

BROOKLINE SCHOOL DISTRICT

STUDENT-PARENT HANDBOOK

2026-2027



Richard Maghakian Memorial School

603-673-4640



Captain Samuel Douglass Academy

603-821-0439

A Note from School Administration ...

Dear Families:

Welcome to a new school year!

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

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

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

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

Sincerely,

Charles Miller, CSDA Principal

Daniel Molinari, RMMS Principal

Meg Peterson, Brookline Curriculum Administrator

Ashley Flamino, Assistant Principal of Student Services

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Policy Section

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

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

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

Appendices

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

Handbook link:

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School Administrative Unit #41

Hollis-Brookline Cooperative School Districts

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

enrolls over two thousand students with an expanding student population that has increased in recent years.

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

Mission & Vision Statement

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

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

- The SAU 41 schools establish and fulfill standards for academic excellence that are competitive at the state, regional, national, and international levels as benchmarked against recommendations by renowned independent bodies.
- The SAU 41 schools educate students to be critical thinkers, creative problem- solvers, effective communicators, and socially responsible, engaged citizens who are college and workforce ready.
- The SAU 41 schools use data from multiple and varied assessments to improve student learning; every student makes or exceeds expected annual progress.
- The staff, services, and culture enhance student self-esteem and employ a variety of strategies to meet the academic, social, emotional, and safety needs of all students.
- The professional learning community evolves and adapts best practices for learning; administrators and staff members are supported in their work and are compensated fairly and competitively.
- The School Boards, administrators, and staff engage students, families, and the community through effective communication of priorities, plans, and progress.
- The school districts in SAU 41 are models for sound fiscal responsibility and integrity.
- Each district in SAU 41 has a comprehensive district report card that measures its performance against SMART goals.
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Brookline School District Mission & Vision Statements

Mission

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

Vision Statement

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

General Information

Preparing Your Child for School

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

Grades K-6 School Day

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

Preschool School Day

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

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

Attendance Guidelines

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bike Safety

Students are welcome to ride bicycles and scooters to and from school. To help ensure the safety of all students, staff, and visitors, the following expectations must be followed:

- **Helmets are required by New Hampshire law** and must be worn while riding a bicycle or scooter.
- Upon entering school grounds, **students must dismount and walk their bicycle or scooter** to the designated parking area. Riding on campus is not permitted.

- Students are expected to operate their bicycle or scooter safely and responsibly while traveling to and from school.

Student safety is our highest priority. Students who do not follow these expectations or who engage in unsafe behavior while riding a bicycle or scooter may lose the privilege of bringing a bicycle or scooter to school.

Open House

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

School Pictures

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

Teacher Workshop Days

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

Calendar

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

Observance of Religious Holidays

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

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

Cancellation of School

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

- The Brookline School District uses **ParentSquare**, as our communications platform, for classroom notifications and school alerts; such as delays, closings, and early releases.
- If the decision is a snow day or a delayed opening, the Superintendent will use the automated calling system (ParentSquare) to let the staff and families of SAU 41 (Hollis and Brookline) know. This call will happen around 5:30 a.m. Administrators will also use social media and websites to get the message out to you ASAP (and usually you will see this before the call is made). We will also put this message on WMUR and WZID. Television and radio stations in Boston will no longer be notified.

- Please note - if the initial call is for a delayed opening and weather conditions worsen... the delay could turn into a full snow day. You may not receive another call about this so please watch WMUR or listen to WZID. A decision to cancel for the day is usually made before 7:30 a.m.
- Delayed openings mean that our schools open 2 hours later than normal and are used to give the road crews time to make roads safer to drive. These two hours also help to ensure that school parking lots and sidewalks are cleared. During a two-hour delay, bus pick-ups will be two hours later, but dismissal is not impacted. There is no AM preschool on delayed opening days. Lunch is served at schools, however, menus may need to change due to reduced preparation time in buildings.
- Emergency Early Release decisions can happen at any time during the school day, depending upon the situation. When an emergency early release is called for, the Superintendent will notify using ParentSquared. This means that all your contacts will be used to ensure that you get the message. At the elementary levels, emergency early release plans go into place - overriding any after school plans you may have made. We encourage you to review the emergency early release plan you have made with your child. Emergency early dismissals also mean that after school events are canceled.

Outdoor Clothing

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

Extra Clothing

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

Lost and Found

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

Volunteers in the School

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

ALL volunteers are required to:

- 1) Complete an **annual** Volunteer Orientation Training
- 2) Sign off on the District's Confidentiality Statement
- 3) Undergo a Criminal Records Check for ALL chaperones on field trips. Forms are available at

the SAU office. There is a charge, and completed forms need to be dropped off at the SAU office. Chaperones will be selected randomly in each class for field trips.

School Visits

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

Animals on School Grounds

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

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

Parent-Teacher Organization (PTO)

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

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

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

Telephone Messages to School and Usage

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

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

Toys and Electronic Devices

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

Toys, trading cards, and other personal items from home are not allowed at school unless specific arrangements have been made for their use. This includes items such as Pokémon cards, which can become a distraction from learning and social interactions during the school day. Fidget tools may be used to support student focus and engagement during learning. If a fidget tool or any other approved support item becomes a distraction to the student or others, rather than supporting learning, school staff may limit or prohibit its use.

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. These expectations are designed to maximize instructional time, encourage positive peer interactions, and create an environment where students can be fully present and engaged in their learning.

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.

Breakfast & Lunch Program

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

The Breakfast & Lunch Program consists of meals made on the premises. The meals meet the Federal Type A meal requirements. Lunch menus will be posted on the school website monthly. Students who bring lunch from home may purchase milk daily. Students may bring a snack from home or purchase breakfast/snack in the cafeteria. Full details of all procedures and how to access your student's account (through 'MySchoolBucks') are available online. All students eat lunch in the cafeteria during their scheduled lunch period.

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

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

PowerSchool Enrollment

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

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

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

Health Office Information

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

Health Concerns: If your child requires medication, has asthma, allergies, or ANY other health concern that may require care during the school day, please obtain medical information/medication orders from the physician and contact the school nurse. This information will allow the school nurse to

put into place any support needed. These supports may include health alerts for school staff, Individual Health Care Plans designating care, and authorization for necessary medications.

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

Allergies

RMMS/CSDA Classrooms and buildings are nut safe.

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

Brookline Schools Nut Safe Procedures -

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

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

How you can help:

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

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

Brookline Schools Healthy Celebrations

Parties/Celebrations

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

Curriculum Related Food Items in School

Food is allowed for an event that is tied to the curriculum and certain school-wide events. Prior approval is needed by the principal, school nurse, and Director of Student Nutrition for all events. It is recommended and encouraged that all food choices used for curriculum related events follow the USDA Smart Snacks nutrition standards.

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

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

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

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

- **Read a book to the class:** Please contact your child's teacher via email two weeks or more before the birthday. Please email the teacher the title/author of the book 2 weeks in advance for approval.
- **Favorite Book:** Have your child bring in his/her favorite book to share with the class. Your child or the teacher can read it. Please email the teacher the title/author of the book 2 weeks in advance for approval.
- **Non-Edible Items:** Send in non-edible items such as pencil, eraser, stickers, book, small puzzle etc. Please contact your child's teacher ahead of time to make arrangements.
- **A gift for the classroom:** Send in a wrapped item that your child can open and then share with the class. Items can include, board game, card game, puzzle or something on the teacher's wish list. Please email the teacher ahead of time to make arrangements.

Student Medications

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

Injuries/First Aid

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

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

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

Illness

You can help prevent the spread of infection by:

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

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

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

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

Epi-pens

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

Instructional Materials

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

A Collaborative Culture Focused on Student Learning

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

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

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

Universal Accommodations in the Brookline Schools

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.

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.

Requests for Homework/Classwork Assignments

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

Homework Procedure

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

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

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

Progress Reports and Report Cards

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

Parent-Teacher Conferences

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

Some helpful hints for Parent Teacher Conferences

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

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

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

Let the teacher and staff know your concerns

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

Work through disagreements

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

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

Parental Concerns

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

Home-School Relations

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

Social Emotional Learning (SEL) Programs

The Brookline School District recognizes the importance of social emotional learning and citizenship education with enthusiasm and commitment. A program resource used by our district is the Responsive Classroom. The Citizenship Program is made up of several elements which rest on the foundation of monthly school-wide citizenship traits, such as Respect, Responsibility, Caring, Friendship, Acceptance, Honesty, Cooperation, Service Learning and Citizenship.

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

Field Trips

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

Parental Release for Emergency Medical Treatment

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

Field Trip Behavioral Procedures

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

Transportation for Field Trips

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

Field Trip Costs

Every attempt will be made to keep costs of field trips to a minimum. **Payment for field trips can only be paid for by check.** Provisions will be made for students who might not be able to afford a particular field trip; no student will be denied the opportunity to participate because of lack of funding. **Please do not hesitate to contact the school principal to access scholarship funds for any specific field trip.**

Field Trip Itinerary

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

Field Trip Liability

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

Field Trip Supervision

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

Chaperones

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

Use or Rental of the School Building

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

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

Student Safety

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

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

School Arrival and Departure

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

All NH traffic rules and laws pertaining to school buses remain in force on school property. The Chief of Police supports our need to have these laws followed precisely. The license plate number of any car not in compliance with these rules will be reported to the Chief for further action. School buses always have the right of way on school property and **should never be passed if the red lights are flashing**.

