct. A parent meeting will be held with administration.
 1. Repeated misuse may result in a student being required to check in their device daily.

Exceptions to this law will be narrow and carefully reviewed, and may include medical needs (such as insulin pumps and glucose sensors), disability accommodations based on student learning and access, and language support for English learners who require translation assistance and only when other technology is not sufficient.

These exceptions are intended to meet specific educational or health-related needs that cannot be met using another device or instrument and must be formally approved through the IEP or Section 504 process or in cases of language support, by school administration in advance.

We appreciate your partnership in helping us create an environment that supports every student's ability to thrive without unnecessary digital distractions. More detailed information will follow once the district finalizes the policy.

Behavior/Conduct of Students

... a process of education, remediation and consequences.

A major developmental task of childhood is the making and keeping of friends. Such a journey is rife with pitfalls and risk. *What if no one will sit next to me at lunch? How do I ask if I may join their 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 goes first). These developmental 'bumps in the road' represent building blocks which all children must master as they form increasingly complex relationships. The frustration brought on by not yet possessing adequate social skills is 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 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 schools have a number of strategies which are considered essential to helping students learn to self-advocate, manage their behavior, and accept responsibility for their own behavior and choices.

- Children, parents and staff can report or initiate concerns to a School Counselor, Classroom Teacher or Administrator
- An array of responses are available to staff after observing or receiving notice of unacceptable behavior which is hurtful and deliberate including:
 - Teaching strategies of empowerment to the "victim"
 - Increasing awareness of cause and effect
 - Discussion and a written warning; a 'Response Choice' completed by students
 - Referral to the school 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.
- 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 for them. Goals are always twofold:
 - To stop the hurtful behavior
 - To teach more adaptive behavior skills to both children

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 being given a reminder, the check-in may need to be longer and more detailed.

4. Pathway - Take-a-break in a buddy teacher’s classroom

Sometimes it is easier for children to regain control when they are away from their class. If the student continues to behave inappropriately during take-a-break, the classroom teacher will send the student to the buddy teacher’s room. 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. Students can fill out an age appropriate “think sheet” during time away from the classroom. Teachers will use their best judgment to decide if a phone call or written note should be sent home. Teachers will fill out an FYI form and send it to the office.

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. The Principal/Administrator will fill out a discipline form if necessary. If behavior is not disruptive but persistent see Pathway #6.

6. Pathway - Develop an individualized behavior management plan or social skills training programs

The previous pathways may not be effective in changing children's behavior patterns. 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. (Two possible programs are Paths and Skills Streaming).

*A referral is made to the school counselor

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.

** Guidance Forms: If students are in need of support to resolve a conflict, they or the teacher can complete a Guidance Form to notify the school counselor. School counselor will respond as soon as possible.

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. A **discipline flow chart** for Hollis Upper Elementary School Students can be found [here](#)

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, but the excuses, "Everybody says that" or "I didn't really mean that I'd do that" are not acceptable. Consequences may range from discussions with administration, referral to a school counselor and loss of privileges, to suspension from school. Weapons of any form, whether toy or real, are prohibited from the school, the school bus, and the school grounds. It is our intention to fairly administer all procedures and consequences dealing with issues of security and safety. Schools need to be safe and your children and the children of other families must have every opportunity to learn in a safe environment.

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, a Discipline Referral Form will be used 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/or 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.

For persistent disregard of the rules of the school, the Principal may recommend action under the conditions of RSA 193:13 Suspension and Dismissal of Student(s) to the Superintendent of Schools. The Superintendent, or a representative as designated in writing, is authorized to suspend student(s) from school for gross misconduct. Where there is a suspension lasting beyond five school days, the parent or guardian has the right to appeal any such suspension to the local board. Any suspension to

continue beyond twenty school days must be approved by the local board. Any student(s) may be dismissed from school by the local school board for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, and said student(s) 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.

PARENT-TEACHER CONFERENCES

In response to input from our parent community, Parent-Teacher Conferences are scheduled into the school calendar. The conference schedule is outlined each year on the school calendar. In each instance your child's classroom teacher will contact you to set up a conference time. Your attendance and input at each conference is very important to us.

Some helpful hints for Parent Teacher conferences:

- Start thinking about questions before the conference. One way to get ideas is by talking to your son or daughter. A question you might ask is how s/he feels about school and her/his own abilities.
- **Some basic questions you might ask a staff member include:**
 - 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 school work 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 may have if they are not brought to the attention of your child's teacher or 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 this so s/he 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 is 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, discuss the matter with the building administration.

Please don't feel like you must wait for a problem to contact your child's teacher. In fact, teachers appreciate it when you make an effort to write 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. To contact a child's teacher, please send a note asking the teacher to call, or leave a message with the office secretary. Teachers and classroom schedules are not interrupted during the school day for phone calls, however the teacher will return your call as soon as possible. Sometimes this may mean that, due to prior commitments, the teacher will not be able to return your

phone call until the next day. We encourage you to contact the teacher as soon as questions or concerns arise.

COMMUNICATION CHAIN

Parent questions and concerns should first be directed to the classroom teacher. Your child's teacher has the most contact and, therefore, knowledge about your child and what occurs in school on a daily basis. Arrange for a conference through a phone call to the office 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 (school counselor or administrator) for assistance in handling a particular situation or problem. A meeting or conversation may then be scheduled to further review your concern. Meetings 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.

ATTENDANCE/TRUANCY

We would like to reinforce the importance of time-on-task learning for all children. The Hollis Elementary Schools have always considered consistent and regular student attendance as one of the most important factors for helping your children reach their potential. We ask you to make every effort to have children at school on time each day they are in good health and to refrain from having your children released early.

As much as we would like to see every student have perfect attendance, we ask that you do not send your child to school if s/he is sick. We have over 600 children in our schools and the flu, strep throat, etc. can easily be spread during the school day. If your child is not feeling well, please do not send him/her to school to "see if s/he can make it". We strive to provide a healthy environment for all our students and need your help in this endeavor. Should your child be sick during the school day, they will not be able to participate in any after school events that are school sponsored.

MONITORING OF ATTENDANCE/TARDINESS/EARLY DISMISSALS

Student absences, tardiness, and early dismissals are part of the official attendance 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 time on learning. Tardiness and early dismissals 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. Attendance records of all children; inclusive of absences, tardies, or early dismissals are reviewed and you may receive a letter from school administration. Students with 5 full or 10 half days of unexcused absences are considered truant under State of NH RSA 189:35-a and may receive a letter from school administration.

REPORTING STUDENT ABSENCE

The best way to report your child's absence would be through the **Parent PickUp Patrol App**. This app communicates absences, late arrivals, and early dismissals quickly and efficiently to our office staff. If you do not yet have a PickUp Patrol account, the office staff can provide you with a live link to start your account. If needed, you can report your child's absence through one of the following:

Hollis Primary School:
Call: 1 603 324 - 5937

Email: hps.attendance@sau41.org

Hollis Upper Elementary:

Call: 1 877 465 5474 ext 1

Email: hues.attendance@sau41.org

When a student is absent without a call, note or email from home, school personnel will phone parents to verify that the student is safe at home. Should we not be able to get in touch with any of the listed contacts, the school safety officer (or another available Hollis Police Officer) will be contacted and a safety visit to the home will be done.

Please note the following important attendance related procedural requirements at HPS/HUES:

- A note from a medical provider is required when a student is absent for **5 or more** consecutive days due to illness. The note must contain the specific dates to be excused. These absences are unexcused until an excusal note is received.
- Up to **6 days** of vacation or travel for educational opportunity may be considered excused each school year. In accordance with school board policy, a letter from parents to administration in advance is required for approval.
- Administration reserves the right to request documentation related to student absences at any time. Documentation may include medical excusal notes, court documents or other.
- 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 calls and/or conference, request for documentation, consideration of the need for additional/alternate services, meeting with school resource officers, home visit, among others.

Please direct any attendance related questions to building administration.

MISSED WORK DURING ABSENCE

When absent, students miss the entire teaching/learning experience presented by staff, not merely the assignments completed. Parents are requested to plan family trips/vacations to coincide with school vacations. It is not possible for teachers to prepare work ahead of time for students to complete while on vacation. Should parents still choose to have their child(ren) miss an extended period of school, it is recommended that they deepen the educational benefits of the vacation or trip by requiring that a daily journal be kept and shared with the classroom teacher upon the student's return to school. This journal would be most beneficial if it contained a variety of illustrations and information on the culture and monetary systems of places visited, personal interviews, historical perspectives, etc.

