

HOLLIS BROOKLINE HIGH SCHOOL STUDENT/PARENT HANDBOOK 2026-2027



Home of the Cavaliers

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Dear Parents and Students,

Welcome to the 2026–2027 school year at Hollis Brookline High School.

At HBHS, we are committed to providing students with more than an outstanding academic experience. We strive to develop curious learners, thoughtful citizens, and engaged members of our community who are prepared to succeed in college, careers, the military, and overall life beyond high school.

Our work is guided by our Core Values of integrity, innovation, individuality, intellectual curiosity, and involvement. These values shape our classrooms, our activities, our relationships, and our expectations for one another. We believe every student should feel challenged academically, supported personally, and connected to the larger HBHS community.

Learning at HBHS extends beyond the classroom. Whether students are competing on the field, performing on the stage, serving others, leading organizations, or exploring new interests through clubs and activities, these experiences are an important part of what it means to be a Cavalier.

This year marks the third year of our Advisory Program. Advisory will meet on Mondays and Fridays, intentionally framing the week for students by creating time to set goals, build relationships, reflect on progress, and strengthen connections within our school community.

Our CAVBlock time, held Tuesday through Friday, provides students with dedicated opportunities during the school day to seek extra help, collaborate with teachers and peers, make up work, explore interests, and get ahead academically. Learning to use this time effectively helps students build the independence, responsibility, and self-advocacy skills that are essential for future success.

As we begin the year, we encourage every student to challenge themselves, become involved, support one another, and take full advantage of the many opportunities available at HBHS. The strength of our school comes not only from our traditions and accomplishments, but from the contributions each member makes to our community every day.

We look forward to another year of learning, growth, and Cavalier pride.

Warmly,
Jacob Hess
Principal

****We may update this handbook during the course of the school year.
We will notify families of any changes.****

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HOLLIS BROOKLINE HIGH SCHOOL

Core Values

At Hollis Brookline High School,

We value:

- Integrity
- Innovation
- Individuality
- Intellectual Curiosity
- Involvement in HBHS Community

We believe in:

- inspiring lifelong learning and achievement through a broad range of experiences
- encouraging all to strive for their maximum potential
- upholding an atmosphere of mutual trust and respect essential to the educational process
- recognizing that students, parents, and staff share responsibility for open communication to maintain a thriving school community
- maintaining a safe, productive learning environment

The Hollis Brookline Cooperative School District complies with all Federal and state laws that apply to schools, including the following:

- Family Education Rights and Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Americans with Disabilities Act
- Bullying and Harassment
- Child Find Notice: Children with Disabilities under Idea or Section 504 (ADA)
- Child Neglect & Abuse

STUDENT CODE OF CONDUCT

Purpose

The Hollis Brookline High School (HBHS) Student Code of Conduct exists to ensure a safe, respectful, and productive learning environment for all members of the school community. Rooted in our Core Values—Integrity, Innovation, Individuality, Intellectual Curiosity, and Involvement—this Code outlines clear expectations for student behavior and establishes a framework for accountability, growth, and support.

This Code applies to all students during the school day, on school property, on school buses, and at any school-sponsored activity or event, whether on or off campus.

Student Rights and Responsibilities

All students at HBHS have the right to:

- Learn in a safe, supportive, and respectful environment
- Be treated with dignity by peers and adults
- Express themselves respectfully and appropriately
- Due process when disciplinary action is considered in accordance with Policy JICD and RSA 193:13

All students at HBHS are responsible for:

- Acting with respect toward others and school property
- Following school rules, policies, and staff directions
- Contributing positively to the learning environment
- Attending classes regularly and on time
- Upholding academic integrity and honesty

General Behavior Expectations

Students are expected to:

- Treat peers, staff, and visitors with courtesy and respect
- Follow all reasonable directions from school staff
- Use appropriate language and behavior at all times
- Walk safely in hallways and common areas
- Wait to be dismissed by an adult or the bell
- Maintain cleanliness in classrooms, hallways, the cafeteria, and common spaces
- Refrain from behavior that disrupts teaching and learning

No student has the right to interfere with the learning, safety, or well-being of others.

Attendance and Punctuality

(Policies JH, JHC; RSA 189:35-a, RSA 193:1)

Students are expected to:

- Attend school and all assigned classes daily
- Arrive to school and class on time
- Follow proper procedures for absences, tardies, and dismissals

- Remain on campus during the school day unless authorized by the administration

Unexcused absences, skipping class, chronic tardiness, or leaving campus without permission are serious violations and will result in disciplinary consequences.

Academic Integrity

(Policy IKL)

HBHS values honesty, effort, and original thinking. Students must:

- Complete their own work unless collaboration is explicitly permitted
- Properly cite sources, including digital and AI-based tools when allowed
- Follow teacher guidelines regarding assessments and assignments

Prohibited behaviors include, but are not limited to:

- Cheating or copying
- Plagiarism
- Unauthorized use of technology or AI tools
- Allowing others to complete work on one's behalf

Violations of academic integrity will result in consequences ranging from a zero on the assignment to suspension, depending on severity and frequency.

Respect, Safety, and Well-Being

(Policies JICK, JICFA)

Students are expected to contribute to a safe and inclusive school culture by:

- Refraining from bullying, harassment, intimidation, or discrimination
- Avoiding physical aggression, fighting, or threats
- Respecting personal boundaries and school-appropriate conduct
- Reporting safety concerns to a trusted adult

Bullying, harassment, or behavior that threatens the safety of others will result in serious disciplinary action.

Technology and Electronic Devices

(Policies JICD, Acceptable Use Agreement; RSA 189:1-a)

Students must:

- Use technology responsibly and for educational purposes
- Follow staff directions regarding device use during the school day
- Communicate electronically in a manner that is transparent, accessible, and professional

Students may not:

- Record, photograph, or post images or audio of students or staff without permission
- Use VPNs or bypass school network filters
- Use technology to harass, cheat, or disrupt learning

Dress Code Expectations

Students are expected to dress in a manner that:

- Is appropriate for a school setting
- Does not disrupt the educational process
- Is free from obscene, vulgar, or discriminatory language or images
- Does not promote drugs, alcohol, tobacco, weapons, or violence
- Meets safety and health standards

Failure to comply with the dress code may result in administrative intervention.

Prohibited Items and Substances

(Policies JICG, JICH, JICI; RSA 193-D, RSA 159)

Students may not possess or use:

- Alcohol, drugs, or drug paraphernalia
- Tobacco or vaping products
- Weapons or objects that could be used to cause harm
- Fireworks, firecrackers, or hazardous materials

Violations will result in disciplinary action up to and including suspension or expulsion, and may involve law enforcement.

Progressive Discipline and Due Process

(Policy JICD; RSA 193:13)

HBHS uses a graduated system of discipline designed to correct behavior and support student growth.

Consequences may include:

- Informal interventions and conferences
- Teacher or PLC detentions
- After-school or Saturday detentions
- In-school or out-of-school suspension
- Behavior Intervention Plans

All disciplinary actions follow due process, including:

- An opportunity for the student to share their perspective
- Parent/guardian notification
- Clear communication of consequences and expectations

Commitment to Growth

Discipline at HBHS is intended to be educational and restorative whenever possible. Students are encouraged to reflect on their choices, repair harm, and grow as responsible members of the school community.