This will prevent both uncomfortable and unsafe situations for everyone.

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

Transportation Guidelines

Regular bus routes and stops have been established through agreement with the school bus contractor and the Superintendent's Office and approved by the School Board. Bus routes are established annually, and this information is published in the local newspapers prior to the beginning of the school year.

These routes and stops have been developed on the basis of providing transportation for all students in grades kindergarten through grade six who live in excess of two miles from the school (*RSA 189.6*

Transportation of Pupils: The local school district shall furnish transportation to all pupils in grade K through 8 who live more than 2 miles from the school to which they are assigned. RSA 189.8

Limitations and Additions: Pupils entitled to transportation under RSA 189.6 may be required to walk a distance not to exceed one mile to a school bus stop established by the local school board). Parents of students who live less than two miles from school and who feel that there are safety hazards involved, may request permission for their children to be transported by making this request in writing to the Superintendent of Schools, 4 Lund Lane, Hollis, NH 03049 (324-5999). Any changes in bus stops must be approved by the Brookline School Board. However, bus drivers may adjust bus stops during inclement weather.

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

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

Bus Assignments

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

Request for Changes

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

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

Student Conduct on School Buses

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

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

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

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

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

Rules for crossing to the school bus:

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

Rules for leaving the school bus:

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

Rules for riding the school bus:

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

Rules for waiting and arriving:

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

Rules for boarding the school bus:

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

Rules for exiting the school bus:

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

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

Playground Safety

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

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

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

Snowballs: Snowballs are not allowed on the playground.

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

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

Sportsmanship

Recess is an opportunity for students to have fun, be active, and build positive relationships with others. Students are expected to demonstrate good sportsmanship by playing fairly, including others, using respectful language, following game rules, and accepting both winning and losing with a positive attitude. Students who are unable to demonstrate appropriate sportsmanship may be asked to take a break from the activity or participate in a different recess activity.

Promotion and Retention of Students (Policy IKE)

Elementary:

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 Conduct

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

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

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

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

- establish clear expectations for student behavior in the school setting,
- define the nature/range and role of staff in maintenance and enforcement of behavioral standards,
- promote awareness and understanding of the discipline policy throughout the entire school community (students, staff and parents), and
- identify the range of applicable consequences to be administered for violations of this disciplinary code (to be applied in conjunction with due process procedures).

Student Responsibilities

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

Student Dress Expectation

Students need to be dressed appropriately for the school day. Student dress should allow them to freely access and participate in learning activities. We believe student dress affects school climate, academic performance, and school safety. Students tend to view school more seriously if they dress as if their profession were academics. Dress and grooming are the responsibility of the student and their

parent(s)/guardian(s) and should be appropriate for the educational environment and the age of the student. Clothing should not be disruptive to the teaching/learning process.

District Standards:

- A. Students must wear non-transparent clothing:
 - 1. A shirt/dress (with fabric in front, back, sides, and with straps/sleeves);
 - 2. Pants, skirt, leggings, shorts, etc.; and
 - 3. Shoes.
- B. Students must not wear:
 - 1. Clothing or accessories depicting hate speech, offensive, vulgar, or racist language or pictures; and
 - 2. Clothing or accessories that glorifies, encourages or promotes the use of alcohol, drugs or violence.

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

Drug Free Schools and Smoke Free Schools

**** For additional information on Policy ADB - Drugs and Policy ADC - Tobacco please refer to the Appendix Section.**

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

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

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

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

Individual Parties

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

Helpful/Hurtful Guidelines for Behavior

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

Behaviors which meet different criteria (hurtful, deliberate, and persistent) do not carry the same blush of innocence as the developmentally based friendship dispute. Often the motivation appears to the

casual observer as “hurtful behavior for the sport of it.” More likely, the reasons for these harassing behaviors can be found in maladaptive patterns of need fulfillment or modeling by significant others in a child’s life. Such a child is not “bad,” but has learned to gain some benefit (attention, power, sense of importance) from seeing another in pain.

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

Every student in our school has the right to:

- feel safe, emotionally and physically
- learn, work, and play without the fear of being hurt
- know belonging, acceptance, and friendship
- expect respect for individual qualities as well as differences
- ask for help in stopping other’s hurtful behavior
- keep asking for help until the hurtful behavior has stopped
- learn how to solve problems with others in a way that is helpful, not hurtful
- be treated politely by others (but... you don’t have to be everyone’s friend)

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

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

Goals are always twofold:

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

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

Positive Discipline Pathways to Self-Control:

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

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

2. Pathway - Reminding and redirecting

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

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

3. Pathway - Logical Consequences/ I Take a Break

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

Logical Consequences:

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

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

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

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

5. Pathway - Involve the Principal/Administrator

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

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

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

7. Pathway - Involve additional assistance

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

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

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

DISCIPLINE

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

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

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

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

Detention

Detention may be given for academic (failure to complete homework or class work) or behavioral problems (failure to meet school behavioral expectations). Students may lose social privileges in order to process their behaviors and choices with either a teacher or principal. Teachers and other school and community personnel, as described in **Policy JLCF** will not arbitrarily use physical activity (i.e., running laps, push-ups) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment, except when appropriate as a logical consequence. After-school detention may be assigned for serious or repetitive infractions. After-school detention involves the student staying after the close of school. If an after-school detention is assigned, the student and/or school administrator will call home to schedule the detention and make necessary student transportation arrangements. Transportation for a student serving after school detention is the responsibility of the parent.

Suspension

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

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

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

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

RSA 193:13 Suspension and Dismissal of Pupils

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

Dealing with the Negative Behavior of Other Students

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

- supporting your child's feeling and offering suggestions for the child to try on his/her own to 'walk away, play with someone else, tell them to stop, etc.',
- encourage your child to seek adult help,
- maintain an open, ongoing dialogue about a social problem,
- alert the school if interventions have not been effective, and
- reinforce your child's right to learn, work, and play at school without fear of physical or emotional harm.

Plagiarism & Technology

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



Appendices and Schedules

Appendix 1

Policy AC - NON-DISCRIMINATION

Policy: AC

Section: Section A - Foundation and Basic Commitments

(BSD) Non-Discrimination/ Equal Opportunity

AC

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

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

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

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

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

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

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

C. Policy Application.

This Policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on

or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board policy JICK, Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

D. District Anti-Discrimination Plan.

The Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti- Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination. Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

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

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

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

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

Human Rights Officer	~~Director~~ Assistant Superintendent of Student Services for Students
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Human Rights Officer	HR Administrator for Employees
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Title IX Coordinator	~~Director~~ Assistant Superintendent of Student Services
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504 Coordinator	~~Director~~ Assistant Superintendent of Student Services
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The Appendix will also include current contact for relevant state and federal agencies including:

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

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

N.H. Human Rights Commission

N.H. Department of Justice, Civil Rights Unit

N.H. Department of Education, Commissioner of Education

F. Complaint and Reporting Procedures.

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

G. Alternative Complaint Procedures and Legal Remedies.

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

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

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

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

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

H. Retaliation Prohibited.

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

I. Administrative Procedures and Regulations.

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

J. Notice of Compliance.

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

Legal Reference:

RSA 186:11, XXXIII, Discrimination

RSA 193:38, Discrimination in Public Schools

RSA 193-F, Student Safety and Violence Protection Act RSA 275:71, Prohibited Conduct by Employer

RSA 354-A, State Commission for Human Rights

The Age Discrimination in Employment Act of 1967, 29 U.S.C. 621, et seq. Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq. Title IV of the Civil Rights Act of 1964, 42 U.S.C. §2000c

Title VII of The Civil Rights Act of 1964 (15 or more employees), 42 U.S.C. 2000d, et seq. Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq

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

Adoption: May 25, 2004

1st Reading: September 28, 2022

2nd Reading: November 2, 2022

3rd Reading: November 30, 2022

Adopted: November 30, 2022

1st Reading: September 27, 2023

2nd Reading: Waived

3rd Reading: Waived

Adopted: September 27, 2023

1st Reading: October 22, 2025

2nd Reading: Waived

3rd Reading: Waived

Adopted: October 22, 2025

Appendix 2

Policy ADB - GBEC - DRUG-FREE SCHOOLS

(BSD) Drug-free Workplace & Drug Free Schools

ADB/GBEC

Category R

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) identify any changes required, if any.

Legal References:

RSA Chapter 193-B Drug Free School Zones
41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients
N.H. Admin. Code, Ed. Part 316

1st Reading: October 27, 2021
2nd Reading: November 17, 2021
3rd Reading: December 15, 2021
Adopted: December 15, 2021

Appendix 3

Policy ADC – Tobacco-Free Schools

Policy: ADC

Section: Section A - Foundation and Basic Commitments

(BSD) Tobacco Products Ban (Use and Possession in and on School Facilities and Grounds)

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED IN/ON ALL SCHOOL FACILITIES AND/OR 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. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. **Definitions:** These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.