Teachers make every effort to review with students the concepts and curriculum covered during an absence. Parents are encouraged to check with their child and his/her teacher to understand if there are specific assignments or work that needs to be made up so that their child does not fall behind. As students progress in age and grade level, more responsibility for this should be expected and given to the student.

STUDENT EARLY DISMISSAL PROCEDURE

- Regular bus dismissal time for students is **approximately** 3:00 at the Primary School and ~ 3:15 at the Upper Elementary. We stagger dismissals based on bus arrival. We will **communicate any late buses or unexpected circumstances through Parent Square**.
- Early dismissals are discouraged and should not occur on a regular basis. It is important that your child complete a full day in school. The end of the school day is an important time for students. Teachers review the school day, complete lessons and/or review assignments. Repeated early dismissals send the wrong message about the importance of school.
- If there is a valid reason for your child to be dismissed early, please send a note with your child clearly indicating the time of dismissal and the name of the person who will be picking up your child.
- When you arrive to pick up your child, please do not park in the Fire Lane or other 'No Parking' areas; **there are designated visitor parking spaces to use**.
- Report directly to the office to sign your child out.
- **DUE TO SAFETY CONCERNS, PARENTS MAY NOT GO DIRECTLY TO CLASSROOMS OR THE PLAYGROUND TO PICK UP STUDENTS.**
- **Students will not be dismissed without clearance from the office. Any last minute changes to a student's dismissal plans must be made prior to 2:00 PM so we can ensure that your child is safe and following the RIGHT after school plan.**
- **If an emergency arises and you need to change plans after 2pm - you must call our office.**
- **In all instances of early dismissal, parents must sign the dismissal log.**
 - Should your child be outside on the playground at the time of the requested dismissal, please wait in the office until students have returned to class. When dismissal from the playground is necessary, a school employee will go to the playground to get your child. A dismissal slip for your child will be given to a playground supervisor who later sends them to your child's teacher.

CARPOOL PROCEDURE

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 in Hollis 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**. Passing school buses when they are loading or unloading students is against the law whether in front of our schools or on public or private roads. Driveways in front of the schools are one-way loops. Please do not drive the wrong way or pass buses in front of the school to save yourself a few minutes. It may end up being more costly than we want to think about.

Carpool lines have been set up to ensure the safe dismissal of all students being picked up by automobile. Discharge or pick up of students while buses are being loaded or discharged is not allowed. We urge parents to allow their children to ride the bus to and from school whenever possible. Please use the carpool alternative only on an occasional need basis.

Always expect the unexpected from children entering or 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. This is particularly germane to the carpool at the Upper Elementary, which uses the same driveway as the school buses.

We ask that you drive defensively and model driving courtesy and respect when you participate in one of our carpools. This can be one of the most stressful times in the day for our staff, students and

you, but it needn't be if we all understand the limitations of driving children to school. Please remember, we do provide bus transportation for all students and urge you to allow your children to take advantage of this service.

Carpool is not a game of “Beat the Buses.” Your first concern cannot be being late for an appointment or a job. This is a time to safely and appropriately have your child(ren) begin or end their school day and it may take longer than you would like. Please take as little time as possible greeting or saying good-byes when it's your turn to drop off or pick up your child(ren). Long hellos, good-byes and instructions can/should be taken care of before or after arrival at the school door. The car in front of you may take more time than you think necessary to drop off or pick up their child(ren). Patience is the virtue needed here. Please stay in line! At the Primary School you may be stopped to allow the buses to move from the Primary to the Upper to unload or pick up students there. This will mean that you may have to wait longer than expected.

Please make two lines behind the Primary School for the carpool lane. Drivers who will also be picking up students at the Upper Elementary should occupy the lane on the right. This allows these cars to safely take the right hand turn onto Drury Lane. The left-hand lane should be used for those cars that will not proceed to the Upper Elementary and will exit left onto Drury Lane. Please minimize space between cars as you wait for students to enter or disembark your cars. There is only a finite length to our Primary carpool lane before it begins to interfere with the flow of traffic on Rte. 122. **DO NOT fill the entrance** to the carpool lane at the Primary School to the point where entrance to our property is no longer available to buses. Our larger buses need to utilize that entire portion of the driveway entrance to turn into the front driveway in preparation for drop off or pick up of students. **DO NOT block Rte. 122.** If you are unable to pull into the school property because of limited space, please pull over to the side of Rte. 122 so that non-school traffic may pass and late buses can enter the school property.

Please be polite and courteous to other drivers in our carpools. They, too, are concerned about safety and time. They, too, have children to pick up, errands to run, and schedules to keep. Remember – NH is a “hand's free” state now – no cell phone use while operating a motor vehicle.

Walkers – HUES and HPS do have a few students who walk to and from school. Please watch extra carefully for these students. For safety purposes, students may not walk to the HPS parking lot area after school. Parents are to meet their children on Drury Lane if asking them to walk down for pick up. Students who are walking are dismissed after buses leave the parking lot area from HUES.

PARENTAL VISITS/APPOINTMENTS AND PARKING

Parking lots at each school are closely regulated for your child's safety. When accessing the area please:

- **Obey all traffic and no parking signs.** Pay particular attention to fire lanes and one-way driveways.
- **Park only in designated areas.** The entire front of the parking lot at HPS, with exceptions as noted, and the first parking lot across from the playground on Drury Lane are reserved for staff parking only. Visitor parking for HPS is located a short distance down Drury Lane on the right hand side of the road. HUES visitors are welcome to park in any open spaces in front of HUES or in the parking area on Drury Lane.
- Note that the speed limit on all school property is 5 MPH.
- During winter weather, please exercise extra care when driving on school grounds.

Thank you for your continued cooperation! This ensures the safety of all of our students!

TELEPHONE/CELL PHONE/SMART WATCH USE BY STUDENTS

Students are permitted to use the phone in the office only with staff supervision and permission. Students are not allowed to receive phone calls during school hours. Emergency messages will be relayed to students through teacher notification or office staff. We ask that you phone to leave a message only in an emergency or unexpected situation.

We understand that many students have cell phones to stay in touch with their families before and after school hours. Should students have a cell phone or smart watch (with its own internet access line) that comes to school they are required to keep their **cell phones and watches off and put away in their bag during school hours**. At no time will any student operate a cellular phone or other electronic device with video capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person. Inappropriate use will result in the cell phone/watch being held in the office until dismissal time each day that it arrives at school. See new Device section of this handbook found [here](#)

SCHOOL CANCELLATION PROCEDURE

Schools will be open during stormy weather unless it is considered too dangerous for students to commute to school. In the event of stormy or questionable weather, please keep tuned to the listed radio and television stations for school information. The decision to keep school open, delay opening, cancel or close school for the day is made by the Superintendent of Schools in collaboration with the police and highway departments. It is not a decision that is made quickly or lightly. We prefer that school is in session as scheduled, but understand that weather conditions may be such that student safety would be compromised. In the event of a major snowstorm, schools may be canceled as early as 6:00 A.M. **You will receive an Automated message from our Superintendent to your numbers listed in powerschool.** Announcements of school closings are also broadcast on the following radio and television stations:

Television Stations	Radio Stations
Hollis Channel 12	101.1 FM WGIR
Boston Channel 4, 5, 7	370 AM WFEA
Manchester Channel 9	1540 AM WSMN
	1030 AM WBZ
	95.7 FM WZID
	980 AM WCAP
	1280 AM WEIM

DELAYED OPENINGS

If weather conditions are stormy at 6:00 A.M. but are expected to improve by mid-morning, a delayed school opening will be announced on the same radio and television stations as no-school announcements. **You will also receive an automated message on your numbers listed in powerschool.**

On a delayed opening:

- Schools will open two (2) hours after the regular starting time. HPS begins at 10:23 and HUES begins at 10:30
- Bus pick-ups will also be delayed two hours
- The A.M. session Preschool will be canceled
- Hot lunch will be served as usual
- Grades K - 6 will be dismissed at the regular time

If weather conditions do not improve as forecast, the delayed opening may be changed to a "No-School" announcement. This change will be announced over local stations and via Alert Now prior to 8:30 A.M.

EMERGENCY EARLY RELEASE PROCEDURE

The Superintendent of Schools in collaboration with the Bus Contractor, local Police and the highway department also determine if an early dismissal from school due to inclement weather (or any other situation such as no power or water) is appropriate. When it has been determined that children will be dismissed early, the same radio and television stations will be notified and **you will also receive an automated message on your home phone number or cell phone number, if provided.** Parents should tune to radio/television stations if weather is stormy and they are concerned about whether school might be dismissed. This occurs very infrequently and only as the result of an unexpected storm and road conditions that are determined to be increasingly dangerous. Quite often the highway department will advise the Superintendent of Schools that it is safer for students to remain in school until normal dismissal time. This often allows the highway department time to plow and/or treat road surfaces.