By working together—students, families, and staff—we uphold the values and standards that make Hollis Brookline High School a safe, respectful, and thriving place to learn.

COOP CALENDAR AND BELL SCHEDULE



Hollis Brookline Cooperative School District Academic Calendar

2026-2027

August (0 days)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September (18 days)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October (21 days)

S	M	T	W	T	F	S
						1
				2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November (16 days)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December (17 days)

S	M	T	W	T	F	S
						1
				2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2027 (19 days)

S	M	T	W	T	F	S
						1
				2		
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027 (15 days)

S	M	T	W	T	F	S
						1
				2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2027 (22 days)

S	M	T	W	T	F	S
						1
				2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2027 (17 days)

S	M	T	W	T	F	S
						1
				2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027 (20 days)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027 (18 days)

S	M	T	W	T	F	S
						1
				2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Teacher Flex Workshop Day -No School Students
Teacher/Staff Workshop-No School for Students
7th/9th Grade Orientation
First Day of School All Students
Proposed HS Graduation
Early Release for Students
No School for Students or Staff
Last day of School for Students (Includes 5 Snow Days)

Important Dates

Aug 28 Teacher Flex Workday

Aug 31 All Staff Return

Sep 1 Teacher/Staff Prof Days

Sep 2 Grades 7 & 9 Orientation Day

Sep 3 School Begins

Sep 7 Labor Day (No School)

Sep 8 Teacher/Staff Prof Day (No School for students)

Oct 12 Columbus Day (No School)

Oct 21 Early Release

Nov 3 Teacher/Staff Prof Day (No School for students)

Nov 11 Veterans Day (No School)

Nov 25-27 Thanksgiving Break (No School)

Dec 9 Early Release

Dec 24-31 Holiday Break (No School)

Jan 1 New Year's Day (No School)

Jan 18 Martin Luther King Jr/ Civil Rights Day (No School)

Jan 25 Early Release

Feb 22-26 Winter Break (No School)

Mar 9 Teacher/Staff Prof Day (No School for students)

Mar 24 Early Release

Apr 14 Early Release

Apr 26-30 Spring Break (No School)

May 31 Memorial Day (No School)

Jun 11/12 Proposed HS Graduation

Jun 24 Last Day of School for Students (includes 5 snow days)

Jun 25 Teacher/Staff Prof Day (No School for students)

Bell Schedule 2026 – 2027

Monday (miss period 4)	Tuesday (miss periods 3 & 7)	Wednesday (miss periods 1 & 5)	Thursday (miss periods 2 & 6)	Friday (PLC 7:00 - 8:00am)
Period 1 7:40 - 8:35	Period 1 7:40 - 8:45	Period 2 7:40 - 8:45	Period 1 7:40 - 8:45	Period 1 8:04 - 8:45
Period 2 8:39 - 9:34	Period 2 8:49 - 9:54	Period 3 8:49 - 9:54	Period 3 8:49 - 9:54	Period 2 8:49 - 9:32
Advisory 9:38 - 10:03	CAV Block 9:58 - 10:38	CAV Block 9:58 - 10:38	CAV Block 9:58 - 10:38	Advisory 9:36 - 10:01
Period 3 10:07 - 11:02	Period 4 & Lunch 10:42 - 12:09	Period 4 & Lunch 10:42 - 12:09	Period 4 & Lunch 10:42 - 12:09	Period 3 10:05 - 10:48
Period 5 & Lunch 11:06 - 12:33	Lunch A: 10:42 - 11:07 Lunch B: 11:14 - 11:39 Lunch C: 11:46 - 12:11	Lunch A: 10:42 - 11:07 Lunch B: 11:14 - 11:39 Lunch C: 11:46 - 12:11	Lunch A: 10:42 - 11:07 Lunch B: 11:14 - 11:39 Lunch C: 11:46 - 12:11	Period 4 & Lunch 10:52 - 12:13
Lunch A: 11:06 - 11:31 Lunch B: 11:37 - 12:02 Lunch C: 12:08 - 12:33	Period 5 12:15 - 1:20	Period 6 12:15 - 1:20	Period 5 12:15 - 1:20	Lunch A: 10:52 - 11:17 Lunch B: 11:20 - 11:45 Lunch C: 11:48 - 12:13
Period 6 12:37 - 1:32	Period 6 1:24 - 2:30	Period 7 1:24 - 2:30	Period 7 1:24 - 2:30	Period 5 12:19 - 1:00
Period 7 1:36 - 2:30				Period 6 1:04 - 1:45
				Period 7 1:49 - 2:30

SCHOOL CANCELLATION, DELAYED OPENING, OR EARLY DISMISSAL

On those occasions when the regular school time schedule must be altered due to inclement weather or other emergency, announcements will be made via the ParentSquare communication system and posted on WMUR. A delayed start would mean a start time of 9:40 am, and an early dismissal would have the middle and high school dismissed first, followed in 45 minutes by the elementary schools. We encourage all parents to develop, with their child, a plan of action, so that your students will know what they should do in the event of any change in the regular school schedule. Please do not call the police or the fire station regarding school cancellation or emergency closings.

DAILY GUIDELINES

Administrative Responsibilities

Mr. Cole Etten: Gr. 10, 12; English, Math, Unified Arts

Ms. Yolanda Flamino: Gr. 9, 11; Science, Social Studies, World Language

Ms. Traci Lane: Student Services

Mr. Brian Bumpus and Mr. Jordan Scott: Athletics

Mr. Lance Finamore/Mr. Thomas Bender: Facilities

Communication Protocol

In alignment with our core values, it is best to resolve issues as they arise by adhering to the protocol outlined below. ***All issues must proceed through these channels prior to notifying an administrator.***

Academic matters:

1. The student should speak directly to the staff member and/or School Counselor.
2. If not resolved, the parent should speak directly with and/or meet with the student and staff member.
3. If not resolved, the student/parent should contact the Department Chair to meet with the student, parent, and staff member.
4. If the matter is still not resolved, the student/parent should contact the student's Administrator to discuss the matter.

Athletic matters:

1. The student should speak directly to the coach and/or School Counselor.
2. If not resolved, the parent should speak directly with and/or meet with the student and the coach.
3. If not resolved, the student/parent should contact the Athletic Director to meet with the student, parent, and coach.
4. If the matter is still not resolved, the student/parent should contact the student's Administrator to discuss the matter.

Emergency Procedures

Fire drills, secure campus, shelter in place, and avoid/deny/defend drills occur at regular intervals and are an important safety precaution. It is essential that when the first signal is given, everyone reacts, remains silent, and follows directions immediately. For emergency drills, students should remain with a supervising adult until an "all clear" signal is given.

Advisory

The Advisory program at HBHS is intended to enable students and advisors to build connections, know each other well, and for each student to have an anchoring adult in the building. The focus is on the development of the whole learner, developing relationships outside the academic classroom, and creating a positive, safe, and supportive peer and school culture. Students will be assigned to small, grade-level groups with a staff member who will be their designated Advisor, and these groups will be maintained throughout a student's time at HBHS. Advisory is a 25 minute period on Monday and Friday, and all students are expected to attend their assigned Advisory.

