

**HPS
&
HUES
Student Handbook
2026-2027**



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Academic Support for Students

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

Account Balances/Late and Lost Materials

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

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

Administrative Leadership

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

Paula Izbicki – Principal @ HPS
1 603 - 324 - 5995

Candice Fowler – Principal @ HUES
1 877 465 5474

Sarah Proulx
Special Education Administrator PK - 6
1 603 - 324 – 5995 / 1 877 465 5474

Abby Diaz
Curriculum and Instruction Administrator PK - 6
1 603 - 324 – 5995 / 1 877 465 5474

Attendance/Reporting an Absence/Truancy

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

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

MONITORING OF ATTENDANCE/TARDINESS/EARLY DISMISSALS

Student absences, tardiness, and early dismissals are part of the official attendance records, which are required by the State of New Hampshire. If your child is frequently tardy or dismissed early, progress and achievement are affected due to loss of time on learning. Tardiness and early dismissals also affect all students in a class, as they are disruptive to the classroom activity. Children who report to school after 10:15 AM will be considered absent for the morning session. Likewise, students who are dismissed before 1:30 PM will be considered absent for the afternoon session. Please make good attendance a priority. The administration closely monitors absences, tardiness, and early dismissals. Attendance records of all children; inclusive of absences, tardies, or early dismissals are reviewed and you may receive a letter from school administration. Students with 5 full or 10 half days of unexcused absences are considered truant under State of NH RSA 189:35-a and may receive a letter from school administration.

REPORTING STUDENT ABSENCE

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

Hollis Primary School:

Call: 1 603 324 - 5937

Email: hps.attendance@sau41.org

Hollis Upper Elementary:

Call: 1 877 465 5474 ext 1

Email: hues.attendance@sau41.org

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

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

- A note from a medical provider is required when a student is absent for 5 or more consecutive days due to illness. The note must contain the specific dates to be excused. These absences are unexcused until an excusal note is received.
- Up to 6 days of vacation or travel for educational opportunity may be considered excused each school year. In accordance with school board policy, a letter from parents to administration in advance is required for approval.
- Administration reserves the right to request documentation related to student absences at any time. Documentation may include medical excusal notes, court documents or other.
- Student attendance records are reviewed regularly. In situations where students are experiencing multiple absences, intervention plans are put in place. Strategies to assist students with improving their attendance may include, but are not limited to: attendance alert letter, parent phone calls and/or

conference, request for documentation, consideration of the need for additional/alternate services, meeting with school resource officers, home visit, among others.
Please direct any attendance related questions to building administration.

Behavior/Conduct of Students

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

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

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

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

Every student in our school has the right to:

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

Our schools have a number of strategies which are considered essential to helping students learn to self-advocate, manage their behavior, and accept responsibility for their own behavior and choices.

- Children, parents and staff can report or initiate concerns to a School Counselor, Classroom Teacher or Administrator
- An array of responses are available to staff after observing or receiving notice of unacceptable behavior which is hurtful and deliberate including:
 - Teaching strategies of empowerment to the "victim"
 - Increasing awareness of cause and effect
 - Discussion and a written warning; a 'Response Choice' completed by students
 - Referral to the school counselor for support
 - Parental notification

- Development of a mediation or 'no contact' contract
- Mandatory meeting with parents
- Development of support system for children
- Development and implementation of escalating consequences, until the hurtful behavior ceases.
- The welfare and safety of both children and sets of children are of concern in every dispute. All efforts to end hurtful behavior are directed in the best interest of the child who is doing the hurting as well as the child who is the victim.
- Children assign added importance to an issue when they put it and see it in writing.
- The timing and level of parental involvement is determined on an individual basis.
- Children are encouraged and taught to be assertive of their own rights rather than have staff 'do' the steps for them. Goals are always twofold:
 - To stop the hurtful behavior
 - To teach more adaptive behavior skills to both children

Positive Discipline Pathways to Self-Control:

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

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

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

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

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

Logical Consequences:

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

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

Sometimes it is easier for children to regain control when they are away from their class. If the student continues to behave inappropriately during take-a-break, the classroom teacher will send the student to the buddy teacher's room. Once the student is resettled and the teacher has a moment, the two will talk together about what caused the problem and how it can be prevented in the future. Students can fill out an age appropriate "think sheet" during time away from the classroom. Teachers will use their best judgment to decide if a phone call or written note should be sent home. Teachers will fill out an FYI form and send it to the office.

5. Pathway - Involve the Principal/Administrator

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

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

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

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

*A referral is made to the school counselor

7. Pathway - Involve additional assistance

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

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

Bicycles

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

- Parents put into pickup patrol that their child's dismissal plan is riding their bike home.
- All bicycles should be parked in racks provided
- Bicycles are brought to school at a student's own risk. The school does not assume responsibility for bicycle damage
- Each student riding a bicycle to school must wear a helmet
- Bicycles should be ridden in single file and on the extreme right side of the road
- Bike riders will be dismissed after busses.

Bus: Discipline; Expectations; Guidelines; Safety and Policy

BUS TRANSPORTATION

All questions concerning overall bus discipline, procedures and other transportation concerns should be brought to the attention of Administration. Parents should not board the buses to discuss situations with the driver as this presents a safety issue. Administration will assess the concern and determine appropriate actions to be taken. Actions may include discussions with students, teachers, bus drivers and/or the bus contractor. A change in the location of a bus stop must be requested in writing and must state the reason for the change. This letter will be forwarded to the Superintendent of Schools and the bus contractor for a decision.

BUS SAFETY GUIDELINES

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

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

Afternoon Drop Off Procedures

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

STUDENT RULES OF CONDUCT WHILE ON THE BUS

There are a number of student expectations, which assure the safety of all while the school bus is in operation. The following is a list of rules from the Handbook for NH School Bus Drivers, NH Department of Safety.

Parents should review these rules with their children and stress their importance.