"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.

"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that may or may not contain nicotine or e-liquid. 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-b.

"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

"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.

"Employee" shall include all persons within the definition of "covered person" under Board policy GBCD.

"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, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Students are also subject to the provisions of D.2, below.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also 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, device, e-cigarette, e-liquid, or liquid nicotine, in any facility, in any school building or 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.

Employees are also subject to the provisions of D.2, below.

D. All other persons

- a. No visitor, contractor, vendor or other member of the public, shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.
- b. Additionally, no person, including, without limitation, students or employees (as defined above), may sell, give or furnish tobacco products, e-cigarettes, or e-liquid to any person under 21 in or upon any school facility.
- c. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), 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 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.

Legal References:

NH Statutes

RSA 126-K:2

Description

Definitions

<u>RSA 126-K:7</u>	<u>Use of Tobacco Products on Public Educational Grounds Prohibited</u>
<u>RSA 126-K:8</u>	<u>Youth Access to and Use of Tobacco Products, Special Provisions</u>
<u>RSA 126-K:6</u>	<u>Possession and Use of Tobacco Products by Minors</u>
<u>RSA 155:64 – 77</u>	<u>Indoor Smoking Act (Act starts at section 155:64)</u>
<u>Federal Statutes</u>	<u>Description</u>
<u>20 U.S.C. 7973</u>	<u>Nonsmoking Policy for Children's Services</u>

Adopted: May 24, 2004

1st Reading: November 19, 2025 (as amended)

2nd Reading: Waived

3rd Reading: Waived

Adopted: November 19, 2025

Appendix 4

Policy EFAA - SCHOOL LUNCH MEAL PAYMENT POLICY

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.

1st Reading: August 22, 2017
 2nd Reading: September 26, 2017
 3rd Reading: October 24, 2017
 Adopted: October 24, 2017

Appendix 5

Policy EGA - SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

General Information

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

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

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

Network and Internet Access in School

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

Personally Owned Internet Devices in School

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

Student Email Accounts and Network Storage

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

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

Educational Purposes:

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

Privilege:

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

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

Copyrighted and Other Proprietary Materials:

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

User Responsibilities:

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

All users of the network will be held fully responsible for the use of their account to transfer or store materials. Any inappropriate activities carried out will be considered to be the actions of the account holder. Therefore, passwords must not be shared or transferred.

All users should not reveal their personal home address, home telephone number, or telephone numbers of any other individuals. Email messages are not private, Students must notify a parent/guardian and the system administrator or teacher immediately if any individual is trying to contact them for illicit or suspicious activities.

The responsibility of the user is to familiarize themselves with and abide by the rules of the Acceptable Use Policy and make appropriate use of the available resources. Behaviors that can result in restriction/revocation of access privileges are categorized as either minor or major infractions.

Legal References:

RSA 194:3-d, School District Computer Networks
47 U.S.C. Section 254, Children's Internet Protection Act, Effective April 20, 2001
Appendix EGA-F, Parent/Student & Staff Internet Use Agreement Forms
Appendix EGA-P, Procedures of Acceptable Internet Use by Students and Staff

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

Appendix 6

Policy GBEBB - EMPLOYEE-STUDENT RELATIONS

EMPLOYEE-STUDENT RELATIONS

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

For purposes of this policy, "staff member" and "staff" includes every person identified as a "covered individual" under relevant Board policies. When any of the following individuals are providing services directly to students of the District, this policy applies: employee, stipend position (e.g., coach, trainer, drama coach, etc.), designated volunteer (whether direct or through a volunteer organization), or any contractor or person working on behalf of a contractor.

A. Prohibited Interactions

The Board understands that Staff may interact with and have activities, friendships or natural relationships with students or the families of students outside of school. This Policy is not intended to prohibit such interactions, provided that appropriate limits are maintained.

The below types of interactions with District students are prohibited unless necessary to serve an educational or health-related purpose. Note that many of the interactions listed are also prohibited under other policies or laws (harassment, abuse/neglect, Code of Conduct for NH Educators, etc.), and this policy in no way limits the application of those policies or laws, including any reporting requirements.

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged and prohibited when the gift is of more than de minimis value or is directed to an individual student.
3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law, immediately report any suspected signs of child abuse or neglect.

10. Staff members shall not attempt to guide, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
11. Staff members shall not disclose information concerning a student to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background. Any request for this information shall come through the school office.
12. Staff members shall not be alone in a room with an individual student with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBD.
14. Unless following a published District emergency health or medical emergency protocol or policy, staff shall not accompany or transport a minor to any medical appointment, mental health appointment or visit that includes any type of mental health evaluation, treatment, or counseling, or any other health-related appointment or visit, without the knowledge and approval of the minor's parent or guardian. In the case where a parent or guardian cannot be reached and in consultation with emergency services, two adults will accompany the child at all times until the arrival of a parent or guardian.

B. Violations and Reporting Violations

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

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

Additionally, if the alleged violation of the above would also constitute a violation of the Code of Conduct for New Hampshire Educators, and the reporting employee is also a Credential Holder, then the Credential Holder must also make such reports as are required by the Code of Conduct and related Board policies.

Additional reporting is required if the conduct constitutes abuse or neglect prohibited by RSA 169-C (see Board policy JLF), or is required under some other Board policy, statute or regulation.

C. Dissemination of Policy

The Superintendent shall ensure that all staff members are provided a copy of this policy each year by way of handbooks, or other appropriate means.

Revised: September 2009
Reviewed: June 2004
Revised: July 1998, August 2006

1st Reading: November 27, 2012
2nd Reading: December 18, 2012
3rd Reading: January 22, 2013
Adopted: January 22, 2013

1st Reading: December 17, 2025 (as amended)
2nd Reading: January 15, 2026
3rd Reading: April 22, 2026 (as amended)
4th Reading: May 27, 2026
Adopted: May 27, 2026

Appendix 7

Policy JH – ATTENDANCE, ABSENTEEISM, AND TRUANCY

ATTENDANCE, ABSENTEEISM AND TRUANCY

Absences

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

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

The Board considers the following to be excused absences:

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

Please note the following important attendance related procedural requirements:

- In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written

notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

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

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of their decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

Generally, absences other than for illness during the school year are discouraged. The school principal or their designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child's teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

Truancy

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

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

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

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

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

Intervention Process to Address Truancy

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

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

1. Investigates the cause(s) of the student's truant behavior;

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

Parental Involvement in Truancy Intervention

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

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

Developing and Coordinating Strategies for Truancy Reduction

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

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

Parental Notification of Truancy Policy

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

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

Legal References:

RSA 189:34, Appointment
RSA 189:35-a, Truancy Defined
RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
RSA 193:7 Penalty
RSA 193:8, Notice Requirements
RSA 193:16 Bylaws as to Nonattendance
NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism
 Reviewed: September 2013
 Revised: July 1998, November 1999, February 2006, May 2008, September 2010

1st Reading: November 23, 2010
2nd Reading: December 21, 2010
3rd Reading: February 22, 2011
Adopted: December 2011

1st Reading: March 27, 2019
2nd Reading: April 17, 2019
3rd Reading: June 12, 2019 (as amended)
4th Reading: October 23, 2019
Adopted: October 23, 2019

Appendix 8

Policy JIC - Student Conduct

A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules are referenced in the school Codes of Conduct.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness ("MTSS-B") as the framework for the Code of Conduct. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and appropriate Board policies.

B. Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as they deem necessary to implement the objectives of this policy, and reflects the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
 - a. parent conferences,
 - b. counseling,
 - c. peer mediation,
 - d. instruction in conflict resolution and anger management,
 - e. parent counseling and training,
 - f. community service, and
 - g. rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
 - a. restriction from extra-curricular activities,
 - b. temporary (same day) removal from class or activity,
 - c. detention,
 - d. temporary reassignment/in-school suspension,
 - e. out-of-school suspension, and
 - f. expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion

should be imposed. These standards shall make reference to and reflect:

- a. the nature and degree of disruption caused to the school environment;
- b. the threat to the health and safety of pupils and school personnel, volunteers or visitors;
- c. whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.

- 4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, and publicly available on the school, District and/or SAU district website.

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

[If using MTSS-B.] The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

1st Reading: September 25, 2024

2nd Reading: October 23, 2024

3rd Reading: October 23, 2024 (waived)

Adopted: October 23, 2024

Adoption Date: **October 23, 2024**

1st Reading: September 24, 2025 (as amended)

2nd Reading: Waived

3rd reading: Waived

Adopted: September 24, 2025

Appendix 9

Policy JICD - STUDENT DISCIPLINE AND DUE PROCESS

Student Discipline and Due Process

Category: Priority/Required by Law

A. Policy Statement.

This policy establishes the substantive parameters, procedures, and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions, and/or expulsion. Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences, should be designed to maximize student academic, emotional, and social success, while at the same time assuring the safety of all students, staff, and school visitors.

Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct found in the Student Handbook. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense, the age of the student, and the conduct history of the student.

B. Standards and Procedures Relative to Disciplinary Consequences.

1. **"Removal from the classroom"** means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Removals under this policy are not appealable.

2. **"Restriction from school activities"** means a student will attend school and classes, but will not participate in other school extracurricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. **"Detention"** means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher's/employee's directives, becomes disruptive, fails to abide by classroom, school, or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce, and post additional guidelines and rules regarding detention, supervision, building access, etc.. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. **"Temporary Reassignment"** or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students,

employees, or visitors, is otherwise inappropriate, or is prohibited by law.

5. **“Probation”** means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied. The building principal is authorized to place a student on probation for any of the reasons stated in paragraph 4, above.
6. **“Out-of-school suspension”** means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out-of-school suspensions.

- a. **Short-term suspension.** A “short-term suspension” means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or their written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct.

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-term suspension over 5 days must conform to the standards included in the Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken). See New Hampshire Department of Education Rule Ed 317.04(e).

- b. **Long-term suspension.** A “long-term suspension” is the extension or continuation of a short-term suspension for a period **not to exceed an additional 10 days** beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided that if the Superintendent issued the original short-term suspension, then the School Board must either appoint another person to continue the short-term suspension and issue the long-term suspension (in accordance with the procedures set forth in Ed 317.04 (f) and 317.04 (j), or do so itself.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction, or violence, as defined in RSA 193-D;
- ii. bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but **the process**

must comply with the requirements of Ed 317.04 (f), and 317.04 (j), including, without limitation, the requirements for advance notice and a written decision.

- b. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's or other designee(s) hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(3), and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

- c. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short- and long-term suspensions.
- d. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended **in excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.
- e. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student and parent/guardian (when available) shall meet with the building Principal or their designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended **more than 10 school days in any school year**, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- f. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to suspension.
- 2. **"Expulsion"** means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.
 - a. Grounds for Expulsion. An expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:
 - i. A repetition of an act that warranted long-term suspension under section B.6.b above;
 - ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
 - iii. Any act of violence pursuant to RSA 651:5, XIII;
 - iv. Criminal threatening pursuant to RSA 631:4, II(a); **OR**
 - v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- 1. The pupil's age.
- 2. The pupil's disciplinary history.
- 3. Whether the pupil is a student with a disability.
- 4. The seriousness of the violation or behavior committed by the pupil.
- 5. Whether the school district or chartered public school has implemented positive behavioral

interventions under paragraph B.6.b.ii, above.

6. Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
- b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the **due process standards set forth in Ed 317.04(f) through 317.04(j)**¹⁰ are followed.
- c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.
- d. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. Modification or Reinstatement After Suspension or Expulsion.

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request, and include additional information to establish that it is in the best interest of the student and school community to modify the expulsion/suspension or to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f., above, including such conditions as the reinstating authority (Superintendent or Board) deems appropriate.

1. **Modification by Superintendent.** Subject to all other applicable laws, regulations, and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and/or enroll a student suspended or expelled from another school or district, on a case-by-case basis.
2. **Review and Reinstatement by Board.** A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.
3. **Modification of Expulsion for Firearms.** A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes, unloaded and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded, that no ammunition was reasonably available, and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

D. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in

effect, subject to the rules of the State Board of Education.

E. Subcommittee of Board. For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

F. Superintendent and Principal Designees.

Except where otherwise stated in this policy, the Superintendent may delegate any authority they have under this policy, and a Principal may delegate any authority they have under this policy, to other appropriate personnel.

G. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination.

This policy shall be made available to families, students and staff as provided in Board policy JIC.

I. Conflict in Law or State Regulation.

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

1st Reading: September 25, 2024

2nd Reading: October 23, 2024

3rd Reading: October 23, 2024 (waived)

Adopted: October 23, 2024

Appendix 10

Policy JICFA - HAZING

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

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

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

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

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

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

Legal Reference:

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

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

1st Reading: June 21, 2011

2nd Reading: July 26, 2011

3rd Reading: August 23, 2011

Adopted: August 23, 2011

Appendix 11

Policy JICI - Weapons on School Property

WEAPONS ON SCHOOL PROPERTY

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 to the police. Suspension or expulsion from school could result per policy JIC and JICD.

Guns and Firearms - Students:

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. This expulsion may be modified by the Superintendent upon review of the

specific case in accordance with other applicable law.

Pursuant to the provisions of 20 U.S.C. § 7151, Gun-Free Schools Act, the Board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

Other weapons:

For the purposes of this policy, "weapon" includes but is not limited to: slung shot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self-defense spray weapons (as defined in RSA 159:20), and martial arts weapons (as defined in RSA 159:24).

"Weapon" is further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike.

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.

Legal Reference:

18 U.S.C. § 921 - 924

RSA 193-D, Safe School Zones

RSA 193:13, Suspension and Expulsion of Students

NH Code of Administrative Rules, Section Ed. 317, Standards and procedures for suspension and expulsion of pupils including procedures assuring due process

NCLB 20 U.S.C.A. § 7139 et seq.

1st Reading: May 22, 2018

2nd Reading: June 26, 2018

3rd Reading: October 24, 2018 (as amended)

Adopted: October 24, 2018 (as amended)

1st Reading: June 25, 2025 (as amended)

2nd Reading: Waived

3rd Reading: Waived

Adopted: June 25, 2025

Appendix 12

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

Purpose and Intent: The Brookline School District is committed to providing a safe and respectful learning environment for all students. Through education, prevention, and consistent enforcement, we aim to eliminate bullying and promote positive peer relationships for all of our students.

1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a): This policy is intended to comply with and implement RSA 193-F. Bullying, in any form—whether physical, verbal, social, or cyber—is strictly prohibited and will not be tolerated. This policy defines bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.
2. Protection of all School Aged Children - RSA 193-F:4, II(c): This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the District and regardless of their status under the law. District staff will coordinate with staff from other districts, if an allegation of bullying involves a student who is not a resident of the District.
3. Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b): This policy prohibits retaliation or false accusations against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying. An unsubstantiated allegation of bullying, without more, will not constitute a false accusation against an alleged perpetrator.

B. 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:
 - a. Physically harms a pupil or damages the pupil's property;
 - b. Causes emotional distress to a pupil;
 - c. Interferes with a pupil's educational opportunities;
 - d. Creates a hostile educational environment; or
 - e. Substantially disrupts the orderly operation of the school and
 - f. Either occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property; or occurs off of school property or outside a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or any school-sponsored activity or event.

Bullying shall 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.

As used throughout this or other Board policies, and unless the context indicates otherwise, the term "bullying" as used in this policy will include cyberbullying.

2. "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" includes, but is not limited to, telephones, cellular or smartphones, computers, pagers, or any other device which is used for or can transmit: voice calls or messages; electronic mail; text/instant or other verbal messaging; images or videos; and websites.
4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the

actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent", shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.

5. "Perpetrator" means a student who engages in bullying or cyberbullying.
6. "Principal" shall mean and include the building Principal or other senior building administrator of a school, as well as any qualified person appointed by the Principal to carry out all or some Principal functions as described in this policy. References to "Principal" throughout this policy refer to the Principal or designee.
7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or in an effort to prevent) a victim, alleged victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.
8. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
9. "Staff" means and includes all district, school or SAU employees, designated volunteers (as defined in Board policy GBCD), or other volunteers who are regularly on school property, or who have significant contact with students, and any employees of a company under contract to the District or SAU and who have significant contact with students.
10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.
11. "Superintendent" means the Superintendent (Senior Education Official) or other person designated by the Superintendent to carry out all or some Superintendent functions as described in this policy. References to "Superintendent" throughout this policy refer to the Superintendent or designee.
12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

C. Retaliation - RSA 193-F:4, II(b). Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy, and students engaging in

retaliation or making false accusations may be subject to disciplinary action. Upon receiving any report of bullying or cyberbullying, the Principal will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying investigation.

Reports of retaliation or false accusations relating to a bullying/cyberbullying report may be made in the same manner as for reports of bullying/cyberbullying as provided in this policy.

Investigations, and responses (i.e., interventions, supportive measures, disciplinary consequences) to reports of retaliation or false accusations may be made as provided in the same manner as provided in the applicable sections below for reports or incidents of bullying/cyberbullying, or in accordance with procedures and provisions set forth in the student handbook

D. Procedures for Reporting Bullying, Cyberbullying, Retaliation or False

Accusations - RSA 193-F:4, II(f). At each school, the Principal is responsible for receiving reports or complaints of bullying or cyberbullying.

1. **Student Reporting:** Any student who believes he or she has been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the Principal, or to a school district employee or volunteer that the student feels more comfortable making the report.
2. **Staff Reporting:** Any school employee or volunteer who receives a report of, witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the Principal as soon as possible, but no later than the end of that school day.
3. **Parent Reporting:** Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the Principal.
4. **Report Forms:** 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. Anonymous Reports: The Principal may develop a system or method for receiving anonymous reports of bullying within the building. Although students, parents, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary verification.