CavBlock

CavBlock is a 40 minute period on Tuesday, Wednesday, and Thursday used to provide students with the opportunity to meet with their teacher, complete assignments and/or assessments, receive interventions or participate in enrichment activities. Students will be given the opportunity to choose

the event that best fits their academic needs, **but all grade 9-11 students are required to sign up for a CAVblock each day.** Standard consequences for not attending a class apply if a student fails to do so. However, if a student is experiencing academic difficulty, the student may be assigned to attend a particular CavBlock by staff. If a student has been assigned a mandatory intervention and does not attend, the consequence is the same as an unexcused absence from a class. Attendance will be taken in each assigned location.

Chromebooks

All students are issued a Chromebook and are responsible for appropriate usage and care of the device. In addition to following all parameters outlined in the Chromebook Agreement form, if the Chromebook is damaged the student must immediately report it to the IT department. If the damage is the result of another student's actions, it must also immediately be reported to an administrator. Administration will then determine who is responsible for payment.

Electronic Communication

**please refer to Acceptable Use Agreement on the district website for SAU technology guidelines*

**please refer to "Discipline" in the handbook for guidelines regarding appropriate device use*

Electronic communication within the school community should always be **Transparent**, **Accessible**, and **Professional** as defined below--as a guideline, School Community Users should always ask "Does the communication pass the TAP Test?"

1. The communication is **transparent**. ALL electronic communication among staff and students should be transparent. As a public school district, we are expected to maintain openness, visibility, and accountability with regard to all communications. Whenever possible, a district email or other district sponsored communication vehicle should be used.
2. The communication is **accessible**. Electronic communication among staff and students may be accessible by others. Staff and students should not have an expectation of privacy with respect to these communications.
3. The communication is **professional, courteous, and conscientious**. This includes word choice, tone, grammar, and subject matter that model the standards of SAU41.

If your communication meets all three of the criteria above, then it is very likely that the methods of communicating that you are choosing are very appropriate and are encouraged.

When meeting in a remote environment for any reason, participants should:

- exhibit appropriate school behavior
- expect and practice respectful communication, including use of mute as appropriate
- use the chat function to communicate only about the topic being discussed and only in an appropriate manner
- make sure background environments are appropriate (and remove identifying information or objects)
- be in a distraction-free environment and minimize movement when possible
- keep audio on mute when not speaking
- refrain from incorporating uninvited guests into the discussion or meeting environment
- refrain from taking screenshots or pictures of meeting participants in any fashion

See "Recording Students/Staff Members"

Student Identification Cards

Student identification cards will be issued annually. Student ID's will be used to access lunch accounts, check out library books, and for admittance to school dances and other extracurricular activities.

Lockers

Students are provided with a locker. Students are responsible for their assigned locker and its contents; lockers are the property of the Hollis Brookline Cooperative School District, and administration reserves the right to access lockers if deemed necessary. Locker combinations are available in PowerSchool. Trouble with lockers should be reported to the front office.

Obligations (Books and Materials, etc.)

All books, materials, lockers, and athletic equipment assigned to students are the property of Hollis Brookline High School. All items must be returned at the end of the course or school year in the condition they were received. All outstanding obligations are tracked from year to year, and students will not be allowed to participate in the graduation ceremony until all obligations are satisfied. Students are responsible for the cost/replacement of lost or damaged materials. Parking and/or other privileges will be withheld until all outstanding obligations are met. Obligations include, but are not limited to: books, school supplies, outstanding lunch account balances, athletic equipment and uniforms, lost or broken school property, unpaid fees for field trips and/or tests, etc.

Passes for Students

Passes are required when leaving a classroom. It is the student's responsibility to obtain a pass from their teacher and show the pass when requested. Staff may not issue passes to the parking lot for any reason. *Students requesting a pass to their car or to leave the building for any reason must have the permission of an administrator.*

Visitors

While school is in session all visitors must enter on the first floor and proceed immediately to the main office. Visitors in classrooms must be pre-approved. When permission to visit is granted, a visitor's badge will be issued which must be displayed at all times in the building. Upon leaving, visitors must sign out in the main office. Students who are considering enrolling in Hollis Brookline High School are expected to arrange a tour through the School Counseling Department.

Policy KI

Dropping Off Items at School

Anyone dropping off an item for a student at school during the school day must check in at the front office. Items will be picked up there by the student. In an attempt to maintain a safe and secure campus, we ask that such deliveries be limited to essential school items.

Food delivery services are prohibited and may result in consequences.

Dress Code

1. Any appearance or dress that may be a distraction to the educational process or infringe on the rights of others is not permitted.
2. 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.
3. Students may not wear clothing, footwear, or hairstyles that may be hazardous in their educational activities such as physical education, lab work, art, or on-the-job training.

4. Dress and grooming should be clean and in keeping with health and sanitary practices.
5. Students must wear a shirt on school property at all times during school hours.
6. 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.
7. Students may not go barefoot at any time.
8. Roller blades, shoes, or any other footwear on wheels may not be worn at any time.
9. Students may not spray any perfume, cologne, or aerosol deodorant outside of bathrooms or locker rooms.
10. 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 the dress code policy. Students who refuse to comply with the dress code shall be subject to disciplinary action up to, and including, out of school suspension.

Celebrations and Food in the Classroom

Policy EFD

Parties/Celebrations

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

Curriculum Related Food Items During the School Day

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

Healthy Snack guidelines include:

- Fruits and vegetables
- Whole grain crackers and cereals
- Popcorn

Check this guide to see if your snacks are healthy: <https://foodplanner.healthiergeneration.org/calculator>

Student Employment

Students who wish to obtain working papers must already have a job or the promise of employment. School officials do not need to sign the Youth Employment Certificate. The [NH.gov](https://www.nh.gov) website lists detailed instructions, and the forms can be printed at home and signed by parents, saving a trip to the school.

ATTENDANCE GUIDELINES

Policies JH, JHC

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

Tardiness to School or Class

Students who arrive after their first period class has started are tardy to school and will be marked as such in PowerSchool attendance. Students arriving tardy should report to the front office to receive a tardy slip. **Students must present a note from or have notification called/emailed in by a**

parent/guardian prior to arrival if they wish for the tardy to be excused. Tardies will not be marked “excused” if not called in prior to/at arrival time. Students with unexcused tardies to school or class will be issued a one hour detention on the 4th tardy. On the 7th tardy, the student will receive a 90 minute detention. The 10th tardy to school will result in a Saturday detention and the possibility of losing other school privileges. Tardies will be calculated on a quarterly basis, and tallies for the consequences outlined here will begin anew each quarter of the school year. Chronic tardiness may result in further disciplinary actions.

Dismissals

Students wishing to be dismissed prior to the end of their school day must present written permission (or email from a secure address) to the Attendance Office first thing in the morning and **must sign out in the main office at the time of departure.** Although discouraged, dismissals may be done over the phone only in the event of an emergency.

Students who leave school without following the proper dismissal procedure will receive consequences as outlined in the section “leaving school without prior approval.”

During mid-year and final exam blocks, students WILL NOT be allowed to be dismissed, unless by an administrator, and must remain in the exam room for the entire duration of the exam.