- Students shall follow the directions of the driver, the first time they are given.
- Students shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
- Students shall wait in a safe place, clear of traffic and at least ten feet away from where the bus stops.
- Students shall avoid horseplay.
- Students shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver.
- Students shall go directly to an available or assigned seat when entering the bus.
- Students shall remain seated and keep aisles clear.
- Students shall exhibit classroom conduct at all times.
- Students shall refrain from throwing or passing objects on, from or into buses.
- Students are permitted to carry only objects that can be held in his/her lap.
- Students shall refrain from the use of profane language and obscene gestures on the bus.
- Students are prohibited from using tobacco products, alcohol or drugs or any controlled substance on the bus.
- Students shall refrain from eating or drinking on the bus.

- Students shall not carry hazardous materials, nuisance items and animals on the bus.
- Students shall respect the rights and safety of others.
- Students shall refrain from leaving or boarding the bus at locations other than the assigned stops at home or school.
- Students are prohibited from extending head, arms, or objects outside bus windows.
- Students are prohibited from hitching rides via the rear bumper or other parts of the bus.

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

BUSES ARE CLOSED TO ALTERNATE RIDERS

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

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

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

BUS INFORMATION

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

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

BUS DISCIPLINE PROCEDURES

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

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

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

Carpool Procedure

Bus Transportation and Carpool Procedures

We strongly encourage students to ride the school bus whenever possible. Bus transportation is the safest and most efficient means of getting students to and from school. It also helps ensure a smooth arrival and dismissal process while maximizing instructional time.

The safety of our students, staff, and families is our highest priority. We ask all drivers to help us maintain a safe environment by following these procedures:

School Bus Safety

- All New Hampshire traffic laws regarding school buses apply on school property.
- School buses always have the right of way and must never be passed while loading or unloading students. This applies on school grounds as well as on public and private roads.
- School driveways are one-way traffic loops. Please do not drive against the flow of traffic or attempt to pass buses or other vehicles.
- The Hollis Police Department supports the enforcement of these traffic laws. Vehicles observed violating school bus regulations may be reported for appropriate follow-up.

Carpool Procedures

- Our carpool system is designed to provide a safe and orderly arrival and dismissal for all students.
- Student drop-off or pick-up is not permitted while buses are actively loading or unloading.
- Please use the designated carpool line and remain in your vehicle unless directed otherwise by school staff.
- Stay in the carpool line at all times. Do not pass other vehicles or leave the line to bypass traffic.
- Keep drop-off and pick-up brief so that traffic continues to move efficiently. Extended conversations, good-byes, or reminders should take place before arriving at or after leaving the school.
- At the Primary School, traffic may be temporarily stopped to allow buses to travel between the Primary and Upper Elementary Schools. We appreciate your patience during these brief delays.

A Shared Commitment to Safety

Children can be unpredictable during arrival and dismissal, even when they know and follow safety expectations. Please drive slowly, remain alert, and be prepared for students who may unexpectedly enter traffic.

Courtesy and patience help ensure a safe experience for everyone. We recognize that arrival and dismissal can be busy times, but we ask that all families allow extra time, follow staff directions, and model safe, respectful driving.

Working together, we can provide a safe, efficient, and positive start and end to every school day. Thank you for helping us keep our students safe.

Please make two lines behind the Primary School for the carpool lane. Drivers who will also be picking up students at the Upper Elementary should occupy the lane on the right. This allows these cars to safely take the right hand turn onto Drury Lane. The left-hand lane should be used for those cars that will not proceed to the Upper Elementary and will exit left onto Drury Lane. Please minimize space between cars as you wait for

students to enter or disembark your cars. There is only a finite length to our Primary carpool lane before it begins to interfere with the flow of traffic on Rte. 122. DO NOT fill the entrance to the carpool lane at the Primary School to the point where entrance to our property is no longer available to buses. Our larger buses need to utilize that entire portion of the driveway entrance to turn into the front driveway in preparation for drop off or pick up of students. DO NOT block Rte. 122. If you are unable to pull into the school property because of limited space, please pull over to the side of Rte. 122 so that non-school traffic may pass and late buses can enter the school property.

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

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

Child Find Notice

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

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

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

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

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

Upon request, the District will provide you with a detailed notice of your procedural safeguards under the applicable law(s).

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

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

School Administrators
Hollis Upper Elementary School
12 Drury Lane

STATUTE OF LIMITATIONS

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

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

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

Child Neglect and Abuse

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

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

Communication Chain

Addressing Questions and Concerns

We value open communication and encourage parents and caregivers to partner with us in supporting each student's success. When questions or concerns arise, we ask that families follow the process outlined below to ensure they are addressed as efficiently and effectively as possible.

1. **Contact the classroom teacher first.** The classroom teacher works most closely with your child and is generally the best person to address questions or concerns related to academics, behavior, or the daily classroom experience. Please contact the school office or the teacher directly to arrange a phone conversation or conference at a mutually convenient time.
2. **Allow time for communication and follow-up.** Open and respectful communication often resolves concerns. Additional conversations or meetings may be scheduled as needed to discuss progress or next steps.
3. **Contact additional school staff if needed.** If your concern remains unresolved after communicating with the classroom teacher, or if the issue falls outside the classroom, please inform the teacher that you will be contacting the appropriate staff member, such as the school counselor or an administrator.

Meetings with school administration will often include the classroom teacher to support collaborative problem-solving.

4. **Contact the Superintendent if necessary.** If, after following the steps above, the concern has not been satisfactorily resolved, parents or caregivers may choose to contact the Superintendent of Schools for further review.

We appreciate your partnership and believe that respectful, timely communication between home and school is essential to supporting every student's success.

Community / Parent Involvement

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

<https://sites.google.com/603hepta.org/hepta/home>

Curriculum

A firm commitment has been made in our SAU and district to the continual development of outstanding programs for the purpose of creating and adopting curricula that best meet the needs of our students.