As soon as a decision for early dismissal is made we begin to implement the emergency plan that was developed by you and your child in September. **Because of the limited number of phone lines it is impossible for us to call families of our students from school to inform them of an early dismissal.** Therefore, we urge you to review the plan you developed for your children (each fall your plan is updated) to follow should school be dismissed early. **The emergency plans take precedence over any other arrangement – including play dates, carpool notes, or any other plans made for that particular day.**

REGISTRATION, WITHDRAWAL, and RECORDS

New students are registered at the appropriate school office. To enroll a student the following are required:

- An original birth certificate (a copy will be made and the original returned to the parent)
- Two forms of proof of residency (driver's license, tax bill, etc.)
- Signed release of records from previous schools
- Copy of Immunization Record
- Copy of physical exam within previous 12 months
- Completion of student emergency card and additional forms provided by the school office

Confidential records of school progress, test data, and health issues are maintained for each student. Parents are at liberty to review these records and may do so by making an appointment with the Guidance Counselor/Administration.

We ask parents who plan to move or transfer their children to a new school to notify the office and the classroom teacher at least one week in advance so that forms can be promptly processed. Once a release of records has been signed, student records will be forwarded by mail to the new school.

Promotion and Retention of Students Procedures (Policy IKE)

All requests for promotion or retention consideration should be addressed to the building principal by March 1.

If a parent or guardian requests promotion or retention, the following procedure is followed:

- As applicable, Light's retention scale is given to parents and teacher

- Team convenes to discuss thoughts on promotion or retention, including parents. (If the student has an IEP, that team convenes first and makes a recommendation, then a second meeting with administration, school counseling, teacher (if needed) and parent is held)
- If applicable, the Light's retention scale is reviewed at the meeting with the administration, usually reviewed by school counselor
- Administration considers and makes decision

All promotion and retention decisions will be made individually, considering the whole student through the following factors:

1. Academic achievement
2. Attendance record
3. Chronological age
4. Aptitude
5. Physical development/health
6. Prior record of promotion/retention
7. Social/emotional development and maturity

If the parent/guardian is not satisfied with the principal's decision, they may then appeal to the Superintendent of Schools.

Under the State Board of Education, the Superintendent has the authority to assign students to such classes and grade levels as needs warrant.

STUDENT HEALTH

The school nurse has the authority to exclude from school any child who appears to have an infectious condition. When the onset of illness occurs during the day, it is important for parents to be available to pick students up. Students will be dismissed only to a parent or designated adult.

If a student is absent because of illness but is able to complete some schoolwork, parents may call the school office and request materials and assignments be readied for them to pick up at the school office. If this request is made prior to 11:00 a.m. these materials may be available on the day of the request, depending on the teacher's schedule. Otherwise, materials and work will be available the following day. Teachers cannot talk with parents or prepare work during instructional class time.

No student will be excused from gym or recess unless a directive is received from the student's physician to the effect that due to recent illness or injury the student should not participate in either or both activities.

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.**

MEDICATION

In order to have medication administered to students during school hours, permission forms must be completed and medication must be given to the school nurse in the original prescription container or original package with completed Parental Permission and Physician's Permission forms. Only the nurse or her designee will administer medication. Most medications are kept locked except for Epipens and inhalers. These items need to be accessed quickly in an emergency situation. Students are not allowed to keep medication on their person or to self-administer medications without the express knowledge and permission of their physician and school nurse.

The nurse or classroom teacher is responsible for handling school-related emergencies. They are not responsible for accidents that happen outside of school hours or off school grounds. Information concerning where parents can be reached, work phone numbers, an emergency number and the family physician's number must be available. This information will be requested on emergency forms provided to our parents.

IMPORTANT – EMERGENCY FORMS MUST CONTAIN CURRENT INFORMATION AND BE KEPT UP-TO-DATE.

FOOD ALLERGIES

KEEPING KIDS WITH FOOD ALLERGIES SAFE

Recent studies estimate that 1 in 13 children in the US have some sort of food allergy. Symptoms vary, sometimes exacerbate quickly, and can even become life-threatening.

While any food can cause an adverse reaction, there are 8 foods that account for 90% of all reactions: eggs, milk, wheat, soy, peanuts, tree nuts, fish and shellfish. Here at school we have students who have had serious reactions to a variety of these foods. Therefore, it is sometimes difficult to provide a particular food allergen free classroom.

To keep all students safe, we have implemented SAFE EATING SPACES and teach all children how to protect themselves and others from food allergy reactions by maintaining a place for their food only and not sharing food. Staff members are also trained to implement preventive strategies, recognize adverse symptoms, and administer emergency medication if needed.

However, since nut allergy is the most common and tends to be life-long, we ask that nuts and nut products be avoided when sharing with or presenting to others. This is standard school practice and

noted in our Student Handbook. It includes class birthday celebrations, party snacks, projects, and craft items.

The Safe Food Labeling Act requires manufacturers to list all ingredients and food allergens. This will help you determine whether or not a particular food or item is safe. Please avoid anything that reads:

- Contains nuts or peanuts
- May contain traces of nuts or peanuts
- Processed in a facility that processes nuts or nut products
- Manufactured on equipment that also processes nuts

Food deliveries, such as DoorDash, will not be accepted. Students should order lunch from school or bring it from home.

There may be other food related concerns in your child's classroom. You can always call the School Nurse should you have any questions or concerns.

HOLLIS SCHOOL DISTRICT AND THE LAW

The Hollis 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 14 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 the 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/fpc/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 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 Hollis 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 and the reporting child abuse policy is included in the [policy section](#) of this handbook.

SMOKE FREE SCHOOLS

It is the policy of the Hollis School Board that smoking and other use of tobacco products shall be prohibited in accordance with RSAs 78:1, XIV and 78:12-b, II as amended June 20, 1991. Smoking is prohibited in all school buildings at all times, on all school district vehicles, including buses at all times, and on all school grounds effective January 1, 1997. Further, 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. Please see our [policy section](#) for further details.

DRUG FREE SCHOOLS

It is the policy of the Hollis School Board to discourage and prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees as mandated by PL 101-226.

DRUG AND ALCOHOL USE BY STUDENTS

Dangerous and narcotic drugs, which a student has on prescription and carries onto school property for ingestion as prescribed by a doctor, will be kept in the Nurse's office. Taking of illegal drugs, and/or possession of same, in any form, is not permitted at any time. Parents will be informed immediately if a student is in violation of this policy which is included in the [policy section](#) of this handbook.

TOBACCO PRODUCTS BAN

USE OF TOBACCO PRODUCTS is STRICTLY PROHIBITED IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS as outlined in the [policy section](#) of this handbook.

LUNCH PROGRAM

Our schools serve meals everyday as part of the state and federally funded Child Nutrition Program. All meals served must meet guidelines set by the United States Department of Agriculture. In order to receive additional federal funds, our schools must document the number of children who qualify for free or reduced-price meals, after school snacks, or milk. Guidelines and applications for free or reduced price meals are sent home with every student at the beginning of the year. Snacks are also available for purchase with costs varying between ten cents and a dollar. Parents may limit the number of snacks their child(ren) may purchase on any one day by calling the school and speaking with our Cafeteria Supervisor.

All students in grades PreK-6 are able to purchase lunch and are assigned a student ID # upon entering grade K /1 or enrolling for the first time from another grade. This number is also used in the

library and remains with a student during his/her years from grades PreK-6. The Hollis Lunch Program is based on a PREPAY system. Money (in the form of cash, check or money order) is held on account and applied to daily purchases through the use of student lunch cards, which are provided to your child upon payment to their account. Please make checks payable to Hollis Hot Lunch. We are able to accept one check for siblings within the same building, but our computerized system will not allow us to accept one check to be split between siblings at different schools. Rest assured that if your child tells us that he/she forgot his/her lunch, and does not have any money in his/her account, a lunch will be provided for your child. Please remit payment the next day to avoid receiving a negative balance letter. Negative and low balance letters are sent home weekly. We encourage you to open an account online at <https://www.myschoolbucks.com/ver2/getmain?requestAction=home> . This allows families to prepay lunch accounts with debit and credit cards and personalize food purchasing for their children. Of course checks can be sent in as well. All monies are put onto your child's lunch account. These funds may be used for snack purchases, milk purchases along with lunch purchases. Please feel free to call the cafeteria for your child's balance or to request an account history. You can also check the lunch menus at the following website: <https://sites.google.com/a/sau41.org/foodservices/>

At HUES, students are able to purchase a breakfast meal instead of just a snack should you need to use this service. We know that bodies that are fueled well work and think well!