Absences

The board considers the following to be excused absences:

- Illness
- Recovery from an accident
- Required court attendance
- Medical and dental appointments
- Death in the immediate family
- Observation or celebration of a religious holiday
- Such other good cause as may be acceptable to the Principal or permitted by law

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

If a student is going to be absent, **parents must send an email to the attendance office at hbhs.attendance@sau41.org, call 821-4477 ext.1110, or send a written note with the student to be turned into the attendance office on the day of their return.** Parents who have designated an email address for school communications through the PowerSchool registration process may use their designated email address for absence notifications. The communication should include the student's first and last name, the date(s) of absence(s), and the reason for the absence. The school will follow up with families of students for whom no calls have been received.

Absences due to a chronic illness may be exempted following verification from a physician (including specific dates to be excused) and a meeting with the Administration. Absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacation, provided written approval is given in advance. Administration reserves the right to request documentation (including medical excusal notes, court documents, or other documents) related to student absences at any time. Parents/guardians or adult students may appeal decisions on attendance matters to the administration. A student may be considered truant if parental notification is not received upon their return to school.

Student attendance records are reviewed regularly. In situations where students are experiencing

multiple absences, interventions are put in place. Strategies to assist students with improving their attendance may include, but are not limited to: attendance alert letter, parent phone call and/or conference, request for documentation, consideration of the need for additional/alternate services, meeting with the school resource officer, and home visit, among others.

Unexcused Absence from School

- First Occurrence: A **60 minute detention** will be assigned and parents/guardians will be notified. Staff are not required to provide make-up work for the class that was missed, which may result in a zero for the missed assignments, quizzes, or tests.
- Second Occurrence: **Saturday detention to out of school suspension**; referral to Student Intervention Team; revocation of parking privileges; parents/guardians will be contacted. Staff are not required to provide make-up work for the class that was missed from the unexcused absence, which may result in a zero for the missed assignments, quizzes, or tests.
- Subsequent Occurrences: **1-5 days of suspension** followed by a parent/guardian conference. Staff are not required to provide make-up work for the class that was missed from the unexcused absence, which may result in a zero for the missed assignments, quizzes, or tests.

Truancy

Any student who misses 10 half days of school will be considered habitually truant. Parents are responsible for notifying the school when their child is unable to attend.

RSA 189.35a, 193.1

Absence from class without permission

- First Occurrence: A **60 minute detention** will be assigned and parents/guardians will be notified. Staff are not required to provide make-up work for the class that was skipped, which may result in a zero for the missed assignments, quizzes, or tests.
- Second Occurrence: A **90 minute detention** will be assigned and parents/guardians will be notified. Staff are not required to provide make-up work for the class that was skipped, which may result in a zero for the missed assignments, quizzes, or tests.
- Subsequent Occurrences: A **Saturday detention** will be issued, parents/guardians will be notified, and a meeting may be held with parents/guardians.

Missing a class or classes to finish a school assignment, study for a test, or similar activity is considered an unexcused absence. As such, staff are not required to provide make-up work for the class that was skipped, which may result in a zero for missed assignments, quizzes, or tests. Students who become ill and cannot attend class must immediately report to the nurse or main office and remain there until dismissed with a pass. Missing a class by spending the period in the lavatory or locker room, etc. due to illness is considered an unexcused absence.

Leaving School Grounds without Prior Approval from Administration

Leaving school grounds without prior approval is a serious violation of school regulations and will be subjected to disciplinary action as follows:

- First Occurrence: **Saturday detention and may result in revocation of other school privileges.**
- Subsequent Occurrences: **One to five days out of school suspension and may result in revocation of other school privileges.**

Authorization to leave is granted when the school receives a prior written request from a parent/guardian. Students are required to sign out and in at the front office upon departure and return. Under no circumstances should a student who becomes ill leave school grounds without the permission of the nurse and/or administration. Students who leave school without permission will be subject to search (their persons, car, and backpacks) upon their return.

Request for make-up work

As a general rule, students are allowed one day to make up work for each day they miss. Students should communicate with their teachers to make up missed work. In the event that students are absent from class due to reasons such as school sponsored events or illness, it is recommended that make-up work be requested prior to returning to school. In order to process requests in an efficient manner, we ask that the following procedures be followed:

- Parents/students should contact teachers directly through voice mail or email and NOT through the main office.
- Please allow teachers 24 hours' notice to prepare assignments and materials.
- All materials that are not sent electronically may be picked up in the Main Office at the end of the school day.
- Teachers are not required to provide work in advance due to non-medical issues (e.g. vacations and trips).
- Information of a delicate nature with respect to an absence may be communicated to the staff through the student's school counselor.

Withdrawals

Students withdrawing from school should:

1. Have a parent or guardian notify the registrar in the school counseling office to obtain appropriate paperwork.
2. Return all books and materials to teachers and the district issued Chromebook to the IT department and present the checkout form to all teachers for signature. All financial obligations must be met prior to withdrawal.

DISCIPLINE GUIDELINES

Policies JICD, JKB

General Expectations

Every student has the right to be safe within our school community. This means that no student may physically or verbally violate the safety and security of another. This requires that each student be respectful of each other and the adults with whom they interact on a daily basis. Also, no student has the right to disrupt the educational process of others. This includes the classroom, hallways, cafeteria, and other gathering spaces (such as the gym or auditorium). Students should always walk in the building, clean up after themselves at all times, not cut in front of others when in line for food, and wait to be dismissed from all classes or lunch areas by the bell or an adult.

All disciplinary guidelines are applicable during school hours as well as during any school sponsored activity on or off campus such as: dances, athletic events, theater productions, and field trips (day or overnight). Our staff is empowered to use all reasonable means to ensure that student deportment is conducive to learning and teaching, and thus will employ all means, both pedagogical and disciplinary, to maintain an appropriate learning environment. All appeals will go through the student's administrator.

The examples of infractions below are not intended to be an exhaustive listing but rather provide an overview of violations. Consequences may range from an informal discussion up to and including a recommendation for removal from school, and may include alternative measures, such as community service, to address behaviors.

Code of Conduct

The School Board authorizes the Superintendent to establish a Code of Conduct which will contain a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms. Please refer to the Code of Conduct on pages 6-8 of the Student Handbook.

Due Process

Prior to any decision or disciplinary action, due process will apply and take the form of the following: an opportunity will be given for the student to present his or her interpretation of the incident/situation to an administrator; every effort will be made to contact and inform the parent/guardian; and students and their parents/guardians will be notified of the reason for consequence, duration, and any associated plan for re-entry, if applicable.

Teacher Detentions

Teachers may assign after school detentions to address minor infractions (if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class) that prior interventions and/or warnings have not corrected. Students are given at least one day's notice of the detention and should report directly after school to the teacher assigning the detention or the designated location.