Curriculum documents can be found on our SAU website: <https://www.sau41.org/administration/curriculum>

Devices - Student Phones/Watches et al

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

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

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

- First Offense: Verbal warning
- Second Offense: Confiscation of the device for the remainder of the period.
- 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.
- Fourth and Subsequent Offenses or Refusal to Comply: Progressive discipline based on the Code of Conduct. A parent meeting will be held with administration.
- 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.

Discipline

Student Behavior and Discipline

In Hollis, we believe that a safe, respectful, and well-organized learning environment is essential to student success. We are committed to fostering a school culture where students are treated with care, dignity, and high expectations. Clear routines, consistent expectations, and positive relationships create the foundation for effective learning.

Students are expected to conduct themselves in a manner that reflects responsibility, respect, good citizenship, and consideration for the rights and safety of others. School and classroom expectations are designed to help students make positive choices, develop self-discipline, and become responsible members of our school community.

Our approach to discipline is rooted in teaching and learning. We believe that mistakes provide opportunities for growth, and our goal is to help students understand the impact of their actions, repair harm when appropriate, and develop the skills needed to make better choices in the future. Classroom teachers address most behavioral concerns through positive behavior supports, restorative conversations, and communication with families. A copy of the Hollis Upper Elementary School Discipline Flowchart is available for families to [review here](#)

Safe and Respectful Schools

Hollis maintains a zero-tolerance approach to violence, threats, harassment, bullying, intimidation, and the possession of weapons. Students are taught age-appropriate strategies for resolving conflicts peacefully and are expected to treat others with kindness and respect.

All reports or threats of violence are taken seriously and investigated promptly. Statements such as "I was only joking" or "I didn't mean it" do not diminish the seriousness of threatening language or behavior. Consequences will be determined based on the nature of the incident, the student's age and developmental level, and applicable district policies. Responses may include restorative practices, parent communication, counseling support, loss of privileges, behavioral interventions, suspension, or other disciplinary action as appropriate.

Weapons of any kind—including toy, imitation, or real weapons—are prohibited on school property, school buses, and at all school-sponsored activities.

School and Family Partnership

Maintaining a positive school climate is a shared responsibility among students, families, and school staff. When behavioral concerns arise that require additional support beyond the classroom, school administrators will work collaboratively with teachers and families to develop appropriate interventions and strategies that promote student success.

When a student's behavior requires administrative involvement, a discipline referral will be completed and reviewed by school administration. Depending on the circumstances, parents or caregivers may be contacted, and appropriate consequences or interventions will be implemented. Whenever possible, our goal is to help students learn from their choices while maintaining a safe and supportive learning environment for everyone.

Suspension and Expulsion

In cases involving serious misconduct or repeated violations of school rules, disciplinary action may include suspension or expulsion in accordance with New Hampshire law, including RSA 193:13, *Suspension and Dismissal of Pupils*, and applicable School Board policies.

The Superintendent or the Superintendent's designee is authorized to suspend students for gross misconduct as provided by law. Parents and guardians have the right to due process and appeal as outlined in state law and School Board policy. Information regarding these procedures is available through the Superintendent's Office upon request.

Drug Free Schools

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

Drug and Alcohol Abuse By Students

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

Early Dismissal Procedure

(Note: Content details matching this specific heading are detailed below in "Student Early Dismissal Procedure")

Emergency Early Release Procedure

The Superintendent of Schools in collaboration with the Bus Contractor, local Police and the highway department also determine if an early dismissal from school due to inclement weather (or any other situation such as no power or water) is appropriate. When it has been determined that children will be dismissed early, the same radio and television stations will be notified and you will also receive an automated message on your home phone number or cell phone number, if provided. Parents should tune to radio/television stations if

weather is stormy and they are concerned about whether school might be dismissed. This occurs very infrequently and only as the result of an unexpected storm and road conditions that are determined to be increasingly dangerous. Quite often the highway department will advise the Superintendent of Schools that it is safer for students to remain in school until normal dismissal time. This often allows the highway department time to plow and/or treat road surfaces.

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

Family Education Rights and Privacy Act

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

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

- The right to inspect and review the student’s education records within 14 days of the day the School District receives a request for access
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or violate the student’s privacy rights, and the right to request a formal hearing if the request to amend is denied.
- The right to consent, or to deny consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA

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

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

Field Trip Expectations, Policy and Guidelines

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

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

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

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

FIELD TRIP COSTS

Every attempt will be made to keep costs of field trips to a minimum. Provision will be made for students who might not be able to afford a particular field trip; no student will be denied the opportunity to participate because of lack of funding. Please do not hesitate to let administration know that you would like to access scholarship funds for any specific field trip.

FIELD TRIP ITINERARY

A detailed itinerary of all field trips will be made available to parent(s)/guardian(s) and the school administration specifying when and where the group will be and how contact may be made with faculty sponsors. All students who go on a trip must return to the school with the group. There will be no exceptions without the Principal's prior written approval.

FIELD TRIP LIABILITY

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

FIELD TRIP SUPERVISION & CHAPERONE RESPONSIBILITIES

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

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

Some important guidelines to follow while chaperoning:

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

Field Trip: PARENTAL RELEASE FOR EMERGENCY MEDICAL TREATMENT

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

FIELD TRIP BEHAVIORAL EXPECTATIONS

Prior to departure, all students and adults will be apprised of pertinent practices. School rules apply to student behavior during the duration of the trip. In addition, the laws of the country, countries or states being visited, and rules of the places being visited (i.e. museums, camps, etc.) must be obeyed. Disciplinary matters while on trips will be handled in a manner consistent with the way such matters are handled at school. Each chaperone, together with the faculty sponsor, is responsible for enforcing the rules and will receive appropriate guidelines to safely chaperone students.

Food Allergies

KEEPING KIDS WITH FOOD ALLERGIES SAFE

Recent studies estimate that 1 in 13 children in the US have some sort of food allergy. Symptoms vary, sometimes exacerbate quickly, and can even become life-threatening. While any food can cause an adverse reaction, there are 8 foods that account for 90% of all reactions: eggs, milk, wheat, soy, peanuts, tree nuts, fish and shellfish. Here at school we have students who have had serious reactions to a variety of these foods. Therefore, it is sometimes difficult to provide a particular food allergen free classroom. To keep all students safe, we have implemented SAFE EATING SPACES and teach all children how to protect themselves and others from food allergy reactions by maintaining a place for their food only and not sharing food. Staff members are also trained to implement preventive strategies, recognize adverse symptoms, and administer emergency medication if needed.