Parents/Guardians are **not** allowed to eat lunch with their children unless arrangements have been made the day prior with the office and forms have been completed.

School lunch must be provided by the school or brought from home, therefore, food delivery services, such as DoorDash, are not accepted.

ACCOUNT BALANCES/LATE and LOST MATERIALS

Student lunch accounts should not carry a balance, however, at times we do understand that funds get low or parents are busy and forget to add money to the account. Notices are sent out each week to all students who are in need of additional funds on their lunch accounts. At HUES, sixth grade students who still have a lunch account balance due before the end of the school year will not be able to participate in end of year activities such as field trips nor receive final report cards until this balance is paid in full.

The Hollis School District expects that any students who have missing or lost materials such as textbooks or library books pay for replacement materials before leaving for the summer. This is especially important for our grade six students who are moving on to another district. At HUES, sixth grade students who still have missing materials before the end of the school year will not be able to participate in end of year activities such as field trips nor receive final report cards until materials are found or funds are received to replace the missing materials.

HOLIDAYS

The School Board supports the study and appreciation of the artistic and cultural aspects of holidays 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 persuade, or involve students in a religious observance
- Teachers will 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 emphasize respect, appreciation and understanding the beliefs of others as the primary instructional reason for the inclusion of these studies.
- No students or teachers will be required to participate in any such event if it is contrary to their convictions.

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.

LOST AND FOUND

Children's outer clothing, footwear and lunch boxes should be clearly marked with first and last names. Lost & Found areas exist at each school. Misplaced articles are placed in the Cafeteria and foyer at HUES and **in the main hallway** at HPS. At the end of each trimester and prior to school vacation periods, unclaimed articles are donated to a local charity.

INSTRUCTIONAL MATERIALS

Textbooks and essential instructional materials are funded through the school budget and are loaned to students. Students are held responsible for the loss of textbooks and materials or for damages beyond 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.

USE/RENTAL OF SCHOOL BUILDING AND GROUNDS

The Principal is directly responsible for the rental and use of facilities to out-of-school groups or organizations. Use of Facility Forms must be completed and approved prior to use. Forms are available in each school office. A cafeteria staff person must be present (or their designee) whenever the use of a school kitchen is required. Any group utilizing the kitchen will be required to pay the staff member a set hourly fee. A more complete outline of procedures, policies and fees relating to the use of the buildings and grounds is available in school and SAU offices.

BUS TRANSPORTATION

All questions concerning overall bus discipline, procedures and other transportation concerns should be brought to the attention of Administration. Parents should not board the buses to discuss situations with the driver as this presents a safety issue. Administration will assess the concern and determine appropriate actions to be taken. Actions may include discussions with students, teachers, bus drivers and/or the bus contractor.

A change in the location of a bus stop must be requested in writing and must state the reason for the change. This letter will be forwarded to the Superintendent of Schools and the bus contractor for a decision.

BUS SAFETY GUIDELINES

The school bus contractor and school administration support the maintenance of discipline on buses to ensure a safe and secure ride to and from school. Bus drivers generally issue a verbal warning to students for their first infraction. Students are issued a written report if subsequent infractions occur. These reports are given to the Administrative team who meets with each student or group of students. Students who violate the rules will lose their bus riding privileges if behavior issues continue.

Cooperation of parents is critical to appropriate behavior on the buses. **Parents are asked to discuss school and bus safety with their children and to review the school and bus rules of conduct.** Together as a team we can make positive changes in behavior for a smooth and safe bus ride each day.

Afternoon Drop Off Procedures

In the afternoon when students are heading home, they will not be allowed off the bus if there isn't a pick-up person in sight unless there is a note specifically allowing a student to do so on file with the driver and the school. The driver will radio the bus barn who calls the school. School secretaries will call family members to arrange for pick up back at their school. Students remaining on the bus will be brought back after the bus route to their school to meet their ride home. School offices close at 4:00pm.

STUDENT RULES OF CONDUCT WHILE ON THE BUS

There are a number of student expectations, which assure the safety of all while the school bus is in operation. The following is a list of rules from the Handbook for NH School Bus Drivers, NH Department of Safety. Parents should review these rules with their children and stress their importance.

1. Students shall follow the directions of the driver, the first time they are given.
2. Students shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
3. Students shall wait in a safe place, clear of traffic and at least ten feet away from where the bus stops.
4. Students shall avoid horseplay.
5. Students shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
6. Students shall go directly to an available or assigned seat when entering the bus.
7. Students shall remain seated and keep aisles clear.
8. Students shall exhibit classroom conduct at all times.
9. Students shall refrain from throwing or passing objects on, from or into buses.
10. Students are permitted to carry only objects that can be held in his/her lap.
11. Students shall refrain from the use of profane language and obscene gestures on the bus.
12. Students are prohibited from using tobacco products, alcohol or drugs or any controlled substance on the bus.
13. Students shall refrain from eating or drinking on the bus.
14. Students shall not carry hazardous materials, nuisance items and animals on the bus.
15. Students shall respect the rights and safety of others.
16. Students shall refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.
17. Students are prohibited from extending head, arms, or objects outside bus windows.
18. Students are prohibited from hitching rides via the rear bumper or other parts of the bus.

Any violation of these rules may cause students to lose their bus riding privileges, commensurate with RSA 189:9-A.

BUSES ARE CLOSED TO ALTERNATE RIDERS

Due to bus capacity and issues of safety and accountability, students may not transfer to another bus **unless it is required for regular, scheduled childcare and the proper form has been completed and approved.** Buses cannot be used for transportation to meetings, to visit friends, etc.

The following conditions for riding any bus other than a student's assigned bus apply:

- A request form signed by parents must be on file in the office. Parents should indicate where the child care is taking place and name the care provider
- It is understood that this privilege is subject to available space on the buses
- Emergency situations are handled by the Administrative team as needed

BUS INFORMATION

Bus transportation of students is provided by Student Transportation of America. The bus driver is in charge of the children at all times while they are on the bus. Bus rules are explained to the children at the beginning of each school year and reviewed during the year. Assigned seats fall within the purview of the bus driver and generally follow a numerical pattern by grade level with K and first grade students at the front of the bus and sixth grade students seated at the back.

Students are expected to act in a responsible manner at all times whether on the bus or while waiting for the bus. Children who fail to cooperate with the bus driver or who misbehave on the bus run the risk of having their riding privileges revoked.

BUS DISCIPLINE PROCEDURES

After an initial verbal warning, students will receive a written warning notice for an infraction of bus conduct regulations. The bus driver sends the written warning notice to Administration who discusses the warning notice with the student(s) involved. Consequences are issued and documented. Warning notices are sent home for parent signature and must be returned to the school. Serious misconduct or repeated violations of bus conduct regulations will result in suspension from riding the bus for a period of one to five days. The outlined regulations and disciplinary action also apply to behavior at all bus stops. Please keep in mind that, according to state statute, parents are responsible for transporting students to and from school if they are removed / suspended from a bus for disciplinary reasons.

If a bus driver files a written referral for disciplinary action, the following consequences could be put into place:

- Conferences with the student, or students involved.
- Parents may be called.
- Parents may be asked to come in to speak with Administration.
- Students are notified that multiple bus slips may result in a suspension of bus privileges.

BICYCLES

Students are allowed to ride bicycles to school if the following procedures are observed:

- A note, written & signed by parents, giving students permission to ride a bicycle to/from school is sent to school to be kept on file in the school office
- All bicycles should be parked in racks provided
- Bicycles are brought to school at a student's own risk. The school does not assume responsibility for bicycle damage
- Each student riding a bicycle to school should wear a helmet
- Bicycles should be ridden in single file and on the extreme right side of the road
- Bicycles are not to be ridden on the school grounds while school is in session or during the arrival and dismissal of school buses.

HOMEWORK EXPECTATIONS AND GUIDELINES

The purpose of homework is to help students become self-directing, independent learners and to provide practice with what has been taught in school. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce or enhance school experiences. When homework is assigned, there will be timely and meaningful follow-up and feedback by the teacher. Regular homework assignments throughout the school year assist in helping students become independent learners. Teams will make every attempt to maintain consistency across a grade level and adhere to recommended homework times.