E. Actions Upon Receipt of Report of Bullying or Cyberbullying

1. Receipt of Report: Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section F of this policy and shall assess:
 - a. the need for a plan to protect students against retaliation,
 - b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy AC (if so, the Principal shall confer with the District staff member(s) charged with handling such discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations)); and
 - c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193-D:4 and Ed 317.05.
2. Parental Notice of Bullying Report — RSA 193-F:4, II(h). Within 48 hours of receiving a report of bullying, the Principal will notify the parents of any student reported as a victim of bullying, as well as the parents of any student who has been reported as a perpetrator of bullying. 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 included in the investigative report. Notifications shall be consistent with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) relative to the student privacy rights of each student indicated in the report.

The Principal may request of the Superintendent a waiver of the parental notification requirement, which may be granted only if the Superintendent deems such a waiver to be in the best interest of either the alleged victim or alleged perpetrator. If the waiver is granted, it shall be documented in writing.

3. Bullying Across School Districts — RSA 193-F:4, I(j). In cases of bullying and/or cyberbullying across multiple school districts, the Principal shall commence an investigation and contact the other involved school district(s) to collaborate investigation efforts. In cases of bullying and/or cyberbullying across multiple states, the Principal shall also inform the New Hampshire attorney general's office.

F. 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 should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, and shall be confidential to the extent permitted by law. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. The investigation should include review of any available surveillance recordings subject to the provisions of applicable Board policies.
4. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of the e-mails, text messages, website pages, or other similar electronic communications, consistent with Board policy JIH and RSA 189:70. RSA 189:70, II(d). The Principal may not, however, take any of the following actions:
 - i. Require or request a student or prospective student to disclose or to provide access to a personal social media account through the student's or prospective student's user name, password, or other means of authentication that provides access;
 - ii. Require or request a student or prospective student to access a personal social media account in the presence of any employee of the educational

- institution in a manner that enables the employee to observe the contents of the personal social media account;
- iii. Compel a student or prospective student to add anyone to his or her list of contacts associated with a personal social media account or require, request, suggest, or cause a student or prospective student to change the privacy settings associated with a personal social media account;
- iv. Take or threaten to take any action against a student or prospective student to discipline or prohibit such student or prospective student from participation in curricular or co-curricular activities for refusal to disclose information or to take the above actions.

RSA 189:70, I(a)-(d). The Principal may, however, monitor the usage of the District's computer network. In addition, the Principal may take any of the above listed actions if the social media account was created or provided by the District, if the student was provided advance notice that the account may be monitored at any time by District employees. RSA 189:70, III.

5. The Principal or other investigator shall consider all relevant facts and circumstances during the course of the investigation, including but not limited to:
 - a. Description of incident, including the nature of the behavior;
 - b. How often the conduct occurred;
 - c. Whether there were past incidents or past continuing patterns of behavior;
 - d. The characteristics of parties involved, (name, grade, age, etc.);
 - e. The identity and number of individuals who participated in bullying behavior;
 - f. Where the alleged incident(s) occurred;
 - g. Whether the conduct adversely affected any student's education or educational environment;
 - h. Whether the conduct physically harmed the alleged victim;
 - i. Whether the conduct damaged the alleged victim's property;
 - j. Whether the conducted caused emotional distress to a pupil;

- k. Whether the conduct was motivated by an imbalance of power based on the pupil's actual or perceived personal characteristics, behaviors, or beliefs, and/or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.;
 - l. Whether the conduct violated any District or school policies or rules; and
 - m. The date, time and method by which parents or legal guardians of all parties involved were first contacted.
6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

Without limiting what might constitute sufficient cause for an extension under this paragraph, the Superintendent may consider the interests of the victim or alleged perpetrator related to any investigation into some or all of the same alleged conduct which other investigation includes procedures and timelines mandated by a regulation or statute other than RSA 193-F (e.g., Title IX, criminal investigations, etc.). Before waiving the time requirement on account of such other investigation, the Superintendent should confer with counsel and or the District's Title IX Officer.

G. Completion of Investigation and Report

- 1. Investigative Determination and Report: Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation, shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the

school.

2. Communication with Students and Parents Upon Completion of Investigation - RSA 193-F:4, II(m).
 - a. The Principal will meet promptly with each student (alleged victim and alleged perpetrator) involved in the incident(s) and communicate the general investigative determination as to whether the allegations of bullying/cyberbullying were substantiated, and any initial consequences or interventions appropriate to the determination.
 - b. Within 10 school days of the completion of the investigation, the Principal will notify the parents of the alleged victim and of the alleged perpetrator of the outcome of the investigation and the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the Principal will also send a letter confirming earlier determination to the parents within 2 school days confirming the earlier notification.
 - c. If the parents request, the Principal shall schedule a meeting with them to further explain the investigative determination.
 - d. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the District will not disclose educational records of students, including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.
3. Appeals: A parent aggrieved by the investigative determination of the Principal may appeal the determination in accordance with the standards and procedures set forth for Level II and Level III appeals in Board policy ACA.
4. Additional Reporting Requirements.
 - a. Reporting Substantiated Incidents - 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.
 - b. Department of Education Reports - RSA 193-F:4, II(g): The Principal shall be responsible for completing such

reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with NHED, the report/form or the information required for the report/form shall be completed/compiled within 10 school days following an investigative finding of a substantiated bullying/cyberbullying report. The Principal or designee shall retain a copy and shall forward one copy to the Superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.

- c. Reporting to NH Department of Education - RSA 193-F:6, I. The Superintendent shall annually report the District's substantiated incidents of bullying to the New Hampshire Department of Education. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.

H. Substantiated Instances of Bullying/Cyberbullying, Retaliation or False

Accusations: Interventions, Remedial Measures and Disciplinary Consequences —
RSA 193-F:4, II(k).

While students who have been found to have committed an act of bullying/cyberbullying, or engaged in retaliation or made a false accusation, can face disciplinary consequences, the Board encourages the administration and school district staff to explore alternative or additional measures and interventions to address the substantiated instances of bullying/cyberbullying, and prevent their reoccurrence.

1. Interventions and Other Remedial Measures: Examples of interventions and remedial measures include, but are not limited to:
 - a. Restitution,
 - b. Parent conferences,
 - c. Student counseling,
 - d. Behavior assessment,
 - e. Corrective instruction or other relevant learning experience,
 - f. Peer support group, and

- g. Mediation (but only after the investigation has been completed).

Interventions and other 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.

A finding that an allegation of bullying/cyberbullying, retaliation, or a false accusation is unsubstantiated *does not* preclude the District from implementing interventions and other remedial measures, when appropriate to do so.

- 2. Disciplinary Consequences - RSA 193-F:4, II(d)- Disciplinary consequences for students shall be consistent with District policies and the student handbook for the conduct that violated this policy. Disciplinary consequences should be varied according to specific circumstances such as: the nature of the behavior, the developmental age of the student, the student's prior disciplinary history, performance. Students will be afforded any due process applicable to the level of consequences as provided in Board policy JICD, RSA 193:13 and Ed 317.

I. Dissemination of Policy and Bullying Prevention Education - RSA 193-F:4, II(e) and 193-F:5.

- 1. 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, website, workshops, etc.). The Superintendent will ensure that all school employees and volunteers receive **annual** training on bullying and related Board policies, consistent with RSA 193-F:5.
- 2. 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, website, etc.).

Each year, all students will participate in programming that includes anti-bullying/cyberbullying materials presented in age-appropriate language. The materials and information should, among other things, describe expectations for student behavior, emphasize an understanding of what bullying/cyberbullying, harassment and intimidation is and looks like, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and how and when the conduct can lead to

disciplinary consequences.

The Superintendent, in consultation with staff, will, to the extent reasonably possible, integrate student anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

3. Parents: The Superintendent will ensure that all parents are annually provided with a copy of this policy or informed in writing where a copy of the policy may be located on the District and/or school's website. Student/family handbooks will include information of the District/school's anti-bullying program, as well as the means for students to report bullying acts either experienced or witnessed, and how parents, themselves, may inform/report to the school when they believe their child is being bullied or is bullying other students and encourage their children to report bullying when it occurs.
4. Additional Notice and School District Programs: The Board may, from time to time, host or schedule public forums in which it will address this 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.

J. Summary of School Officials' Duties to Implement Policy - RSA 193-F:4, II(n)

The Superintendent, as the person charged with supervision of all employees of the District, is responsible for the implementation of this policy and the provisions of RSA 193-F. The School Principal(s) are expected and required by statute to implement this policy within their respective school buildings and ensure the procedures are followed.

Consistent with this Policy, the Principal(s) shall receive reports of alleged bullying or retaliation, investigate the alleged conduct, and communicate with the parties involved (including their parents) consistent with privacy laws, and communicate/report to the Superintendent. The Superintendent shall oversee the Principal(s) in their duties relative to this policy and shall ensure each school is compliant with this policy. Additionally, the Superintendent, will receive reports of substantiated incidents, review waivers and time extension requests, and communicate with the Principal(s), the School Board, and the NH Department of Education, all as provided in this policy.