PLC Detentions

PLC detentions occur from bus arrival (7:15) to 8:00 on days in which staff have a scheduled PLC (typically Fridays) and may be assigned for more serious offenses or for infractions that were not corrected by informal teacher detentions. Parents will be notified if a detention is incurred. Examples of behaviors that merit a PLC detention may include, but are not limited to:

- failing to report to an informal teacher detention
- refusal to follow reasonable classroom directions
- inappropriate language/behavior

Sixty Minute Detentions

One hour detentions may be assigned for more serious offenses, or for infractions that were not corrected by informal teacher detentions or PLC detentions. Parents will be notified if a detention is incurred. Examples of behaviors that merit a one hour detention may include, but are not limited to:

- failing to report to an informal teacher detention
- refusal to follow reasonable classroom directions
- inappropriate language/behavior
- bullying/harassment
- 4 tardies to class
- unexcused absence from school (first occurrence)
- absence from class without permission (first occurrence)

Ninety Minute Detentions

Ninety-minute detentions are assigned by the Administration for more serious infractions. Parents will be notified if a detention is incurred. Examples of behaviors that merit a 90 minute detention may include, but are not limited to:

- failing to report to an informal teacher detention
- chronic infractions that previously assigned teacher detentions and a parental telephone conference have not resolved
- behavior that cannot be addressed at the classroom level or happens outside of the classroom
- bullying/harassment
- absence from class without permission (second occurrence)
- 7 tardies to class

After School Detention Rules

- Students are expected to report promptly at 2:30 p.m. to the assigned area.
- No food or beverage is allowed in the detention room.
- Students should use the time productively for homework or other appropriate work.
- Silence will be maintained or the student forfeits the time spent and another ninety-minute detention will be assigned.
- Any student who requires special arrangements, i.e. arrive late, leave early, etc., must have prior written permission from their administrator when he/she reports to detention.
- Students will be given at least one day's notice when assigned detention. After school jobs, athletic practices/events, or any other extracurricular activities are not acceptable reasons for missing detention.
- Students who fail to abide by the detention rules will be assigned additional consequences.
- Students may not sleep during detention.
- Cell phones are not permitted for use.

Saturday Detention

Saturday detention is held from 8:00 a.m. until 12:00 p.m. and is assigned by the Administration. Parents will be notified if a detention is incurred. Examples of infractions that may merit a Saturday detention include but are not limited to:

- failure to report to a 90 minute detention
- verbally aggressive, inappropriate, or hostile behavior
- bullying/harassment
- unexcused absence from school (second occurrence)
- any other offense that requires administrative action and a consequence greater than after school detention
- absence from class without permission (third occurrence)
- leaving school grounds without permission (first occurrence)

Saturday Detention Rules

- Students are expected to report promptly at 8:00 a.m. and remain in the designated room until 12:00 p.m. Students have a ten-minute break at 9:30 am; however, no student may leave the building until the detention has ended.
- Students who require special arrangements, i.e., arrive late, leave early, etc., must have prior written permission from an administrator when he/she reports to detention.
- Students will be given at least one day's notice when assigned Saturday detention. A weekend job, athletic practice or event, or other extracurricular events are not considered valid reasons for missing Saturday detention.
- Silence will be maintained or the student forfeits the time spent and another Saturday detention will be assigned.
- Students should use the time productively for homework or other appropriate work.
- Students may not sleep during detention.
- Cell phones are not permitted for use.
- Students who fail to abide by the rules will be assigned additional consequences.
- Saturday detention is scheduled in an attempt to avoid school suspension. Failure to report to a Saturday detention will result in a one day suspension.
- Subsequent failures to report to Saturday detention will result in multiple days of suspension.

Suspension

Suspension is the highest level of discipline assigned at the building level. The building Principal or their designee is authorized to issue in-school suspensions or restrictions of activities for any failure to

conform to school or School District policies or rules, or for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law. Restriction of activities may also be issued pursuant to rules or policies pertaining to specific clubs or teams.

Grounds for suspension may include, but are not limited to, the following:

- failure to report to Saturday detention
- assault or battery upon any person
- unprivileged physical contact
- larceny, or receiving or possession of stolen goods
- conduct or language which is obscene, abusive, threatening, offensive, disrespectful, or harassing
- disruption of the educational process
- extortion or attempting to extort or intimidate
- possession or transfer of any firearm, knife, explosive or any other object capable of being used to harm or threaten an individual
- possession, sale, purchase, consumption or use, or the attempt to possess, sell, buy or consume any drug, alcohol or drug paraphernalia
- violation of the school's drug and alcohol policy
- use or possession of tobacco products on school grounds, on school busses, or at school sponsored functions
- destruction, misuse of, or damage to school property or personal property of another individual
- substantiated bullying or harassment
- unexcused absence from school (third occurrence)
- leaving school grounds without permission (second occurrence)

While on suspension, a student is not allowed to return to school grounds or attend school functions until the day after the suspension ends. Students who are on school grounds or at a school function during suspension will be considered to be trespassing. In most instances, suspensions will begin on the same day, or the day after the misconduct. Suspensions may only be issued by an administrator and remain in effect for the day school is in session. Students may resume activities on the day following the last day of suspension. Students are allowed to make up any schoolwork missed as a result of their suspension; however, it is the student's responsibility to make arrangements with teachers for the completion of assignments.

In-School Suspensions

The building Principal or their designee is authorized to issue in-school suspensions or restrictions of activities for any failure to conform to school or School District policies or rules, or for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law. Restriction of activities may also be issued pursuant to rules or policies pertaining to specific clubs or teams.

Short- and Long-Term Suspensions

The building Principal or their designee is authorized to issue short-term suspensions. The Superintendent is authorized to issue long-term suspensions.

A. Short-term Suspensions. The building Principal or their designee (as designee of the Superintendent) is authorized to suspend a student for ten (10) consecutive school days or less. A suspension may be imposed for:

- Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or
- Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions.
 1. During a short-term suspension, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension.
 2. As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.
 3. A student who is subject to a short-term suspension (ten school days or fewer) is entitled to the following due process:
 - a. The student will meet with the building principal or assistant principal to discuss the charges and the evidence against the student. The principal or assistant principal will inform the student of the possibility of a short-term suspension.
 - b. The student will be given an opportunity to present their side of the story at this meeting.
 - c. The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.
 4. Depending on the severity of the student's conduct, the building Principal or their designee may recommend the student to the Superintendent or to the School Board for further disciplinary consequences.

B. Long-term Suspensions. The Superintendent is authorized to continue the suspension and issue a long-term suspension up to an additional ten (10) consecutive school days. If the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension for up to an additional ten (10) consecutive school days. A long-term out-of-school suspension may be imposed for:

- An act of theft, destruction, or violence as defined in RSA 193-D;
- Bullying pursuant to school district policy, (JICK) when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- Possession of a firearm, BB gun, paintball gun, pellet gun or similar item.
 1. During a long-term suspension, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension
 2. Prior to a long-term suspension, the student is entitled to the following due process:
 - a. Prior to any hearing, there shall be a written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.
 - b. A hearing that meets the requirements of Ed 317.04(f)(3)(g).
 - i. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.
 - ii. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.
 - iii. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or School Board determines that substantial harm to the pupil could result from an ill-conceived

decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.

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

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

vi. The written decision shall include notice to the student that the decision may be appealed.

3. For a long-term suspension issued by Superintendent, the decision must be appealed in writing to the School Board within ten days after the issuance of the decision. The School Board will hold a hearing on the appeal but has the discretion to hear evidence or to rely upon the hearing conducted by the Superintendent.