However, since nut allergy is the most common and tends to be life-long, we ask that nuts and nut products be avoided when sharing with or presenting to others. This is standard school practice and noted in our Student Handbook. It includes class birthday celebrations, party snacks, projects, and craft items.

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

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

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

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

Grading System/Report Cards

GRADING SYSTEM

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

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

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

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

"E" = Expanding:

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

"A" = Achieving:

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

"M" = Meeting Expectations:

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

"R" = Reaching:

- Produces work that is progressing towards grade level expectations
- Applies learned skills and strategies with regular support
- Shows basic understanding of concepts

"L" = Learning:

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

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

Grade Scale: Average and Above

A+: 97% - 100%

A: 94% - 96%

A-: 90% - 93%

B+: 87% - 89%

B: 84% - 86%

B-: 80% - 83%

C+: 77% - 79%

C: 74% - 76%

C-: 70% - 73%

Grade Scale: Below Average

D+: 67% - 69%

D: 64% - 66%

D-: 60% - 63%

F: 0 - 59%

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

RUBRICS FOR ASSESSMENT OF STUDENT WORK

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

STUDENT REPORT CARDS

There are three reporting periods each school year. Reports Cards are issued in December, March and on the final day of school in June through our student information system (PowerSchool). All families will need an online account to access the portal where report cards are issued.

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

Hollis School District and the Law

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

Holidays/Parties/Celebrations

HOLIDAYS

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

- There will be no attempt to persuade, or involve students in a religious observance
- Teachers will emphasize the artistic and cultural aspects of the holiday and be sensitive to the feelings of students and parents who may not celebrate a particular holiday or holidays

- When the study of religious holidays is appropriate to the instructional program, teachers will emphasize respect, appreciation and understanding the beliefs of others as the primary instructional reason for the inclusion of these studies.
- No students or teachers will be required to participate in any such event if it is contrary to their convictions.

Homework – Expectations and Guidelines

Homework Guidelines

Homework is intended to reinforce classroom learning, provide meaningful practice, and help students develop responsibility, organization, and independent work habits. Homework assignments support clearly defined learning objectives and are designed to extend or strengthen concepts taught in class.

When homework is assigned, teachers will provide appropriate instruction, clear expectations, and timely feedback. Grade-level teams work together to promote consistency in homework expectations and strive to follow recommended homework guidelines appropriate for students' developmental levels.

Student Responsibilities

Students are expected to:

- Complete assignments to the best of their ability and submit them on time.
- Record assignments and due dates in their agenda or other organizational system.
- Break long-term projects into manageable steps and plan their time accordingly.
- Follow teacher directions and ask questions when clarification is needed.
- Work in a quiet, distraction-free environment whenever possible.
- Keep school materials organized and bring completed assignments to school.
- Complete their portion of group projects responsibly and on time.
- Seek assistance from their teacher before homework becomes overwhelming or confusing.

Family Responsibilities

Families play an important role in helping students develop positive homework habits. Parents and caregivers can support their child by:

- Establishing a consistent daily homework routine.
- Providing a quiet, well-lit workspace with basic school supplies.
- Encouraging independence while being available to answer questions or provide guidance.
- Asking about assignments, upcoming due dates, and long-term projects.
- Helping students organize materials and return completed homework to school.
- Monitoring effort and encouraging students to produce their best work rather than striving for perfection.
- Communicating with the teacher if homework becomes consistently difficult or if concerns arise.

Helpful questions to ask your child include:

- What homework do you have today?
- Do you understand what you need to do?
- When is the assignment due?
- Do you have everything you need to complete it?
- Do you have any long-term projects or upcoming assessments?
- Is there anything you need to ask your teacher about tomorrow?

When Homework Is Challenging

Homework should provide meaningful practice without causing unnecessary frustration. If your child experiences ongoing difficulty with an assignment, encourage them to do their best and make note of where they became confused. Parents are welcome to communicate with the teacher if additional support is needed.

It is okay for homework to be returned with mistakes. Student errors provide valuable information that helps teachers identify areas where additional instruction, clarification, or practice may be beneficial.

By working together, students, families, and teachers can establish positive homework routines that build confidence, responsibility, and lifelong learning habits.

I especially like ending with **"It is okay for homework to be returned with mistakes."** That communicates an important educational philosophy—that homework is for practice and feedback, not perfection. It's a reassuring message for families and aligns well with current best practices in education.

RECOMMENDED HOMEWORK TIME FRAMES:

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

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

Daily Reading

At every grade level, students are encouraged to spend a minimum of 15 minutes each day reading. Consistent daily reading is one of the most effective ways to strengthen reading skills, build fluency, expand vocabulary, and develop a lifelong love of learning.

For beginning, developing, or reluctant readers, sharing this time as a family can be especially valuable. Reading together does not always mean a child is reading independently. Families can support literacy development by listening to a story together, taking turns reading, discussing illustrations, making predictions about what might happen next, imagining alternate endings, or talking about how the story could have been changed if they were the author.

These simple conversations help children build confidence, deepen comprehension, and see reading as an enjoyable and meaningful part of everyday life.

Individuals with Disabilities Act

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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

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

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

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

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

<http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/Memos/documents/ProceduralSafe%20guards122308.pdf>

Instructional Materials

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

Library Media Center

The mission of the Library Media Center is to ensure that students and staff are effective users of ideas and information. The Library Media Center, but is an integral part of the instructional program of the school. Class visits to the Library Media Center are scheduled weekly at HPS and bi-monthly at HUES. Additionally, individuals or small groups of students may access the Library Media Center with teacher permission. The library is open all day, every day, for independent use by individual students and small groups. Classroom teachers and the Media Specialist plan together to determine resources and information skills necessary to meet a curricular objective. The library media center program provides for the enjoyment and appreciation of literature through stories, book talks and special programs. All classes use the Library Media Center periodically. Book talks and story programs are provided as part of the school curriculum.