STUDENT HOMEWORK RESPONSIBILITY

- Complete all assignments on a timely basis
- Schedule work on long range assignments over a period of time
- Listen carefully and follow the directions provided by the teacher
- Use study aids and materials provided by teacher and parents
- Study in a well-lit, distraction-free area
- Study at a specific time daily
- Discuss homework assignments with parents
- Talk with your teacher before homework completion becomes a problem.
- Be neat, organized, and keep track of school materials and assignments
- Complete your part of a group assignment in a timely and appropriate manner.
- If you are having difficulty understanding the homework, please see your teacher.

PARENTAL IDEAS TO ASSIST WITH HOMEWORK

Make sure your child has:

- A quiet place to work with good light
- A regular time each day for doing homework - help your child select the time
- Basic supplies such as paper, pencils, pens, markers and a ruler.

Questions you might ask your child:

- What are your assignments today? (Gr. 4-6 students should have their assignments written in their Agenda Books.)
- Do you understand the assignment?
- When is it due?
- Do you need special resources?
- Have you begun your assignments? Finished them?
- Do you have any long-term assignments?
- Should we write out a schedule or steps to take to help you complete your assignments on time?
- Would a practice test be helpful?
- Did you ask your teacher for extra help when you didn't understand?

Other ways to help:

- Help your child empty his/her backpack each day
- Have your child put completed homework immediately into his/her backpack for return to school
- Contact the teacher if there is a homework issue you can't resolve
- Check homework for neatness and understanding
- Estimate the time it will take to complete a task and check progress occasionally
- If necessary, set a timer for motivation to complete work in a timely fashion
- Add a note to the homework, if your child has experienced difficulty completing or understanding the assignment.
- Understand it is okay for homework to come back to school with mistakes as it helps inform the teacher of your child's needs.

RECOMMENDED HOMEWORK TIME FRAMES:

Grade Level	Time	Frequency
1 ST Grade	Up to 10 – 20 minutes per night	1 – 2 times per week

2 nd Grade	Up to 10 – 20 minutes per night	1 – 2 times per week
3 rd Grade	Up to 30 minutes per night	3 – 4 times per week
4 th Grade	Up to 30 – 40 minutes per night	3 – 4 times per week
5 th Grade	Up to 50 – 60 minutes per night	3 – 4 times per week
6 th Grade	Up to 1 hour per night	3 – 4 times per week

HUES/HPS: No Homework on the weekends will be assigned. Students could have work they need to complete during the weekend.

For every child at every grade level a daily minimum reading period of 15 minutes is recommended. This period is very beneficial to improving reading and, in fact, in some studies have been found to be the number one factor in reading improvement. For beginning or reluctant readers making this a family reading time is especially worthwhile. Listening to a story, telling a story by looking at the illustrations, choral reading, predicting upcoming events, imagining how the sequel to the story might be written and discussing changes you or your child might have made in the story had you been its author, are just some ideas to share this time together.

GRADING SYSTEM

Our reporting system provides an opportunity to consistently communicate with families in a positive and constructive manner. The intent of this progress report is two-fold.

Our first goal is to report student performance. Your child's grades on this progress report are based upon his/her understanding and application of knowledge and skills as taught through the District's curriculum, which reflects grade level expectations from the State of New Hampshire.

Our second goal is to provide feedback that is clear and helpful to ensure continued growth and success. This feedback is reflected in effort indicators and in the comment section.

At **Hollis Primary School**, students earn "E, A, M, R, and L" to indicate their performance. Below are descriptions of each letter grade.

"E" = Expanding:

- o Consistently produces work of high quality that meets or expands upon grade level expectations
- o Consistently applies learned skills and strategies with independence
- o Shows thorough understanding of concepts
- o Demonstrates critical & creative thinking skills

"A" = Achieving:

- o Frequently produces work of high quality that meets grade level expectations
- o Frequently applies learned skills and strategies with independence
- o Shows solid understanding of concepts

"M" = Meeting Expectations:

- o Produces work that meets grade level expectations
- o Applies learned skills and strategies with occasional teacher support
- o Shows good understanding of concepts

"R" = Reaching:

- o Produces work that is progressing towards grade level expectations
- o Applies learned skills and strategies with regular support

- o Shows basic understanding of concepts

“L” = Learning:

- o Progressing, but produces work that does not meet grade level expectations
- o Needs significant teacher support to learn skills and strategies
- o Shows limited understanding of concepts

At **Hollis Upper Elementary School**, students earn “A, B, C, D, or F” according to their grade percentage as follows:

Grade Scale: Average and Above		Grade Scale: Below Average	
A+:	97% - 100%	D+:	67% - 69%
A:	94% - 96%	D:	64% - 66%
A-:	90% - 93%	D-:	60% - 63%
B+:	87% - 89%	F:	0 - 59%
B:	84% - 86%		
B-:	80% - 83%		
C+:	77% - 79%		
C:	74% - 76%		
C-:	70% - 73%		

HUES students who have a below grade level average will receive an academic warning (mailed home) by mid-trimester each trimester. It is our intent to have this warning serve as another communication measure which will allow students enough time to bring their average up by report card time.

RUBRICS FOR ASSESSMENT OF STUDENT WORK

Rubrics are tools that help students assess their work and understand what is required to improve achievement. A rubric is usually a one or two page document that describes varying levels of quality, from excellent to poor, for a specific assignment. One purpose is to give students information about the criteria for an assignment. Another is to guide students and teachers in the assessment of assignments. Although the format of a rubric can vary, all rubrics have two features in common: a list of criteria in a project or assignment and gradations of quality with descriptions of student work. The gradations of quality allow students to understand and see their personal strengths and help students understand concrete ways to improve.

STUDENT REPORT CARDS

There are three reporting periods each school year. Reports Cards are issued in December, March and on the final day of school in June through our student information system (PowerSchool). All families will need an online account to access the portal where report cards are issued. This is the only way to see your child’s report card as there are no paper copies available.

Should a student miss a major portion of the instruction due to prolonged absence, an “Incomplete” may be given. The report card shows how well a student has achieved the grade level learning goals/objectives that were expected during each trimester of the school year. These learning goals/objectives are taken from the grade level curricula. Each school, HPS and HUES, have different but complementary report cards and grading systems. See each report card for further clarification of performance descriptors. If you have questions regarding the report cards, please direct them to the classroom teacher.

VOLUNTEERING

Volunteers and visitors are a big part of our school community. All visitors and volunteers need documentation and all documents required to volunteer can be found at the SAU website:

<https://www.sau41.org/administration/human-resources/volunteer-program>

FIELD TRIP POLICY

FIELD TRIPS AND EXCURSIONS

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

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

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

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

FIELD TRIP COSTS

Every attempt will be made to keep costs of field trips to a minimum. Provision 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 let administration know that you would like to access scholarship funds for any specific field trip.

FIELD TRIP ITINERARY

A detailed 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 faculty sponsors. All students who go on a trip **must** return to the school with the group. There will be no exceptions without the Principal's prior written approval.

FIELD TRIP LIABILITY

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

FIELD TRIP SUPERVISION & CHAPERONE RESPONSIBILITIES

Adequate adult supervision will be provided for all trips. A faculty sponsor must be present on all off-campus trips. The ratio of adults to students will be at least 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 alone.

Chaperones make field trips possible for our students and the Hollis School District is grateful to have many volunteers for each of our trips. However, chaperones must be responsible for the supervision of students assigned to them and are not to use personal cell phones while supervising students nor take photos of students whose parents have requested a “do not photograph” practice regarding their children. Your child’s teacher will let you know should there be a student in your group that can not be photographed.

Some important guidelines to follow while chaperoning:

- Bus drivers are not chaperones. Their only responsibility is to get to the destination safely.
- Students are to follow the same rules as if they were in school. For example: no shouting, no hitting, no leaving trash, respectful behavior.
- Students needing extra supervision to control his/her attitude/behavior should always have an adult nearby.
- If riding the bus, chaperones should spread out so that all areas of the bus are within listening/visual range.
- Chaperones are to be aware and responsible for assigned students for the ENTIRE trip.
- When the field trip is over, chaperones should help to close all bus windows and check the bus for trash.
- Refrain from the use of cell phones to fully focus on students that you are chaperoning.

Field Trip: PARENTAL RELEASE FOR EMERGENCY MEDICAL TREATMENT

Care is taken to ensure that all students and adults are in good health when a field trip begins. 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 EXPECTATIONS

Prior to departure, all students and adults will be apprised of pertinent practices. School rules apply to student behavior during the duration of the trip. In addition, the laws of the country, countries or states being visited, and rules of the places being visited (i.e. museums, camps, etc.) must be obeyed. 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 and will receive appropriate guidelines to safely chaperone students.