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

5. The long-term suspension shall remain in effect while an appeal is pending unless the School Board stays the suspension.

6. Depending on the severity of the student's conduct, the Superintendent may recommend the student to the School Board for further disciplinary consequences.

Policy JICD

Behavior Intervention Plans

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

Removal of a Student from Class

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class. Students who are repeatedly disruptive in class or consistently refuse to do assigned class work may be temporarily or permanently removed from a class by an administrator at any point in the year. A parent conference will take place if permanent removal is being considered and will be followed by a summary letter. Permanent removal will take place only if no noticeable change in student behavior and/or performance occurs following the parent conference. Students who are permanently removed from a class will not receive credit for the course.

Bullying/Harassment

Policy JICK

Bullying and harassment are a violation of School Board policy as well as the core values of Hollis Brookline High School. Violations will result in disciplinary action up to, and including, suspension from school with a report made to the Hollis Police Department.

Insubordination

In order to maintain an atmosphere of mutual trust and respect, students are expected to respond truthfully and promptly to directions and/or reasonable requests made by staff members. Failure to do so is a serious violation of school regulations and will result in disciplinary action up to and including suspension from school. Instances of lying or deliberate misrepresentation of the truth may also result in disciplinary action up to and including suspension from school.

Academic Integrity and Honesty

Policy IKL

All students are expected to demonstrate academic integrity and honesty. Students are expected to put

forth their best effort on tests and assignments. Students are expected to demonstrate respect towards their instructors who develop assignments and assessments that value Human Intelligence and aim to create learning experiences for students. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of their educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.

Prohibited Behavior

In addition to individual classroom standards, the following behaviors violate academic integrity and are prohibited:

1. **Cheating:** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
2. **Improper Use of Technology:** Misusing technology tools (including AI tools) for assigned work or homework goes against the spirit of the assignment and specific instructions. Students can only use such tools under teacher guidance and must disclose their use. Citing the use of AI tools and any information or product obtained through those tools is expected, when applicable. This includes but is not limited to the use of translators and math applications.
3. **Plagiarism:** Representing someone else's ideas or words as your own without proper citation. This includes paraphrasing or directly quoting published or unpublished work without acknowledging the source. Sources include books, articles, websites, work of others, and AI tools. Teachers will provide clear citation guidelines, but students should seek clarification if unsure.
4. **Academic Misrepresentation:** Having someone else complete a test or assessment for you.
5. **Academic Collusion:** Sharing test questions or answers with another student without the instructor's permission. This includes copying another's work or allowing someone to copy yours, as well as unauthorized group collaboration on individual assignments.
6. **Dishonesty in Academic Work:** Submitting work prepared by someone else, including writing services, AI tools, or another person. All submitted work must be your own original work unless properly cited or following the teacher's instructions.
7. **Self-Plagiarism:** Reusing work from a previous class to fulfill requirements in another class without permission does not promote new learning. Repurposing work may be allowed in some cases with prior teacher approval.
8. **Unfair Academic Advantage:** Intentionally hindering another student's academic performance. Examples include but not limited to hiding research materials, sabotaging another's work, or intimidation, or failure to contribute meaningfully to a group assignment.
9. **Facilitating Academic Dishonesty:** Completing work for another student or collaborating on work meant to be independent.
10. **Other Academic Dishonesty:** Any intentional act that violates the spirit of academic integrity and this policy. This includes stealing assessments, tampering with records, including false academic information on applications, altering academic records or grades, distributing materials for cheating, or unethical technology use (e.g., pre-programmed calculators).
11. **Consequences:** Disciplinary consequences for violations will follow Board policy and the Student Code of Conduct. Consequences may range from a zero on an assignment to more serious actions depending on the circumstances surrounding the violation.

Note: This policy uses the term "technology tools" to encompass all AI tools and allows for flexibility with their use under teacher guidance. It also clarifies citation expectations for information and products generated through AI tools."

Any electronic device (cell phone, personal computer, smart watch, earbuds, etc) discovered out during an assessment will be confiscated and the consequences listed below will apply.

The consequences for academic dishonesty (cheating, plagiarism, etc). are as follows:

- First Occurrence: The student will receive a zero for the work; the teacher will meet with the student and notify the student's parent/guardian and an administrator. Students may also be removed from clubs and/or organizations which prohibit such behavior.
- Subsequent Occurrences: Similar consequences as first offense, however the administrator may issue further disciplinary actions up to and including suspension from school.

Please note that teachers will be using tools to teach proper use of researched information and to check student work for potential plagiarism or improper citations.

Forgery

Forgery is a serious offense and runs contrary to our efforts to create an atmosphere of mutual trust and respect. Consequences for students who forge documents and/or notes will range from Saturday detention to suspension.

Bathrooms

The bathrooms should not be considered a place to socialize. Students should not loiter in the bathrooms. There should not be more than one person to a bathroom stall at any given time. Failure to follow these expectations will result in consequences.

Tobacco Use or Possession Policy

Hollis-Brookline High School is a tobacco-free zone. No person shall use any tobacco product in any facility maintained by the School District or on any grounds on the District. Any individual found to be in possession of tobacco products or paraphernalia including but not limited to cigarettes, e-cigarettes, vaporizers, liquid nicotine, related non-nicotine products, products containing tobacco and/or nicotine, and tobacco in any other form, or caught using any of these in any manner are subject to school and legal consequences. These consequences include a minimum 3 day suspension from school. A report will also be filed with the Hollis Police Department.

Policies JICG, ADC

Suspicion of Smoking or Vaping

No loitering is permitted in the lavatories and only one student is allowed in a stall at any time. Any student or students observed in a closed lavatory stall from which smoke or vapor odor is emanating will be reported to an administrator for suspicion of vaping. At the discretion of the administrator, the student(s) will be disciplined for tobacco use or suspicion of smoking or vaping.

Alcohol and Drugs

The Hollis Brookline Cooperative School Board adopted the Drug- Free Schools/Workplace Policy: *"The unlawful manufacture, distribution, dispensation, possession, use of, illicit drugs and/or alcohol is prohibited in all the District's workplaces and...any violation is subject to disciplinary action."* This policy also governs the distribution, dispensation, and/or abuse of prescription medications. Any student in violation of this policy will be subject to the following disciplinary action:

- First Occurrence: A **10 day suspension**, 5 of which may be deferred by the Principal or their designee with voluntary participation in the Student Assistance Program. Parents/guardians

will be notified, as will the Superintendent of Schools and the Hollis Police Department.

- **Subsequent Occurrences:** Will result in a **10 day suspension** from school. Parents/guardians will be notified as will the Superintendent of Schools and the Hollis Police Department.

Students who distribute or sell drugs and/or alcohol on school grounds, or at school functions, will be referred to the Superintendent for expulsion. Parents/guardians will be notified as will the Hollis Police Department. An illicit drug is defined as “any substance, which taken into the human body, can impair the ability of that person (student) to function appropriately in a school setting.” Students utilizing prescription medications must bring them to the School Nurse (in their original container) for distribution and may not have possession of them during the school day. Students who fail to turn medications over to the School Nurse may be subject to the consequences listed above.