Lost and Found

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

Lunch Program

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

All students in grades PreK-6 are able to purchase lunch and are assigned a student ID # upon entering grade K /1 or enrolling for the first time from another grade. This number is also used in the library and remains with a student during his/her years from grades PreK-6. The Hollis Lunch Program is based on a PREPAY system. Money (in the form of cash, check or money order) is held on account and applied to daily purchases through the use of student lunch cards, which are provided to your child upon payment to their account. Please make checks payable to Hollis Hot Lunch. We are able to accept one check for siblings within the same building, but our computerized system will not allow us to accept one check to be split between siblings at different schools. Rest assured that if your child tells us that he/she forgot his/her lunch, and does not have any money in his/her account, a lunch will be provided for your child. Please remit payment the next day to avoid receiving a negative balance letter. Negative and low balance letters are sent home weekly. We encourage you to open an account online at <https://www.myschoolbucks.com/ver2/getmain?requestAction=home> . This allows families to prepay lunch accounts with debit and credit cards and personalize food purchasing for their children. Of course checks can be sent in as well. All monies are put onto your child's lunch account. These funds may be used for snack purchases, milk purchases along with lunch purchases. Please feel free to call the cafeteria for your child's balance or to request an account history. You can also check the lunch menus at the following website: <https://sites.google.com/a/sau41.org/foodservices/>

At HUES, students are able to purchase a breakfast meal instead of just a snack should you need to use this service. We know that bodies that are fueled well work and think well! Parents/Guardians are not allowed to eat lunch with their children unless arrangements have been made the day prior with the office and forms have been completed.

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

Medication

In order to have medication administered to students during school hours, permission forms must be completed and medication must be given to the school nurse in the original prescription container or original package with completed Parental Permission and Physician's Permission forms. Only the nurse or her designee will administer medication. Most medications are kept locked except for Epipens and inhalers. These

items need to be accessed quickly in an emergency situation. Students are not allowed to keep medication on their person or to self-administer medications without the express knowledge and permission of their physician and school nurse. The nurse or classroom teacher is responsible for handling school-related emergencies. They are not responsible for accidents that happen outside of school hours or off school grounds. Information concerning where parents can be reached, work phone numbers, an emergency number and the family physician's number must be available. This information will be requested on emergency forms provided to our parents. **IMPORTANT – EMERGENCY FORMS MUST CONTAIN CURRENT INFORMATION AND BE KEPT UP-TO-DATE.**

Missed work during Absences

When students are absent, they miss more than completed assignments—they miss the valuable teaching, classroom discussions, activities, and learning experiences that take place each day. To support student success, families are encouraged to schedule vacations and extended trips during regularly scheduled school vacations whenever possible.

Teachers are unable to recreate the full classroom experience or prepare all instructional materials in advance for students who are absent due to extended family travel. If families choose to have their child miss an extended period of school, we encourage them to enhance the educational value of the experience by incorporating meaningful learning opportunities. Students may benefit from keeping a journal that includes reflections, illustrations, observations, cultural information, historical connections, interviews, or other details related to their experiences.

Following an absence, teachers will make every effort to help students reconnect with classroom learning and review essential concepts. Parents and students should communicate with the classroom teacher to determine if there are specific assignments, assessments, or learning activities that need to be completed.

As students grow older, they are expected to take increasing responsibility for tracking assignments, communicating with teachers, and managing their learning after an absence.

Nondiscrimination and Notification of Grievance Procedures

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

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

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

Notice of Procedural Safeguards Under 504 and the ADA

The Hollis School District does not discriminate on the basis of disability in their programs and activities. Under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act of 1990 ("ADA"), an individual with a disability is someone who has a physical or mental impairment that

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

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

- 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.
- 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.
- You have the right to an opportunity to examine all relevant records for your child.
- 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.
- You have the right to appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.

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

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

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

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

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

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

Parent/Teacher Conferences

Strong communication between home and school is essential to supporting student success. In response to feedback from our parent community, Parent-Teacher Conferences are scheduled as part of the school calendar each year. The conference schedule is published annually, and your child's classroom teacher will contact you to arrange a conference time.

Your participation, questions, and insights are an important part of the conference process. Families and

teachers share the common goal of helping each student grow academically, socially, and emotionally.

Preparing for a Parent-Teacher Conference

Before the conference, consider talking with your child about their school experience. Questions such as *"What do you enjoy most about school?"*, *"What are you most proud of?"*, or *"Is there anything you find challenging?"* can help you better understand your child's perspective.

Questions you may want to ask your child's teacher include:

- How is my child progressing in class?
- What are my child's strengths and areas for growth?
- How does my child participate and engage in learning?
- How does my child work independently and with classmates?
- Are assignments, homework, and responsibilities being completed as expected?
- Are there ways our family can support learning at home?
- Are there skills or habits my child should continue to develop?

Sharing Questions and Concerns

We encourage families to share questions, concerns, or important information with their child's teacher. Open communication allows teachers and families to work together to better understand and support each student.

If your child is experiencing challenges with academics, friendships, motivation, or other aspects of school life, please reach out. Concerns are most effectively addressed when they are shared early and collaboratively with the appropriate staff members.

Working Through Concerns

We recognize that when children experience challenges at school, families naturally want to understand and support them. If your child comes home upset about a situation, take time to listen and gather information. A child's perspective is important, and discussing the situation with the classroom teacher can help provide a complete understanding of what occurred.

We encourage families and staff to approach concerns with patience, respect, and a shared commitment to finding solutions. If a concern cannot be resolved through communication with the classroom teacher, families may contact building administration for additional support.

Ongoing Communication

You do not need to wait until a conference to connect with your child's teacher. Teachers appreciate opportunities to establish positive relationships with families throughout the year. Early communication helps build trust and makes it easier to address questions or concerns when they arise.