K. Immunity and Liability – RSA 193-F:7 & 9

Under 193-F:7, employees, volunteers, students, parents and any other person covered

by this policy will be immune from civil liability for **good faith** conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy or RSA 193-F. (Note – civil liability could arise, (including for attorney fees) in the event of gross negligence or willful misconduct for violations of this policy.)

Legal References:

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

RSA [187:70](#), *Educational Institution Policies on Social Media*

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

NH Code of Administrative Rules, Section Ed 306.04(b)(7), Student Harassment

1st Reading: October 26, 2010

2nd Reading: November 23, 2010

3rd Reading: November 23, 2010 (Waived)

Adopted: November 23, 2010

1st Reading: June 22, 2022

2nd Reading: September 28, 2022

3rd Reading: November 2, 2022 (as amended)

Adopted: November 2, 2022

1st Reading: August 23, 2023 (as amended)

2nd Reading: September 27, 2023

3rd & Adopt: November 29, 2023

1st Reading: December 17, 2025

2nd Reading: April 22, 2026 (as amended)

3rd Reading: June 10, 2026

Adopted: June 10, 2026

Appendix 13

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

USE OF RESTRAINTS AND SECLUSION

- A. **Policy Statement.** This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the District except as described below.
- B. **Definitions.** For the purposes of this policy,
1. **"Restraint"** means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.
 - a. **"Medication restraint"** occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
 - b. **"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 their body.
 - c. **"Physical restraint"** occurs when a manual method is used to restrict a child's freedom of movement or normal access to their body.
 - d. **"Prone restraint"** is a prohibited physical restraint technique which occurs when a child is intentionally placed face-down on the floor or another surface, and the child's physical movement is limited to keep the child in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.
 - e. **Exceptions to definition of restraint.** The term "restraint" DOES NOT, however, include:
 - i. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.
 - ii. The 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.
 - iii. 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.
 - iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
 - v. 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. **"Dangerous Restraint Technique"** are prohibited forms of restraint and/or behavior techniques that include:
- a. Prone restraint, or any other physical restraint or containment technique that:
 - i. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
 - ii. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
 - iii. Obstructs the circulation of blood;
 - iv. 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
 - v. 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.
 - e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the child, including skin temperature, color, and respiration, shall be continuously monitored. The child shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.
3. **"Seclusion"** means: the involuntary confinement of a child alone in any room or area from which the child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the child reasonably believes they are not free to leave; or, the involuntary confinement of a child to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

The term "seclusion" DOES NOT, however, include: the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave; circumstances in which there is no physical barrier, and the child is physically able to leave; or involuntary confinement of a child to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

4. **"Child"** means 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.
- C. **Training Required.** Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:

1. each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
 2. each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 30 minutes in conditions described below; and
 3. All employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive *general training* in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. *Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.*
- D. **Procedures for Managing the Behavior of Students.** General procedures for managing student behavior are found in Board policies, District Code of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this Policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.
- E. **Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.**
1. **Authorized Use of Restraint.**
 - a. General.
 - i. Restraint may only be used by trained personnel using extreme caution when *all other interventions have failed or have been deemed inappropriate.*
 - ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others.
 - iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.
 - iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a child.
 - v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.
 - vi. Restraint will be *discontinued immediately* if a child demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.
 - b. Restraint Periods Exceeding 15 Minutes. Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.

However, no period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.

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 as part of the Written Notification required in Section G1c below.

2. **Prohibition of Certain Forms of Restraint.** The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.
3. **Limited Use of Mechanical Restraints During Transportation.** Pursuant to RSA 126-U6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12 allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary.

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:

- a. Prevents physical and psychological trauma;
- b. Respects the privacy of the child; and
- c. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G3 below.

4. **Reporting and Notification.** Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G below.

F. Use of Seclusion.

1. Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.

- a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C above.
- b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.
- c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.
- d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.
- e. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

2. **Conditions of Seclusion.** When seclusion is permitted under this policy,
 - a. it may only be imposed in rooms which:
 - i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.
 - ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
 - iii. 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.
 - iv. Are free of any object that poses a danger to the children being placed in the rooms.
 - v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
 - A. The need to provide direct and immediate medical attention to a child;
 - B. Fire;
 - C. The need to remove a child to a safe location during a building lockdown; or
 - D. Other critical situations that may require immediate removal of a child from seclusion to a safe location.
 - b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).
2. **Required Use of Co-Regulators.** When seclusion is used, the Principal, or when he or she is not immediately available, their designee or the then supervising employee, shall designate a co-regulator to monitor the child and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the child at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:
 - a. A trusted adult selected by the child.
 - b. A clinician or counselor trained in trauma informed practices.
 - c. A staff member known to have a positive relationship with the child.
 - d. A staff member who was **NOT** involved in the incident that led to seclusion.
3. **Reporting and notification.** Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G below. Multiple incidents of seclusion/restraint may be present within a single occurrence, and should be individually described within the reports and notifications.
- G. **Reporting, Notification and Record Keeping Requirements.**
 1. **Restraint and Seclusion.** Whenever restraint or seclusion has been used on a child, the following shall apply:
 - a. Immediate verbal report to Principal, designee or then current supervising employee: Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the Principal, principal's designee or other supervising employee on duty.

- b. Initial Notification to Parent/Guardian: Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G1a, they shall make reasonable efforts to contact the child's parent or guardian as soon as is practicable, but in *no later than the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier*. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.
- c. Written Notification to Superintendent: Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a child, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Departments of Education and Health and Human Services (the "DOE/DHHS form") to the Superintendent. In the absence of the availability of the DOE/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The DOE/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a child exceeded 30 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E1b above.

- d. Written Information to Parent/Guardian: Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the child's parent/guardian all of the information included in the Written Notification or the Written Notification itself.
- e. Final Investigation and Report: The Superintendent or Superintendent's designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or their designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.

2. Additional Reporting Required for Injury or Death of a Child Subject to Restraint or Seclusion. In cases involving serious injury or death to

a child subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, general, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section Gc above.

3. **Additional Documentation Regarding Use of Mechanical Restraint.**

Whenever a child is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G1c above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.

4. **Documentation for Other Intentional Physical Contact Between Employee and Student.**

The following shall apply whenever there is an instance where a school employee or designated volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.

- a. Notice to parents: the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent or guardian. Such *notification shall be made no later the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier.* The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.
- b. Physical Contact Written Description: Unless the incident is subject to the notice and reporting requirements of Section G1above, the Principal shall prepare a written description of the incident ("Physical Contact Written Description") of the incident within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:
 - i. The date and time of the incident.
 - ii. A brief description of the actions of the child before, during, and after the occurrence.
 - iii. The names of the persons involved in the occurrence.
 - iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.
 - v. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the incident.
2. **Circumstances when Reporting/Notification is not Required.** The notification, reporting and record keeping requirements included in this Section are not required in the following circumstances:
 - a. When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. If, however, the child is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.
 - b. When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.
 - c. When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to the notification and reporting requirements described above.

2. **Retention of Records.** All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained the term of the student's enrollment plus three years, unless:
 - a. the student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of Board policy EHB; or
 - b. a longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.
- G. **Mandatory Reporting of Violations by Others.** Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or Superintendent. The conduct giving rise to the suspected violation may well likely require reporting under Board policies JLF – Reporting Child Abuse or Neglect.
- H. **Complaints of Violation of RSA 126-U** Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)
 1. **Complaint Contents.** The written complaint or complaint summary should include:
 - a. The complainant's name, unless the complaint refuses;
 - b. The date or approximate date of the alleged incident;
 - c. The location of the alleged incident;
 - d. The name of the child or children subject to the alleged restraint or seclusion, if known;
 - e. The name of the school personnel alleged to have restrained or secluded the child, if known;
 - f. A description of the alleged restraint or seclusion; and
 - g. The date of complaint.
 2. **Investigation and Resolution of Complaint.** The complaint or grievance will be investigated by the Superintendent, or another person designated by the Superintendent. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

The Superintendent will contact the complainant within 5 days after the

report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent or guardian of the child concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.

The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc..

Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints such as found in KEB.

The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).

- I. **Review of IEP or 504 Plan Following the Use of Restraint or Seclusion.** Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

If there have been multiple instances of restraint or seclusion of a child with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent or guardian of the child.

- J. **Prohibition Against Retaliation or Harassment.** No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. **Dissemination of Policy.** A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.
- K. **Dissemination of Policy.** A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

Statutory & Regulatory References

NH Statutes

RSA 126-U

Description

[Limiting the Use of Child Restraint Practices](#)

RSA 169-C:29-39

[Reporting Law](#)

RSA 186-C

[Special Education](#)

NH Dept of Ed Regulation

Description

N.H. Code of Admin. Rules Chapter 1200

[Restraint and Seclusion for Children](#)

Federal Statutes

Description

Section 504, 29 U.S.C. 701, et. seq.