LIBRARY MEDIA CENTER

The mission of the Library Media Center is to ensure that students and staff are effective users of ideas and information. The Library Media Center , but is an integral part of the instructional program of the school. Class visits to the Library Media Center are scheduled weekly at HPS and as needed at HUES. Additionally, individuals or small groups of students may access the Library Media Center with teacher permission.

The library is open all day, every day, for independent use by individual students and small groups. A flexible schedule is posted in the library. Classroom teachers and the Media Specialist plan together to determine resources and information skills necessary to meet a curricular objective. The library media center program provides for the enjoyment and appreciation of literature through stories, book talks and special programs. All classes use the Library Media Center periodically. Book talks and story programs are provided as part of the school curriculum.

PHOTOGRAPH & VIDEO RELEASE INFORMATION

The Hollis Elementary School has on occasion the need to use photographs and or videos of various school activities and classes. The school district may produce video programming designed for instructional and informational purposes. Each year, families are asked to complete release forms stating preferences. Hollis School District Policies around video recording in classrooms and at events can be found in the [policy section](#) of this handbook.

SCHOOL SAFETY/EMERGENCY DRILLS

We are committed to providing a safe and secure environment for your children. Events at schools across the country in recent years have created a climate of fear in many communities. We have taken steps to prevent such incidents from happening here in Hollis. Building security limits access to the schools to the main entrance. All visitors, parents included, must sign in and out at the office and wear an identification badge. Meetings have been held with both the police and fire department to put emergency equipment in place and to establish emergency procedures at each building. A number of procedures give students a better opportunity to learn in a violence-free environment. We practice several types of emergency drills during the school year to help all students and staff prepare for any type of situation. We practice evacuation drills, lockdown drills, shelter in place drills, reverse evacuation drills, drop and cover drills, and relocation drills.

Universal Supports/Accommodations

Universal Supports/Accommodations

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 provided by all classroom teachers.

Universal Supports/Accommodations

1. Scaffold instruction and 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) when appropriate.
5. When available, classroom teacher may provide class notes and materials in hard copy as needed or requested.
6. Provide extra time on assignments and assessments, as needed and deemed appropriate based on unique circumstances.
7. Students can access district and state universal supports during testing, as offered for the specific tests.
8. Technology can be utilized for completion of written assignments unless specified otherwise for a certain assignment.
9. Offer frequent student/teacher checks for understanding.
10. Provide clear, timely, and descriptive feedback to students.

11. Preferential seating will be offered based on student needs (i.e., student sits close to teacher or facing the board, away from distractions).
12. Flexible seating arrangements offered whenever practical (i.e., quiet area to work, standing while working, sitting).
13. Post and review the daily schedule, assignments, and upcoming due dates.
14. Establish and clearly communicate classroom procedures, routines, and behavioral expectations.
15. Assure open lines of communication between home and school.
16. Access to School Counselors, School Nurse, and other student support personnel.
17. Access to movement breaks within the classroom as needed.

WEAPONS ON SCHOOL PROPERTY

(School Board Policy JICI)

Weapons are not permitted on school property, on school vehicles or at school-sponsored activities. Student violations of this policy will result in both school disciplinary action and notification of the police. Suspension or expulsion from school could result.

The term "weapons" includes, but is not limited to firearms (rifles, pistols, revolvers, pellet guns, BB guns, shotguns, paintball guns, etc.) knives, slingshots, metallic knuckles, firecrackers, billies, stilettos, switchblade knives, sword canes, pistol canes, black jacks, daggers, dirk knives, explosives, incendiaries, martial arts weapons (as defined by RSA 159:24), self-defense weapons (as defined by RSA 159:20) or any other substance, object or thing which, in the manner it is used, or threatened to be used, is known to be capable of producing death or bodily injury.

In addition, any student who is determined to have brought a firearm (as defined by 18 US 921) to school will be expelled for not less than one year (365 days). This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Weapons under control of law enforcement personnel are permitted.

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

It is the policy of the Hollis 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 Hollis School District provides special education, related services and accommodations to eligible children with disabilities who reside within the District. Hollis 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 homeschooled. Hollis 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:

School Administrators
Hollis Primary School
36 Silver Lake Road, Hollis, NH 03049
324-5995

School Administrators
Hollis Upper Elementary School
12 Drury Lane
Hollis, NH 03049
1 877 465 5474

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, you 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 Hollis School District fully complies with this law. For more information or to initiate a referral for your child, contact:

School Administrators
Hollis Primary School
36 Silver Lake Road, Hollis, NH 03049
324-5995

School Administrators
Hollis Upper Elementary School
12 Drury Lane
Hollis, NH 03049
1 877 465 5474

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 Hollis 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 Assistant Principals and guidance counselors at each building are designated as the Section 504 Coordinators. They may be contacted at:

School Administrators
Hollis Primary School
36 Silver Lake Road, Hollis, NH 03049
603-324-5995

School Administrators
Hollis Upper Elementary School
12 Drury Lane
Hollis, NH 03049
1 877 465 5474

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 accordance 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 Hollis 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 name(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 Hollis 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 a 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 Hollis School District complies with Section 504, Title II, and their implementing regulations.

School Administrators
Hollis Primary School
36 Silver Lake Road, Hollis, NH 03049
1 603 324-5995

School Administrators
Hollis Upper Elementary School
12 Drury Lane
Hollis, NH 03049
1 877 465 5474

NOTICE OF PROCEDURAL SAFEGUARDS UNDER SECTION 504 AND THE ADA

The Hollis 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 following people have been designated to handle inquiries regarding the nondiscrimination policies:

School Administrators
Hollis Primary School
36 Silver Lake Road, Hollis, NH 03049
1 603 324-5995

School Administrators
Hollis Upper Elementary School
12 Drury Lane
Hollis, NH 03049
1 877 465 5474

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 Board that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of The Rehabilitation Act of 1973, Title II of The American with Disabilities Act, Title VI or VII of The Civil Rights Act of 1964, Title IX

of The Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

APPENDICES

JICL - SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The Board recognizes that technological resources can enhance student performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting SAU #41 and school operations, and improving access to and exchange of information. The Board expects all students to learn to use the available technological resources that will assist them in the performance of their education. As needed, students shall receive training, lessons and instruction in the appropriate use of these resources.

Students shall be responsible for the appropriate use of technology and shall use the SAU #41's technological resources primarily for the purposes related to their educational duties. Students are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

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. SAU 41 has installed technology to block access to those sites that are known to be counter-productive to the educational use of the Internet. The Superintendent or designee shall ensure that all SAU #41 computers with Internet access have a technology protection measure that prevents access to such sites and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish social media and acceptable use administrative regulations and an Acceptable Use Agreement that outlines student obligations and responsibilities related to the use of SAU #41 technologies. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the student's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

This policy is referenced in all student handbooks. Each student and his/her Parent/Guardian shall be required to acknowledge in writing that they have read and understood the SAU #41's Acceptable Use Agreement.

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. Adopted: June 7, 2017

JLJ - LIFE-THREATENING ALLERGIES

The Hollis 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.

Recognizing epinephrine as the first line of treatment for anaphylaxis, Hollis Primary School and Hollis Upper Elementary School will maintain an emergency supply of epinephrine to be used for anyone experiencing anaphylaxis in the school setting as recommended by the federal School Access to Emergency Epinephrine Act and New Hampshire Senate Bill 25-FN signed into law May 3, 2016.

The health, social normalcy and safety needs of student(s) will be balanced along with the education, health and safety needs of all students. Adopted: October 4, 2017

JICD - STUDENT CONDUCT, DISCIPLINE AND DUE PROCESS

Safe School Zone

The Hollis School Board endorses the following principles of student conduct:

1. Respect for law and those given authority to administer it shall be expected of all students. This includes conformity to school rules as well as to general provisions of the law regarding minors.
2. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall be expected of all members of the school community.
3. Respect for the real and personal property, pride in one's work, and exemplary personal standards of courtesy, decency, honesty, and wholesome attitudes shall be maintained.
4. Respect for individual worth is the obligation of the school. Diligence and a desire to benefit from the opportunity is the obligation of the student.

The Board expects student conduct to contribute to a productive learning climate. Individual rights are to be honored and protected in all instances; however, the rights of one individual shall not take precedence over those of another individual or of the group itself, and all students shall have equal rights and equal responsibilities in the classroom or at any school-sponsored activity.

The Board further recognizes the right of each school to establish disciplinary procedures in accordance with RSA 193:13 and RSA 193-D through the development of administrative procedures which are approved by the Superintendent or his/her designee. Due process shall be afforded to any student involved in a proceeding which may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13. Student due process rights shall be printed in the Parent-Student Handbook.