To contact a teacher, please send a note, email, or message requesting communication, or leave a message with the school office. Teachers are unable to interrupt instructional time or classroom responsibilities to take phone calls during the school day, but they will respond as soon as their schedule allows. In some cases, this may be the following school day.

We value the partnership between families and educators and encourage ongoing communication throughout the school year. Together, we can support each student in reaching their full potential.

Parent Visits/Appointments and Parking

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

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

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

Photograph/Video Release Information

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

Plagiarism and Technology

Academic Integrity and Responsible Use of Information

Access to the Internet and other digital resources provides students with valuable opportunities to research, learn, and expand their understanding of the world. As students use these resources, they must learn the importance of giving credit to the authors and sources of information they use.

Students are expected to demonstrate honesty and integrity in all academic work. When using information from books, websites, articles, or other resources, students must properly identify and credit the source. This applies to both direct quotations and ideas or information that are incorporated into their own writing.

Throughout the elementary years, students are taught age-appropriate skills for researching, note-taking, paraphrasing, citing sources, and creating original work. They also learn that plagiarism—the use of another person's words or ideas without proper credit—is a form of academic dishonesty and a violation of intellectual property rights.

Student work that includes copied material without appropriate acknowledgment may not be accepted and will provide an opportunity for further instruction and reflection. As students advance through their academic careers, expectations for responsible research and academic integrity will continue to increase.

Our goal is to help students become responsible, ethical, and independent learners. We are committed to teaching students how technology can support learning while also helping them understand the importance of honesty, responsibility, and respect for the work of others. Families play an important role in reinforcing these values and encouraging students to take pride in their own ideas and accomplishments.

Policy

Policy Section

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

<https://sau41.community.highbond.com/Portal/Policy.aspx?id=e5169c58-a8e7-42b4-bf33-2929fab7d463>

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

- Policy JLJ - Hollis School District Life Threatening Allergy Policy
<https://sau41.community.highbond.com/home/policies/policydoc/d0b897ab-3253-4ffb-beb0-895db5b7f1bb>
- Policy JLCC - Pediculosis (Head Lice)
<https://sau41.community.highbond.com/home/policies/policydoc/33cc0366-8013-4bc4-b461-dc4e382c04fd>
- Policy JLCJ - Concussion and Head Injuries
<https://sau41.community.highbond.com/home/policies/policydoc/ffa1020f-8d11-46c2-8905-5af34d187cd9>
- Policy JLCF - Wellness
<https://sau41.community.highbond.com/home/policies/policydoc/2129c72f-560e-4eda-a6fd-7aa776d8f944>
- Policy EFAA - School Lunch Meal Payment Policy
<https://sau41.community.highbond.com/home/policies/policydoc/d8468398-ded6-42e1-8980-d9e1d72a019d>
- Policy JFAB - Admission of Tuition and Non-Resident Students
<https://sau41.community.highbond.com/home/policies/policydoc/81c17ed3-a64f-48d6-a805-55c35d880633>
- Policy JH - Attendance, Absenteeism and Truancy
<https://sau41.community.highbond.com/home/policies/policydoc/7d2fe023-6b07-4f7b-abcc-a8c263cc62c8>
- Policy JICD - Student Discipline and Due Process
<https://sau41.community.highbond.com/home/policies/policydoc/657619c1-4dfb-4c64-aea1-395ac34cbcfb>
- Policy - JICK Pupil Safety, Bullying/Harassment & Violence Prevention
<https://sau41.community.highbond.com/home/policies/policydoc/99243e7b-2a29-4b64-a89e-30201885b08d>
- Policy JICFA - Hazing
<https://sau41.community.highbond.com/home/policies/policydoc/a1723f34-68df-4c43-9ce1-50fc8c429aeb>
- Policy JKAA - Use of Physical Restraint, Seclusion, and Intentional Physical Contact
<https://sau41.community.highbond.com/home/policies/policydoc/f96f0e62-b931-4462-bba8-04afbc3d8626>
- Policy JICL - School District Internet Access for Students ; Acceptable Use Agreement
<https://sau41.community.highbond.com/home/policies/policydoc/8263e4dc-836b-4b28-9c7c-c730251c5f89>
- Policy ADB/GBEC - Drug-Free Workplace & Drug-Free Schools
<https://sau41.community.highbond.com/home/policies/policydoc/cbccc1b7-7f1b-4240-a23c-a40b4e6c69e8>
- Policy ADC/GBED – Tobacco Products Ban Use and Possession

<https://sau41.community.highbond.com/home/policies/policydoc/22aa85b8-85d6-4b52-9c2f-54c0098ffc70>

- Policy AC - Nondiscrimination
<https://sau41.community.highbond.com/home/policies/policydoc/9d80fcbc-d822-440b-a886-bc24db49f6b7>
- Policy JLF - Reporting Child Abuse
<https://sau41.community.highbond.com/home/policies/policydoc/bbc6ec89-69e7-471d-9b87-f0ec0d17b695>
- Policy IJND - Video & Audio Recordings in School Classrooms
<https://sau41.community.highbond.com/home/policies/policydoc/ff79985e-f3cf-40c3-b0aa-1529981adf8d>
- Policy JLDDB - Suicide Prevention and Response
<https://sau41.community.highbond.com/home/policies/policydoc/843dfb59-fb01-4005-819f-95987942b9fd>
- Policy AB - Parental Bill of Rights
<https://sau41.community.highbond.com/home/policies/policydoc/4afe5aab-0a37-4cb4-ab94-f1387c6b4863>

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.

Recess

Recess is an important part of the elementary school experience. It provides students with opportunities for physical activity, social development, problem-solving, and building positive relationships with classmates in a less structured setting. Whenever possible, students will participate in outdoor recess for all or part of their scheduled recess time.

Outdoor recess decisions are made with student safety and well-being as the priority. Factors such as temperature, wind chill, weather conditions, and playground safety are considered when determining whether students will go outside. Indoor recess will be held when the temperature or wind chill is 20° or below, or when conditions make outdoor play unsafe.