[Section 504 of The Rehabilitation Act of 1973](#)

1st Reading: August 26, 2014

2nd Reading: September 23, 2014, as amended

3rd Reading: October 28, 2014

Approved: October 28, 2014

1st Reading: May 22, 2018 (as amended)

2nd Reading: June 26, 2018

Adopted: June 26, 2018 (as amended)

1st Reading: March 27, 2024 (as amended)

2nd Reading: April 17, 2024

3rd Reading August 28, 2024 (as amended)

Adopted: August 28, 2024

Appendix 14

[Policy JLCC – PEDICULOSIS \(Head Lice\)](#)

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

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

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

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

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

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

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

Legal Reference:

RSA 200:32, Physical Examination of Pupils

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

RSA 200:39, Exclusion from School

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

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

Appendix 15

Policy JLCF - WELLNESS

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

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

SAU 41 WELLNESS COMMITTEE.

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

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

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

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

The SAU 41 Wellness Committee should represent each school and the community, and besides the Chair, to the extent feasible, shall include: one additional SAU staff member, two parents, two students, the Director of School Nutrition and one food service staff member, two physical education teachers, two allied health professionals or health education teachers, two school nurses, two school board members, two school administrators, and two community members for a total of 20 committee members if all positions are filled.

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

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

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

A. Implementation Plan.

The SAU41 Wellness Committee Chair, with the assistance of the Wellness Committee, will develop a baseline school level assessment using resources based on the Centers for Disease Control and

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

B. Annual Notification of Policy.

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

C. Triennial Progress Assessments.

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

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

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

D. Recordkeeping.

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

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

E. Community Involvement, Outreach and Communications.

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

and compliance with Smart Snacks in School nutrition standards (see Appendix A).

III. NUTRITION.

A. School Meals.

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

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

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

Staff Qualifications and Professional Development.

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

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

C. Water.

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

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

1. Are made of material that is not easily breakable;
2. Have lids to prevent spills; and
3. Are filled exclusively with water

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

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

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

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

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day (12:01 am through 30 minutes after the last bell – 7CFR 210.11(a)(5)) will meet or exceed the USDA Smart Snacks in School nutrition standards (see Appendix A). All foods marketed or promoted to students must be approved and tracked by the Director of Nutrition. Food and beverage marketing is defined as advertising and other promotions in

schools, including, but is not limited to:

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

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

E. Celebrations and Rewards.

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

F. Curriculum/Special Event Related Food

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

G. Food Sale Fundraising.

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

H. Nutrition Promotion.

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

- Implementation of at least five or more evidence-based healthy food promotion techniques (Meal Appeal) in the school meal programs using methods supported by the USDA child

nutrition programs.

Examples are:

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

I. Nutrition Education.

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

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

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

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

Schools should provide additional nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect

their health;

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

IV. PHYSICAL ACTIVITY.

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

A. Classroom Physical Activity Breaks.

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

B. Before and After School Activities.

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

C. Health and Physical Education Complements.

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

D. Walking and Biking to School.

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

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

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

- Students are permitted to have water in the classroom
- Students are discouraged from sharing their foods or beverages with one another, given concerns about allergies and other restrictions on some students' diets.
- Students are provided with a school environment that is conducive to healthy eating.
- Students are provided with adequate breakfast and lunch time to enjoy eating healthy foods with friends.
- Students are scheduled in lunch blocks that provide minimal wait time for school meals.
- Students are provided a school environment that is conducive to being physically active.

- Students are provided with opportunities for physical activity throughout the day.
- Students are encouraged to actively participate in recess.
- Students are not denied recess or other physical activity time in order to make up instructional time and/or as a form of discipline except when appropriate as a logical consequence.
- Students are provided with activities that coordinate content across curricular areas that promote student health (such as teaching nutrition concepts in math or science) with consultation provided by the district's curriculum coordinators.

VI. PROFESSIONAL LEARNING.

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

Appendix A

What are the Smart Snacks Standards for foods?

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

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

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

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

Legal References:

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

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

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

The Healthy Hunger-Free Kids Act of 2010

7 C.F.R 210, National School Lunch Program
7 C.F.R 220, School Breakfast Program
RSA 189:11-a, Food and Nutrition Programs
N.H. Dept. of Education Administrative Rule - Ed 306.04 (a)(20), Wellness
N.H. Dept. of Education Administrative Rule - Ed 306.11 (g), Food and Nutrition Services
N.H. Dept. of Education Administrative Rule - Ed 306.38 (b)(1)b, Family and Consumer Science
Education Program (middle schools)
N.H. Dept of Education Administrative Rule - Ed 306.40, Health Education Program

First Reading: May 22, 2018
Second Reading: June 26, 2018
Adopted: June 26, 2018
Re-Categorized: October 24, 2018

1st Reading: January 24, 2024 (as amended)
2nd Reading: March 27, 2024
3rd Reading: Waived
Adopted: March 27, 2024

Appendix 16

Policy JLCJ - CONCUSSIONS AND HEAD INJURIES

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

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

Protocol For Return To Play and School Activity

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

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

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

1. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion, at rest or with exertion;
2. The student is asymptomatic during, or following periods of supervised exercise that is gradually intensifying; and

3. The student receives a written medical release from a licensed health care provider.

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

Concussion Awareness and Education

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

Academic Issues in Concussed Students

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

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

Additional Resources:

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

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

First Reading: September 25, 2012

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

Third Reading: November 27, 2012

Adopted: November 27, 2012

Appendix 17

JLDBB - SUICIDE PREVENTION AND RESPONSE

SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide

awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

I. District Suicide Prevention Plan and Biennial Review.

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

II. Suicide Prevention Coordinator and Liaisons.

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

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

IV. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or

intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

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

Legal References:

RSA 193-J: Suicide Prevention Education

District Policy History:

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

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

Appendix 18

Policy JLJ - LIFE-THREATENING ALLERGIES

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

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

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

Legal Reference:

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

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

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

1st Reading: October 24, 2018
2nd Reading: November 28, 2018
3rd Reading: December 19, 2018
4th Reading: March 27, 2019
Adopted: March 27, 2019

Appendix 19

Life-Threatening Allergies Procedures

PURPOSE

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

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

FAMILY RESPONSIBILITY

The family shall:

1. Notify the school nurse of your child's allergies.
2. Provide medical documentation from your healthcare provider to the school nurse. Include:
 - i. Allergy Action Plan (AAP)
 - ii. Specific Allergy
 - iii. Severity of Allergy & Allergy Testing results
 - iv. History of previous reactions
 - v. Preventative Strategies
 - vi. List of symptoms
 - vii. Order of treatment
3. Provide a list of allergens that would potentially cause a life-threatening reaction.
4. Deliver/provide approved medications in proper containers to the school nurse **prior to** the first day of school.
5. Meet with the school nurse and appropriate staff with your Allergy Action Plan to develop an Individualized Health Care Plan (IHCP), Health Alert, and 504 Plan if eligible and warranted.
6. Educate your child in the self-management of their allergy as age appropriate including: allergens, strategies for avoiding the allergen, symptoms of an allergic reaction, how and when to tell an adult a reaction is starting, and how to read food labels (if applicable).
7. Encourage your child to wear a medical alert bracelet/necklace.
8. For food allergic students: parents may elect to provide safe snacks to be used as stipulated in the IHCP.
9. Attend field trips with your child if possible

SCHOOL RESPONSIBILITY

The school shall:

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

STUDENT RESPONSIBILITY

The student shall:

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

In the event of a food allergy the student shall:

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

SCHOOL NURSE RESPONSIBILITY

School Nurse Responsibility:

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

FACULTY/STAFF RESPONSIBILITY**The faculty/staff shall:**

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

10. Ensure the EpiPen/EpiPen Jr. and instructions are taken on field trips and remain with the student or in the care of the trained adult during the course of the field trip.

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

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

SCHOOL COUNSELOR RESPONSIBILITY

The School Counselor shall:

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

CAFETERIA/LUNCHROOM STAFF RESPONSIBILITY

The Cafeteria/Lunchroom Personnel shall:

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

CUSTODIAL STAFF RESPONSIBILITY

The Custodial Staff shall:

1. Adhere to cleaning protocols for maintaining allergen safe areas.
2. Cleaning Protocols:
 - i. Surfaces will not be cleaned with the same materials that are used to clean non-allergen safe surfaces.

- ii. Disposable cleaning materials (ex. paper towels instead of rags) will be used to clean allergen safe areas.
 - iii. Cleaning products will be checked for allergens
 - iv. Lunch tables will be cleaned thoroughly before and after each lunch session.
 - v. Classroom surfaces in the school will be thoroughly cleaned each night.
- 3. In the event of an allergen safe building:
 - i. Door knobs and rails will be cleaned after students have entered the school in the morning.
 - ii. Gym equipment will be cleaned at determined intervals

BUS COMPANY/DRIVER'S RESPONSIBILITY

The Bus Company/ Driver(s) shall:

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

SUBSTITUTE STAFF RESPONSIBILITY

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

The substitute staff shall:

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

11. Contact the school nurse immediately if a student is suspected of having an allergic reaction.
12. Ensure the EpiPen/EpiPen Jr. and instructions are taken on field trips and remain with the student or in the care of the trained adult during the course of the field trip.