The Superintendent may modify expulsion requirements as provided in RSA 193:14, IV. In addition, the District shall comply with the provisions of the Individual With Disabilities Education Act (IDEA) when disciplining students. Adopted: July 18, 2016

JLCC - HEAD LICE / PEDICULOSIS

This policy is adopted to carry out the provisions of 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.

To avoid embarrassment and to contain the infestation, whole classrooms will be checked for head lice upon the report of possible infestation by a classroom teacher. The administrator, his/her designee, school nurse or another qualified professional will examine the child in question and the child's classmates. Siblings of students found with lice and their classmates will also be checked if there is suspicion that infestation may exist. 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.

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.

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. Adopted: November 6, 2019

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. 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.

Adopted: January 3, 2018

JFAB - ADMISSION OF TUITION AND NONRESIDENT STUDENTS

I. Residency

Residency for the purpose of enrollment in our School District (hereafter referred to as the District) shall be defined by RSA 193:12. Any student who meets the RSA 193:12 definition of legal resident of this District is entitled to attend school in this District. A student who is not a legal resident of the District may attend school in the District only with the consent of the Superintendent. Disputes regarding residency shall be determined by the relevant laws in effect at the time.

II. Admission of Non-Resident Students

Individual non-resident students may be considered for admission to the District only under the following four stated conditions:

1. A resident student who moves from the District during the school year may continue as a non-resident student through the end of the school year. The District of Residence must agree to pay the tuition rate (as calculated in Section III), pro-rated, for the time that they are not legal residents of our District, plus agree to be responsible for special education costs. However, if the resident student moves from the District after March 31, the tuition and the need for an agreement with the District of Residence will be waived.

2. Non-resident students who are children of employees of the Hollis School District or the SAU 41 Office, may attend the District if space is available. These students are not exempt from the requirement to have an agreement with their District of Residence, regarding payment of special education costs, prior to admission. Employees should submit requests for admission of their non-resident student to the Building Principal no later than May 15th of the preceding school year and each school year thereafter. If there are more applicants than available spaces, students currently attending a particular school will have preference over a student who is not currently attending that particular school. Otherwise, the determination will be made by lottery. The Superintendent shall notify employees whether or not their child(ren) can be accommodated by July 15th. Successful applicants shall pay 25% of the tuition rate as calculated in Section III. Employees who leave employment within the SAU 41 office or the District must withdraw their child(ren) at the time of their departure unless the new district of residence agrees to pay the tuition rate as calculated in Section III, (pro-rated) and any special education costs for the remainder of the school year.

The availability of space in a particular program or class shall be determined by the Superintendent/designee and shall include consideration of the overall number of students in that program or class, any applicable state or local mandates for program or class size, the particular demands on teacher time presented by students currently scheduled for that program or class, a reasonable estimate of the number of new resident students who may join that program or class during the school year in question, and any other relevant criteria.

3. Students from other countries, who are the guests of District residents and participating in a federally recognized education exchange program, may be admitted if space is available.

Admitted students will not be charged tuition, but the District will not provide such students with special education, English as a Second Language, post secondary or other special programs.

4. Children of non-resident parents, who will be moving into the District during the school year, may be admitted prior to actual establishment of residency, provided a written request and verification of the anticipated date of residency are submitted to and approved by the Superintendent. There must also be a written agreement between the District and the student's school district of residence regarding payment of tuition (as calculated in Section III), pro-rated, and special education costs for the period of time that the

student is not a resident of our District. Such request shall be supported by appropriate documentation such as a bona fide lease or a purchase and sale agreement, properly executed. Tuition charges will be waived at the sole discretion of the Hollis School Board if residence is established by October 1 of the same school year in which the child is enrolled.

In the above four circumstances, admission may be denied to any non-resident student who has been suspended or expelled, or involved in suspension or expulsion proceedings, in another District or whose behavior while a student in the District has had, in the sole judgment of the Superintendent, a negative impact on the resident students of the District. The decision to admit each non-resident student shall be made annually by the Superintendent and the decision of the Superintendent shall be final.

III. Tuition for Non-Resident Students

For the purpose of determining the tuition rate, the cost per pupil as reported on the MS 25/DOE 25 will be used. A signed tuition agreement, approved by the Superintendent, shall be on file in the SAU #41 office prior to attendance. Tuition, where applicable, shall be pre-paid in quarterly installments. Tuition shall not be reimbursed if the student leaves the District, voluntarily or involuntarily, during the period for which payment has already been made. Failure to pay tuition as due shall be grounds for revoking the admission of non-resident tuition students. Section IV below outlines limited special circumstances under which tuition may be waived.

IV. Responsibility for Services not Included in the Calculation of the Tuition Rate

The District will not provide transportation to any non-resident students. NH State Law guides the District's view of the responsibility for the provision of Special Education Services. Section 186-C: 13 states that "All expenses incurred by a school district in administering the law in relation to education for educationally disabled children shall be paid by the school district where the child resides".

V. Tuition Agreements with other School Districts

The District may enter into one or more agreements with other school districts or agencies for the admission of non-resident students with payment of tuition by the sending district or agency. The admission of such students under these circumstances shall be governed by the terms of said agreements.

VI. Other Situations

It is not possible to anticipate all situations that may arise. Notwithstanding any provision of this policy, the District reserves the right to charge tuition or to deny admission to any non-resident student. The District also reserves the right to admit non-resident students and waive tuition in situations not discussed in this policy.

Adopted: August 7, 2019

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 or his/her designee 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

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an absence, parents must call the school and inform the District of the reason for the student's absence. The Principal may require parents to provide documentation in support of the reported absence, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

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 the principal or her/his designee 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.

If parents wish for their child to be absent to 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 her/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/her initial determination. However, at this juncture, the Principal's decision shall be final.

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 who comes in after 10:15 AM or who leaves before 1:30 PM..

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

The Principal or his/her designee is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy

The Principal or his/her designee shall ensure that the administrative procedures 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 encompass processes including, but not limited to:

1. Investigating 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. Involving 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;

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 parent/student handbook. Adopted: July 18, 2016

JICK - 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 wrongfully and intentionally 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 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 process 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 he or she has 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 receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, and within 48 hours.
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 and within 48 hours.
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 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 and consistent with FERPA.
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 or electronic copies of e-mails, text messages, website pages, or other similar electronic communications.
4. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's username, 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 shared printed or electronic copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

5. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

6. 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.

7. 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.

8. A determination of whether a particular action of or incident constitutes a violation of this policy shall be based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and be documented within a written final report by the Principal.

9. 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.

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.

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 his/her 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 his/her findings and reasons for his/her 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 to the parents of other students involved in a bullying incident.

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within ten (10) calendar days. Upon receipt of the appeal, the Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10)

calendar days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.

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.

2. The procedures under RSA [193](#):13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education

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.

XIII. 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. Adopted: December 2, 2020

JIFCA - 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 Board of Education 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 Board of Education.

"Endanger the physical health" shall include, but is not limited to, any act of a physical nature 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 or any 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 Board of Education 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.

A copy of this policy will be furnished to each student and teacher in the school district. Adopted: July 18, 2016

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

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. It also includes a nonpublic 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 plan 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-T: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 reasonable 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 of 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 Hollis 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 of 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 Hollis 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 Hollis 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.

SCHOOL RESOURCE OFFICERS AND EMERGENCY RESPONDERS

The School Resource officer is considered a contractor of the school district and the Physical Restraint, Intentional Physical contact and Seclusion provisions apply. Documentation and Notification requirements of this policy shall be consistent with the district policy and procedure.

However, nothing in this policy, prohibits the school resource officer (SRO), or 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. *Adopted: October 3, 2018*

JLCF - WELLNESS

The Districts recognize that health and student success are inter-related. Healthy kids learn better. Our goal is to support a learning environment that will promote and provide opportunity for healthy choices that result in improved physical, emotional, and social well-being.

A local school wellness policy is a written document that guides the District's efforts to establish a school building environment that promotes students' health, well-being and ability to learn. The wellness policy requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004 and further strengthened by the Healthy

Hunger-Free Kids Act of 2010 (Pub. L. 111-296), the State of New Hampshire Minimum Standards for School Approval (Ed 306.02, Ed 306.04, and Ed 306.11) and the USDA Food and Nutrition Service (FNS) final regulations adopted July 29, 2016. The Districts are committed to a healthy school learning environment through nutrition education, physical activity and the promotion of wellness at all school sites.

In order to support that goal, the Board directs the Superintendent to establish a Wellness Committee. The charge of the committee is to establish goals for and oversee student health programs, including development, implementation and periodic review and update of this policy ensuring that it continues to meet the USDA FNS final regulations. Further, the Superintendent or his/her designee will ensure that each school is in compliance with the approved Wellness Policy.