Policies JICH, ADB, GBEC

Fighting on School Grounds (Aggressive Physical Behavior)

In keeping with our mission to resolve conflicts appropriately, unprivileged physical contact will not be tolerated. All those involved in an altercation, who provoke a confrontation, or who threaten student or staff (either verbally or in writing) will be subject to disciplinary action as follows:

- **First Occurrence:** Consequences will range **from 1 to 10 days of suspension**.
- **Second Occurrence:** Consequences will be enhanced and will result in **multiple days of suspension**.
- Additional disciplinary action may be referred to the Superintendent of Schools and the Hollis Police Department will be notified. A student may also be suspended for longer on a 1st or 2nd offense if at the conclusion of an investigation by Administration, it is determined that a lengthier suspension is warranted.

Weapons

The possession of a weapon at school, or any school-sponsored activity, is a serious violation of school rules and laws. The possession of any type is prohibited and violates New Hampshire Laws RSA 193-D (Safe School Zones) and RSA 159 (Pistols and Revolvers).

Weapons are not permitted on school property, in personal vehicles on school property, in 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 up to ten days, referral to the superintendent for suspension up to twenty days, or expulsion from school may result.

The term weapons includes, but is not limited to firearms (rifles, pistols, revolvers, pellet guns, BB 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.

Policy JICI

Public Displays of Affection

Public displays of affection are inappropriate, and students will be referred for disciplinary action. Additionally, any lewd behavior will result in consequences that may include suspension from school. This behavior will result in consequences up to and including suspension from school, and the Police

department will be notified for further investigation.

Electronic Communication Devices (includes student cell phone use)

**also refer to Acceptable Use Agreement posted on the district website*

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, personal computers, tablets, smartwatches, earbuds, smart glasses, 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.

The following procedures will be followed and enforced.

1. First Offense: Confiscation of device for remainder of the school day and notification to parents/guardians.
2. Second Offense: Confiscation of device for the day and a 60 minute detention. Parents/guardians will be notified.
3. Third Offense and Subsequent Occurrences or Refusal to Comply: Progressive discipline based on the Code of Conduct. A parent meeting will be held with administration.

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.

Prohibition of Creation, Distribution or Viewing of Digital Deception and Other Media Policy JICN

The Hollis Brookline Cooperative School District is committed to fostering a safe, respectful, and ethical digital learning environment for all students. Recognizing the potential harm and legal implications of digitally manipulated media (i.e. deepfakes), the district will implement a graduated set of consequences for students who create, distribute, or present deepfakes that violate district policies and/or state law (RSA 638:26-a and RSA 649 A:3C). This policy aims to educate students about responsible digital citizenship, deter harmful behavior, and ensure accountability. Consequences for violations are:

- First Occurrence: Consequences will range **from 1 to 10 days of suspension**.
- Second Occurrence: Consequences will be enhanced and will result in **multiple days of suspension**.

Additional disciplinary action may be referred to the Superintendent of Schools and the Hollis Police Department will be notified. A student may also be suspended for longer on a 1st or 2nd offense if at the conclusion of an investigation by Administration, it is determined that a lengthier suspension is

warranted.

Students who receive a deepfake image while on school grounds or during a school sanctioned activity must report the incident to a staff member. Failure to report will result in the above graduated consequences.

Use of a VPN

The use of a VPN (Virtual Private Network), proxy servers and any applications which circumvent our filters are prohibited and will result in loss of computer privileges.

VPN use is prohibited for the following reasons:

Security Concerns

As required by law, schools in SAU41 use firewalls and filters to keep students safe from harmful content. VPNs allow students to bypass these protections, exposing them to unsafe content and potential security threats. Additionally, unmonitored VPNs can make our school network vulnerable to viruses and malware.

Safety Concerns

Free VPNs collect and sell user data, compromising privacy. They can also contain malware or redirect users to phishing websites, potentially harming your student's personal device and stealing confidential information stored on the device. VPNs can also bypass parental controls by masking the device's IP address.

Bandwidth Issues

Managing bandwidth is essential for maintaining efficient internet access for everyone. VPN usage often consumes excessive bandwidth, slowing down the network and causing disruptions for other students and teachers who rely on it for teaching and learning.

Impact on Learning Environment

The SAU41 Student network is designed to keep students focused on educational activities and resources. Using a VPN to access blocked websites or games disrupts student learning and can negatively impact the school's learning environment for others.

Please note: This suspension does not affect the ability to connect and work on a school-issued device.

Recording Students/Staff Members

It is expressly forbidden for students to photograph, video/record, upload, attach, or disseminate images/audio without permission from the person being recorded or who is in the content being shared. This includes, but is not limited to: Facebook, Instagram, text messages, emails, etc. Doing so is a serious violation and will result in consequences up to and including suspension from school. Depending on the severity of the matter, it may also be referred to the Superintendent of Schools and/or Police Department for further action.

In SAU41 schools, we celebrate and showcase student learning. We often share photos or videos of classroom and extracurricular activities in our school newsletters and website pages in order to celebrate our students. Photos and videos do not include names, unless the student is being recognized for a specific accomplishment. If there are specific concerns about the use of a student's photo, families should indicate this in the registration forms distributed to families at the start of the year.

In the event that the need arises, when a staff member connects with a student virtually, the mode of contact may be in audio and/or video format only, though an online video platform. No audio or video interactions with students will be recorded by any staff member. Students and families must refrain from recording audio or video connections with staff.

RSA 570:A2

Fireworks/Firecrackers/Stink Bombs/Other Incendiary Devices

Use of these materials in school is a serious safety violation and will result in the following disciplinary action:

- First Occurrence: Will range from ***Saturday detention to 5 day suspension***.
- Second Occurrence: ***Multiple day suspension and referral to Superintendent*** for further action.

False Fire Alarm

Activating a false fire alarm will result in a 5 day suspension and a referral the Superintendent of Schools and the Hollis Police Department.

Stealing/Vandalism (Personal Property)

Students are responsible for all their personal property. Students should not bring large sums of money or items of great value to school. Hollis Brookline High School cannot assume any responsibility of lost or stolen items. **Any lost and found items**, with the exception of phones, jewelry, or electronic devices, will be placed in the lost and found bins located on the third floor in the athletic hallway. Electronics, phones, and other items deemed more valuable will be in the front office.

Destruction, damage to, defacing, or theft of private or school property will result in consequences up to, and including, suspension from school. The Hollis Police Department will be notified and the person(s) responsible will be required to pay restitution.

Vulgar or Obscene Language or Gestures

Use of vulgar or obscene language or gestures on school property is unacceptable.

- First Occurrence: Student will receive anywhere from a ***Saturday detention to a one to five (1-5) day suspension***.
- Second Occurrence: ***Multiple days' suspension***.
- Third Occurrence: ***Multiple days' suspension and referral*** to the Superintendent of Schools.

Conduct on School Buses

Bus transportation is a privilege extended to students. All students who ride school buses are subject to the governing regulations designed to promote safety. The bus driver is the authority responsible for enforcing regulations. Any behavior that is distracting will be considered as hazardous to the safe operation of the bus. No food or beverages may be consumed on the bus and students are not allowed to chew gum. Exceptions to the food rule may be made for field trips and other events. Coaches, chaperones, and students are responsible for maintaining the cleanliness of the bus if eating has been allowed.