Appendix 20

BROOKLINE SCHOOL DISTRICT AND THE LAW

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

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

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

- The right to inspect and review the student’s education records within 45 days of the day the School District receives a request for access
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or violate the student’s privacy rights, and the right to request a formal hearing if the request to amend is denied.
- The right to consent, or to deny consent, to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with requirements of FERPA

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

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

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

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

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

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

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

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

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

Ashley Flamino - Assistant Principal of Student Services

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

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

STATUTE OF LIMITATIONS

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

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

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

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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

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

Ashley Flamino - Assistant Principal of Student Services

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

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

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

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

SECTION 504 of the REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is an anti-discrimination statute. In the educational system, it prohibits districts from discriminating against qualified students with disabilities, on the basis of disability. It is the policy of the Brookline School District not to discriminate on the basis of disability in its educational programs, activities or employment policies. Section 504 requires the School District to locate, evaluate and determine if a student is a qualified individual requiring accommodations and services necessary to provide access to educational programs. For more information, please see the Child Find Notice: Children with Disabilities under IDEA or Section 504 and the ADA, above.

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

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

SECTION 504/ADA, TITLE II GRIEVANCE PROCEDURE

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

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

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

1. A complaint must be filed in writing, contain the name and address of the person filing it, describe the alleged discriminatory action and identify the date the action occurred and the names(s) of the person(s) believed to be responsible, as well as recommendations for the resolution.
2. A complaint must be filed within a reasonable time period after the complainant becomes aware of the alleged discrimination. The complainant shall informally discuss the complaint, in person, with the building principal or at the principal's discretion, with the 504 building committee.
3. Unless the matter can be promptly resolved informally, an investigation will be conducted with respect to all timely filed complaints which raise issues under Section 504/Title II. The investigation shall be conducted by the building principal, or an alternate SAU 41 principal, and the 504 building committee. These rules contemplate informal but thorough and impartial investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the conclusion of the investigation and a description of the resolution, if any, shall be issued by the building principal or assignee and a copy forwarded to the complainant no later than forty-five days after the building principal receives the written complaint (unless the complainant provides written permission for extension of time for said investigation.)
5. The Section 504/ADA coordinator shall maintain the files and records of the Brookline School relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made in writing, to the School Principal, within twenty days of receipt of the written determination.
7. Upon receiving a request for reconsideration of any decision involving the student's identification under Section 504 or the ADA, or the evaluation or placement of a qualified student with a disability, the school district will schedule an impartial hearing. The district will select an impartial hearing officer, and the hearing shall be conducted within a reasonable time after the District receives a written request for a hearing. The Section 504 Coordinator shall provide the party requesting the hearing with advance written notice of the date, time, and place of the hearing.

8. The complainant shall have an opportunity to review all relevant records. Both parties shall have a full and fair opportunity to present evidence relevant to the issues raised in the request. Both parties may, at their own expense, be represented by an attorney. If the complainant will be represented by counsel, he or she must notify the Section 504 Coordinator, in writing, at least 5 days prior to the hearing.
9. The hearing officer will issue a written decision within a reasonable time period after the hearing. The hearing officer's decision shall be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
10. Any party may appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.
11. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with U.S. Dept. of Education's Office for Civil Rights or the NH Department of Education. Utilization of this grievance procedure is not the prerequisite to the pursuit of other remedies.
12. These procedures shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to ensure that Brookline School District complies with Section 504, Title II, and their implementing regulations.

NOTICE OF PROCEDURAL SAFEGUARDS UNDER SECTION 504 AND THE ADA

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

Under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act of 1990 ("ADA"), an individual with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activity, has a record of such an impairment, or is regarded as having such an impairment. The district is obligated to provide a free, appropriate public education to each child eligible under these laws.

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

A. You have the right to receive a copy of this notice with notification of any district action regarding identification, evaluation or placement of a student pursuant to Section 504. This includes any time that the district intends to screen, evaluate or reevaluate, make changes in classification, placement or any component of the child's free, appropriate public education ("FAPE"), or upon refusal to act on any parental request.

B. If your child needs or is believed to need special education or related services, you have the right to an evaluation of your child (1) before the initial placement, and (2) before any subsequent significant change in placement.

C. You have the right to an opportunity to examine all relevant records for your child.

D. You have the right to an impartial hearing, with participation by you and representation by counsel, concerning the identification, evaluation or educational placement of your child.

E. You have the right to appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.

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

A. Whenever the district takes any action regarding identification, evaluation or placement of a student pursuant to Section 504. This includes any time that the district intends to screen, evaluate or reevaluate, make changes in classification, placement or any component of the child's FAPE, or upon refusal to act on any parental request.

B. Annually, for all students who (1) have refused services and are attending private schools, homeschooling programs, or regular education classes; (2) have dropped out of school; or (3) have been identified as 504 eligible.

NONDISCRIMINATION AND NOTIFICATION OF GRIEVANCE PROCEDURES

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

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

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

CHILD NEGLECT AND ABUSE

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

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

PUPIL SAFETY AND VIOLENCE PREVENTION

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

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

Additional information is available at:

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

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

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

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

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

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

Appendix 21

DISCIPLINE AND CONDUCT PROCEDURES

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

Level One

<u>Examples (not exclusive)</u>	<u>Interventions</u>	<u>Disciplinary Options*</u>
• Bus Misconduct • Cheating • Damage to property (unintentional)	• Staff Action • Verification of offense • Log infraction • Referral to Administration	• Behavioral Contract • Detention (recess/after school) • Guidance/Health Services

• Deceiving or lying to staff • Disrespect • Disruptive behavior • Forgery • Improper use of equipment and facilities • Incomplete homework/class work (chronic) • Indecent/obscene behavior • Late to class • Plagiarizing • Possession of demeaning publication • Presence in unauthorized area • Pushing/shoving • Stealing • Tardiness • Unacceptable clothing • Unacceptable language • Unsafe behavior • Use/Possession of personal electronics without staff permission • Violations which the principal considers reasonable to fall within this level	• Notification to Parents • Student/ Parent Conference with Administration • Referral to Guidance	• Loss of makeup privilege and/or credit • Parent contact • Rearrangement of seating • Removal from class/activities • Restitution for damages (replacement/repair of damaged property) • Restriction of privileges • Special assignment • Temporary Removal from class • Verbal Reprimand • Warning • Suspension (in-school or out of school) *** In-school and out-of-school suspensions and expulsions are not a common occurrence for Kindergarten, Grade 1, and Grade 2.
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Level Two

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

Examples (not exclusive)	Interventions	Disciplinary Options*
• Bullying • Computer vandalism/physical damages to computer resources, purposeful deletion of information stored by others. • Disruption/threat of disruption or harassment • Extortion • Failure to serve detention or disciplinary action • Forgery of a document • Harassment	• Staff Action • Verification of offense • Log infraction • Referral to Administration • Notification to Parents • Student/Parent Conference with Administration • Referral to Guidance • Police/agency referral	• Alternative Education • Behavioral Contract • Detention • Guidance/Health Services • Loss of makeup privilege and/or credit • Police/agency referral • Parent contact or conference • Rearrangement of seating • Removal from class/activities

• Indecent/obscene behavior or possession/use of material • Instigating, engaging in, or attempting to fight • Insubordination (failure to follow directives) • Leaving school property without permission • Possession/use of tobacco products • Reckless behavior/endangering others • Solicitation without permission • Stalking • Theft • Truancy • Vandalism/destruction of property • Violations the Principal considers reasonable to fall within this level		• Restitution for damages (replacement/repair of damaged property) • Restriction/withdrawal of privileges • School/community service • Suspension (in-school or out-of-school) • Verbal Reprimand • Warning *** <i>In school and out of school suspensions and expulsions are not a common occurrence at Kindergarten, Grade 1 and Grade 2.</i>
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Level Three

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

<u>Examples (not exclusive)</u>	<u>Interventions</u>	<u>Disciplinary Options*</u>
• Arson • Assault - purposely or recklessly or negligently causes bodily injury by means of a deadly weapon • Possession use of drug or controlled substance, look alike, alcohol/being under the influence	• Student's removal from situation • Referral to Administration • Verification of offense • Log infraction • Student/ parent conference with administrator • Child Study Team Referral • Drug/alcohol evaluation • Mental health evaluation	• Administrative or Board probation • Alternative Education • Expulsion • Police agency referral • Restitution for damages (replacement/repair of damaged property) • School community service

• Possession/use of a weapon or look alike • Selling/distributing/trafficking drug or controlled substance look-alike alcohol • Threatening/terroristic statements or actions • Unauthorized use of the fire alarm system • Unlawful entry • Use of computer resources for obscene, threatening, violent, or illegal purposes • Violation which the Principal considers reasonable to fall within this level	• Police/agency referral • Board hearing	• Suspension (in-school or out of school) • Withdrawal of privileges *** <i>In school and out of school suspensions and expulsions are not a common occurrence at Kindergarten, Grade 1 and Grade 2.</i>
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