1. Nutrition

Nutrition Education

- 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.

Nutrition Promotion

- All schools participating in the National School Lunch Program will utilize at least 5 of the following Smarter Lunchroom strategies:
 - 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) to inform menu development
 - Students, teachers or administrators share the daily menu in announcements
- Nutrition education resources (at least two) will be provided to parents/guardians through handouts, website links, school newsletters, presentations and any other appropriate means available to reach parents/guardians.

- Schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess and other special programs or events. Each school will check 20 days for compliance.
- Each school will display at least 3 nutritional posters in the lunchroom.

Food and Beverage Marketing

- School ensures 100% of foods and beverages promoted to students meet the USDA Smart Snacks in school nutrition standards.
- Only vending machine covers that promote water are allowed

Standards and Nutrition Guidelines for all Foods and Beverages

Standards for all Foods Sold to Students during the School Day

School Lunch Program

- The district will follow the Federal, State, and local established nutrient standards for all foods and beverages during the school day, which is defined as 12:01 am through 30 minutes after the last bell 7CFR 210.11(a)(5).
- The food service program shall provide healthy food choices for students. In particular the program will:
 - Ensure that meals offered meet the federal nutrition standards.
 - Promote healthy food and beverage choices using smarter lunchroom techniques like creating food environments that encourage healthy nutrition choices and encourage participation in the school meals program.
 - Promote hydration by having drinking water available where school meals are served during mealtimes.
 - Support healthy food choices that improve student health and well-being.
 - Ala carte choices and snacks in the lunchroom meet the Smart Snacks requirements.

Other Foods and Beverages Sold to Students during the School Day

- All foods and beverages sold to students outside the federally regulated child nutrition programs (referred to as "competitive" foods and beverages) must be consistent with USDA's Smart Snacks in School nutrition standards. These standards apply in all areas where foods and beverages are sold which may include, but are not limited to fundraising events, school stores, snack carts and vending machines. All foods sold to students must be approved by the Director of School Nutrition and will be tracked for compliance.

Standards for all Foods Provided but Not Sold to Students during the School Day

- Teachers and staff will only use non-food or non-candy as a reward.
- It is encouraged that birthday, holiday and all other celebrations involve activities rather than food. If food must be included, healthy choices that align with the SMART SNACK standards should be supplied. Please see each school's student handbook for more details.

Smart Snack 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.

Nutrient

Snack

Entrée

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!

2. Physical Activity

- Teachers and other school and community personnel 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.
- 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.
- All students in grades K-6 shall be provided with a daily recess.
- All students in grades 7-12 shall have the opportunity to participate in interscholastic sports programs.
- Continue to require State mandated physical education through a variety of options.
- All students in grades 7-12 should be given one movement break during every long block class.

3. Other School-based Activities that Promote Student Wellness

- Students are permitted to have water in the classroom
- Students are discouraged from sharing their foods or beverages with one another during meal times, 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.

4. Implementation, Assessment, Documentation and Updates

Implementation

- The Districts direct the Superintendent, in conjunction with the Wellness Committee, to develop and maintain a plan to manage and coordinate the implementation of this wellness policy. The plan will delineate roles, responsibilities, actions and timelines for each school and will be measurable.

Assessment

- **Annual:** Progress on each measurable goal will be gathered from each school and reported on the SAU website in July for the previous school year.
- **Triennial:** The Wellness Committee will conduct an assessment of the wellness policy every three years. The assessment will determine building level compliance with the wellness policy, how the wellness policy compares to model wellness policies and progress made in attaining the goals of the wellness policy.

Documentation

- The Wellness Committee will retain records to document compliance with the wellness policy requirements. Documentation maintained will include:
 - A copy of the current wellness policy,
 - Documentation on how the policy and assessments are made available to the public,
 - The most recent annual and triennial assessments of implementation of the policy,
 - Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate
- The required documentation will be maintained at the SAU Office, 4 Lund Lane, Hollis, NH 03049, 603-324-5999.

Updates

- **Policy Updates:** The Wellness Committee will update or modify the wellness policy as appropriate based on the results of the annual and triennial assessments, as our district priorities change, as community needs change, as wellness goals are met, as new federal or state guidance or standards are issued and as other issues provide a need for change. The wellness policy will be updated at least every three years following the Triennial Assessment.
- **Public Updates:** The Wellness Committee will inform the public annually about the local wellness policy, including its content and any updates to and about the policy. The annual and triennial assessments (to include progress toward meeting the goals of the policy) will also be made available to the public. The Wellness Committee will provide information on how the public can participate on the wellness committee and assist with the development, implementation, and periodic review and update of the wellness policy. All public updates will, at a minimum, be located on the SAU website (SAU41.org).

Adopted: April 7, 2021

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.

Pre-payment 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.

Adopted: November 1, 2017

ADB/GBEC - DRUG-FREE WORKPLACE & 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 work place, 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) and identify any changes required, if any. Adopted: August 7, 2019

ADC/ GBED - TOBACCO PRODUCTS BAN USE AND POSSESSION

IN AND ON SCHOOL FACILITIES AND GROUNDS

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District.

A. Definitions

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes as well as any other product or item included in RSA 126-K:2, XI as the same may be amended or replaced from time to time.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or

e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time-to-time.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a as the same may be amended or replaced from time-to-time.

"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, and storage areas.

B. Students

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

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, E-cigarette, or liquid nicotine 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. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

No visitor, contractor, vendor or other member of the public shall use any tobacco products, E-cigarette, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Building administration, and where appropriate, other site supervisor or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this

policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited. Adopted: August 7, 2019

AC - NON-DISCRIMINATION

It is the policy of the Board that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, gender identity, national or ethnic origin, economic status, or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of The Rehabilitation Act of 1973, Title II of The American with Disabilities Act, Title VI or VII of The Civil Rights Act of 1964, Title IX of The Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination. Adopted: June 5, 2019

JLF - REPORTING CHILD ABUSE

If a staff member suspects that a child is being abused or neglected, a report will be made immediately to DCYF and second notification to the school principal that a report has been made.

The Principal will notify the Superintendent and will report to the office as required by law.

All school employees having reason to suspect that a child has been abused or neglected shall report to DCYF the same as required by law.

An oral report shall be made immediately by telephone and followed within 48 hours by a report in writing, if so requested, by DCYF Central Intake. Such report shall, if known, contain the name and address of the child suspected of being neglected or abused and the person responsible for the child's welfare, the specific information indicating neglect or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Division of Children Youth and Family Services.

Staff training is recommended at the building level on an annual basis. Adopted: July 18, 2016

IJND - VIDEO AND AUDIO RECORDING IN SCHOOL CLASSROOMS

The Board recognizes that video and/or audio records (recordings) can serve many valuable purposes that align with our schools' education mission and programming. The Board approves the use of these recordings for education purposes including, but not limited to, recording student performances for instructional purposes; creating classroom instruction materials; and providing tools for teacher instruction and development.

A. Purposes for Which Written Consent Is Required

Unless otherwise permitted by law, the following conditions apply to recordings in classrooms. Classroom is defined as any area on school grounds where instruction is taking place.

1. If classroom activities planned for recording include one or more students, prior written consent must be obtained from the parents/legal guardians of each affected student in the class. Prior consent must be obtained on an annual basis.
2. If school-related activities are planned for recording include one or more staff members, prior written consent must be obtained from each of those staff members.

Prior consent must be obtained on an annual basis.

B. Circumstances Under Which Written Consent Is Not Required

1. Video and/or audio recordings made pursuant to a student's IEP or 504 Plan, when the IEP or 504 Team determines that such recording is necessary for the delivery of a free appropriate public education (FAPE), do not require consent under this policy.

In such cases, the IEP or 504 Team is expected to establish reasonable conditions and limitations reasonably necessary for the student to receive a FAPE.

2. Written consent is not required for recordings of non-classroom activities including but not limited to extracurricular/co-curricular activities, club events, competitions, ceremonies, musical performances, presentations, orientations, training, assemblies, activities such as student government, yearbook, and other school sponsored events that occur outside of classrooms, or any recording of hallways, open or general areas for school security purposes.

3. Recordings made consistent with the District's FERPA Annual notice or as provided in the Student Handbook. Adopted: December 2, 2015

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 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 for grades 6 – 12 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: June 1, 2022
2nd Reading: August 3, 2022
3rd Reading: September 7, 2022 (as amended)
Adopted: September 7, 2022
1st Reading and Adopt: October 5, 2022