New England weather can change quickly. Students should come to school prepared to spend time outdoors each day with appropriate clothing for the season. Families should keep in mind that morning and afternoon conditions may vary, and recess decisions may change throughout the day as weather conditions change.

Our goal is to provide outdoor recess as often as possible while ensuring that students have a safe and comfortable experience.

Recess Expectations

School rules and expectations apply during recess. Students are expected to demonstrate respect, responsibility, and safe behavior while using the playground and interacting with others.

Please remember:

- The school provides playground equipment and recess balls (such as basketballs, soccer balls, and

- footballs). Students should not bring these items from home.
- Toys and personal items from home are discouraged. The school is not responsible for lost, damaged, or broken personal items.
- Electronic devices, including radios, music players, and computerized toys, are not permitted during recess.
- Skateboards, scooters, and similar equipment are not permitted.
- The playground area is reserved for enrolled students during the school day. Siblings and other children who are not students at Hollis Primary School or Hollis Upper Elementary School should not use playground equipment during school hours.
- At HUES, students must walk carefully within designated pathways and painted lines near parking areas.
- Students must remain within assigned playground boundaries. Wooded areas and other restricted areas are off limits.

Student Health and Recess Participation

Students should come to school prepared to participate in recess whenever possible. If a child is not well enough to participate in outdoor activities, families should consider whether the child is well enough to attend school. In cases where a medical condition requires that a student remain indoors during recess, please provide documentation or guidance from the student's healthcare provider so that appropriate accommodations can be made.

Registration, Withdrawal, and Records

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

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

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

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

Promotion and Retention of Students Procedures (Policy IKE)

All requests for promotion or retention consideration should be addressed to the building principal by March 1. If a parent or guardian requests promotion or retention, the following procedure is followed:

1. As applicable, Light's retention scale is given to parents and teacher
2. 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)

3. If applicable, the Light's retention scale is reviewed at the meeting with the administration, usually reviewed by school counselor
4. 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.

SAU 41

SCHOOL ADMINISTRATIVE UNIT FORTY-ONE ~ Brookline, Hollis & Hollis/Brookline Cooperative School Districts. School Administrative Unit 41 (SAU 41) provides the administrative services for the PK-12 schools in our town of Hollis and Brookline, New Hampshire. There currently are 6 buildings between the two communities: Hollis Primary, grades PK-3; Hollis Upper Elementary, grades 4-6; Richard Maghakian Memorial, grades PK-3; Captain Samuel Douglass Academy, grades 4-6; Hollis Brookline Middle School, grades 7-8; Hollis Brookline High School, grades 9-12. Three school boards provide governance for the schools: The Hollis School Board, grades PK-6 the Brookline Board, grades PK-6 and the Hollis Brookline Cooperative School Board, grades 7-12. The SAU Board, composed of all board members, helps to coordinate K-12 ongoing programs through discussion with SAU staff.

SAU41 Network and Internet

SAU #41 NETWORKS & INTERNET

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

School Board Meeting Schedule

SCHOOL BOARD MEETING SCHEDULE

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

School Day

Time-on-learning is time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments of the core subjects. Adequate time-on-learning is essential for student progress. Time-on learning for the Hollis Schools are as follows:
Grade K - 3 five hours thirty minutes
Grade 4 – 6 five hours forty minutes

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

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

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

School Delays & Cancellation Procedures

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

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

DELAYED OPENINGS

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

On a delayed opening:

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

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

School Safety/Emergency Drills

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

Section 504 of the ADA

SECTION 504 of the REHABILITATION ACT OF 1973

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

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

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

School Administrators
Hollis Upper Elementary School

12 Drury Lane
Hollis, NH 03049
1 877 465 5474

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

Section 504/Title II Grievance Procedure

SECTION 504/ADA, TITLE II GRIEVANCE PROCEDURE

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

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

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

A complaint must be filed in writing, contain the name and address of the person filing it, describe the alleged discriminatory action and identify the date the action occurred and the name(s) of the person(s) believed to be responsible, as well as recommendations for the resolution.

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.

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.

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.)

The Section 504/ADA coordinator shall maintain the files and records of the Hollis School relating to the complaints filed.

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.

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.

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.

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.

Any party may appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.

The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 or ADA complaint with U.S. Dept. of Education's Office for Civil Rights or the NH Department of Education. Utilization of this grievance procedure is not a prerequisite to the pursuit of other remedies.

These procedures shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to ensure that Hollis School District complies with Section 504, Title II, and their implementing regulations.

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

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

Smoke Free Schools

It is the policy of the Hollis School Board that smoking and other use of tobacco products shall be prohibited in accordance with RSAs 78:1, XIV and 78:12-b, II as amended June 20, 1991. Smoking is prohibited in all school buildings at all times, on all school district vehicles, including buses at all times, and on all school grounds effective January 1, 1997. Further, possession of tobacco products by anyone under the age of 18 is prohibited on all school property and vehicles including buses, at all times, in accordance with RSAs 78:1, XIV and 78:12-b, II as amended June 20, 1991. Players, coaches, trainers, managers and anyone officially participating in an athletic event shall be prohibited from smoking or using other tobacco products during practice sessions or games. Please see our policy section for further details.

Student Achievement

In Hollis, we are committed to helping every student reach their full potential as a learner. Our goal is to understand what students know, identify their individual strengths and areas for growth, and provide meaningful instruction that supports continued academic progress.

Effective teaching begins with understanding each student's current level of knowledge and skill. Teachers use a variety of assessment strategies to gather information about student learning and to guide instruction. Assessments help teachers determine what students already understand, identify areas where additional support is needed, and provide opportunities for students to extend their learning.

Assessment takes many forms throughout the school year, including:

- Baseline assessments to understand student strengths and needs.
- Pre-assessments that help teachers plan instruction and provide appropriate learning opportunities.
- Formative assessments and quick checks that monitor understanding during instruction.
- Individual progress monitoring, such as reading records and skill assessments.
- Writing samples, math tasks, problem-solving activities, and project-based assessments.
- Science and social studies activities that measure content knowledge, reasoning, and application of skills.
- Student work collections that demonstrate growth and achievement over time.
- Performance-based assessments shared with families throughout the school year.

Teachers use assessment information to provide responsive instruction, including flexible grouping and targeted support, ensuring that students are appropriately challenged and supported.

Character, Citizenship, and Personal Growth

In addition to academic achievement, we believe that developing responsible, compassionate, and engaged citizens is an essential part of the elementary school experience. Students are supported in building self-discipline, problem-solving skills, empathy, and respect for others.

Through classroom experiences, guidance lessons, and daily interactions, students learn to take responsibility for their choices, resolve conflicts, respond appropriately to challenges, and understand how their actions impact the school community and the world around them.

Celebrating Student Success

Student growth and achievement are recognized and celebrated in many ways. Throughout the school year, staff members acknowledge student accomplishments through positive feedback, communication with families, and opportunities to showcase student work.

School performances, presentations, classroom celebrations, displays, exhibitions, and special events provide opportunities for students to share their learning and celebrate accomplishments in academics, the arts, service, leadership, and personal growth.

Together, we strive to create an environment where students are encouraged to learn, grow, contribute, and develop the skills needed to become successful lifelong learners and responsible members of their communities.

Student Appearance and Dress

The matter of dress and appearance is, for the most part, a matter of individual taste. Students must, however, respect the learning environment. Any appearance or dress which would cause a distraction from the learning process, infringe upon the rights of other students, or clothing that is unsafe will not be tolerated.

- Any appearance or dress that may be a distraction to the educational process or infringe on the rights of others are not permitted.
- Pajamas are not allowed.
- Costumes - such as tails, ears, etc are not allowed except on special occasions.
- Because obscene, vulgar, lewd, or indecent clothing and jewelry is inappropriate in an educational setting, it is not permitted. This includes but is not limited to any clothing or jewelry that contains profanity or sexual innuendo; is demeaning to others' gender, race, religion, or ethnic group; or that advertises, displays, or contains innuendo for drugs, tobacco, alcohol, weapons, gangs, or their use.
- Students may not wear clothing that exposes their bellies or their under garments.
- Students may not wear clothing, footwear, or hairstyles that may be hazardous in their educational activities such as physical education.
- Dress and grooming should be clean and in keeping with health and sanitary practices.
- Students may not wear sunglasses or hoods within the building until the completion of the school day. Hats are allowed in the building, but teachers may use their discretion about whether they may be worn in their individual classrooms.
- Students may not go barefoot at any time. All shoes need to have a backing on them for safety reasons.
- Roller blades or any other footwear on wheels may not be worn at any time.
- Students may not spray any perfume, cologne, or aerosol deodorant on in the school building
- Accommodations to dress code will be made for religious customs.

Students in violation of the dress code policy will be referred to the administration and may be required to modify their attire to comply with expectations. Students who refuse to comply with expectations shall be subject to disciplinary action. Parents will be contacted if a change in clothing or shoes is needed.

Student Early Dismissal Procedure

Regular bus dismissal time for students is approximately 3:00 at the Primary School and ~ 3:15 at the Upper Elementary. We stagger dismissals based on bus arrival. We will communicate any late buses or unexpected circumstances through Parent Square.

Early dismissals are discouraged and should not occur on a regular basis. It is important that your child complete a full day in school. The end of the school day is an important time for students. Teachers review the school day, complete lessons and/or review assignments. Repeated early dismissals send the wrong message about the importance of school.

If there is a valid reason for your child to be dismissed early, please send a note with your child clearly indicating the time of dismissal and the name of the person who will be picking up your child.

When you arrive to pick up your child, please do not park in the Fire Lane or other 'No Parking' areas; there are designated visitor parking spaces to use.

Report directly to the office to sign your child out.

DUE TO SAFETY CONCERNS, PARENTS MAY NOT GO DIRECTLY TO CLASSROOMS OR THE PLAYGROUND TO PICK UP STUDENTS.

Students will not be dismissed without clearance from the office. Any last minute changes to a student's dismissal plans must be made prior to 2:00 PM so we can ensure that your child is safe and following the RIGHT after school plan.

If an emergency arises and you need to change plans after 2pm - you must call our office.

In all instances of early dismissal, parents must sign the dismissal log.

Should your child be outside on the playground at the time of the requested dismissal, please wait in the office until students have returned to class. When dismissal from the playground is necessary, a school employee will go to the playground to get your child. A dismissal slip for your child will be given to a playground supervisor who later sends them to your child's teacher.

Student Health

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

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

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

You can help prevent the spread of infection by:

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

- The responsibility of further treatment and subsequent care rests with the parents and family physician.
- The health office will follow the current recommendations of the Department of Health and Human Services.

Student Responsibility/Behavior

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

At all times students are expected to:

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

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

Team Collaboration

TEAM COLLABORATION – Professional Learning Communities

Professional Learning Communities practice collaborative work toward a common goal of student learning.

Understanding that collaborative and reflective time is important to ensure that the curriculum is taught and implemented consistently and well. We schedule a weekly collaboration time for each grade level team.

Agendas are set and these time periods are used to work on curriculum topics, discuss assessments, review student work, share strategies and present professional development workshops.

Telephone/Cell Phone/Apple Watch Use by Students

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

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

TOBACCO PRODUCTS BAN

USE OF TOBACCO PRODUCTS is STRICTLY PROHIBITED IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS.

Use/Rental of School Building and Grounds

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

Universal Supports/Accommodations

Universal Supports/Accommodations

All students are entitled to certain accommodations that promote appropriate access to learning, in acknowledgement of their varied learning styles. Below is a list of universal accommodations that will be provided by all classroom teachers.

Universal Supports/Accommodations

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

Volunteering

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

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

Weapons on School Property

(School Board Policy JICI)

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

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

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

Weapons under control of law enforcement personnel are permitted.