The driver will report disciplinary infractions to Administration. Students will receive a written warning for the infraction of bus conduct regulations. The bus driver will give the warning notice to the bus contractor who will forward it to Administration to discuss with the student(s) involved. Serious misconduct or repeated violations of bus conduct regulations may result in suspension from riding the bus for a period of one to five (1-5) days and parents/guardians will be notified. Longer periods of suspension shall require the approval of the Superintendent of Schools. A bus suspension may be

appealed by the parent/guardian of the student as outlined in the appeal process found in RSA 189:9-A.

Following are a number of expectations designed to assure the safety of all while the bus is in operation:

- Students should remain at a safe distance from roadways at bus pickup points.
- Students should remain quiet and orderly while riding the bus.
- Students should remain in their seats until destinations are reached, keeping aisles clear for possible emergency exiting.
- Students should keep hands and objects inside the windows at all times.

Policies JICC, EEAE

DRIVING AND PARKING

Guidelines for Student Drivers

Driving to school is a privilege and is subject to school regulations. **At no time are students allowed to bring snowmobiles, trailers, ATV's, or any other off-road transportation on school grounds.** Doing so will result in loss of driving privileges and potential Police involvement.

All students must obtain and display a valid Hollis Brookline High School parking permit to park in the back parking lot during school hours. Vehicles will be towed if they are parked without a valid permit, obstructing any egress in any lot, parked outside the fence in the lower lot, or are parked in either faculty or other student parking spaces. At no time are students allowed to park in the staff spaces in front of the building (2 lots directly in front of the building).

Students who purchase a parking permit will be assigned a space in which they must park at all times. If the space has been taken it should be reported to the Administration immediately. Under NO circumstances will students be allowed to park in another space if theirs has been used illegally by another driver. ***Students WILL NOT be issued parking permits until all outstanding obligations have been paid in full.***

The school is not responsible for the automobile or its contents and does not assume liability for damage or lost/stolen items. Vehicles should be locked at all times. Vehicles should not be driven in excess of 20 miles per hour on school grounds.

Students parking vehicles on designated school property shall leave their vehicles immediately and are not allowed to return to their car or the parking lot during the school day without permission. Students who are found in the parking lot without permission will face consequences up to and including suspension from school. Failure to observe driving regulations will result in suspension of driving privileges and cars may be towed at the expense of the owner. Students who leave school without permission may have their parking permit revoked for up to the remainder of the school year. Chronic tardiness may result in revocation of parking privileges.

Students who leave school without permission may have their parking privileges revoked.

SCHOOL EVENTS/ACTIVITIES

Requests for all school, class, student council activities, and/or social functions should be made on the appropriate form at least one month in advance of the event and must be signed by the advisor. The

checklist and rental forms must also be completed one month in advance of the event for it to take place. Students may not sign contracts or make verbal commitments for any school activities/events such as: bands, restaurants, photographers, prom sites, etc.

Dance Guidelines

All regular school rules apply

- Students wishing to bring a guest who is not a Hollis Brookline High School student must complete a "Dance Guest Recommendation Form" and obtain the approval of an administrator by noon of the day before the dance. Guests must be between a freshman in high school up to 20 years of age.
- If a student leaves a dance, he/she will not be allowed to return. Students will not be allowed to go to their cars and return to the dance unless escorted by a chaperone. A school administrator or designee will attend each dance, and chaperones must be scheduled at least two weeks before the event to prevent cancellation.
- Students will not be admitted to a dance after 9:00 pm unless prior arrangements have been made in advance with an administrator.
- Students must attend school for the entire day of the function in order to attend that evening's function, unless prior arrangements have been made with an administrator.
- For Saturday dances, students must attend school the entire day on Friday to be eligible to attend the dance.
- Students must show their Student ID to enter dances.
- Students may not bring bags or backpacks into the dance.

Field Trips

The Hollis Brookline School Board recognizes that field trips are a valuable extension of student learning. Well-executed field trips create a learning experience that cannot normally be replicated inside the District's schools. A field trip is any trip or excursion of Hollis-Brookline students that is led, supervised, or otherwise chaperoned by Hollis-Brookline School District employees or designees, when such a trip or excursion would not have occurred but for the role of the school in bringing the students and chaperones together.

Field trips shall be conducted to further the curricular or educational goals of Hollis Brookline schools.

Field trips are of three types:

- I. Those that are local and return to the school on the same day.
- II. Those that are more than one day but whose itinerary does not include travel outside the United States.
- III. Those that are more than one day and whose itinerary includes travel outside the United States.

Chaperone Expectations:

- Shall be assigned in a ratio of one adult to ten students for local and Canadian trips (when transportation is by ground) and one to six for foreign travel.
- Should be qualified employees of Hollis Brookline Cooperative School District, if possible.
- When such qualified chaperones are not available, then non-employee chaperones may supervise, provided that they are otherwise qualified.
- Shall be of sufficient experience and maturity to provide sound leadership and guidance.
- Shall be assigned in a manner to provide personal, private guidance to the students, as appropriate.
- Shall not consume alcohol throughout the entirety of the trip.
- Shall structure the trip itinerary to limit the amount of free time. Free time is defined as a time when students are not under direct and immediate adult supervision.
- Shall set clear expectations of behavior, address any infractions appropriately on the trip, and

report any such infractions to the Administration.

- Shall review and maintain accurate medical records of student health factors and keep such records immediately available.
- Shall not leave the group or deviate from the itinerary.

Student Expectations:

- The behavioral expectations and consequences shall be the same as those in the District's schools, as stated in the District's student handbook.
- Consumption, purchase, or possession of alcohol, though otherwise legal in some jurisdictions, is not permitted.
- Alcohol purchase for import is prohibited.
- Drug use, except that which is properly prescribed by a physician, is prohibited.
- Body piercing, tattoos, or other potentially dangerous activities are not permitted.
- Students shall respect the culture of their host country.
- Students shall not change hotel room assignments without the permission of the lead chaperone.
- Students shall respect the rights of all hotel guests.
- Students shall never travel alone.
- Students shall immediately follow all reasonable instructions from a trip chaperone.
- Students shall not leave the group or deviate from the itinerary.
- Students must participate in all pre and post trip academic study.
- Students shall have a demonstrated record of responsibility and good citizenship.
- Student rosters shall be submitted to the Principal for approval.
- Parents and students shall attend a mandatory meeting prior to any travel to review all expectations.

Policy IJOA

HEALTH OFFICE

Policy JLC

The health office is staffed with registered nursing staff. Health office information, forms, fast facts, various links, etc., can be accessed on the Hollis Brookline School website at myhbhs.org. The health office staff is available to answer any questions in person, by phone or email. All students are required to complete an Emergency Contact form at the beginning of each year. It is the practice of Hollis Brookline High School to provide accommodations to any student who is temporarily disabled so that they may access the educational program at HBHS. Extra time between classes, a classmate to carry materials, and copies of classroom notes are routinely provided as the situation requires. Anyone with concerns about accommodations that may be needed should contact the school nurse after obtaining orders from their physician.

Chronic Health Management

Many parents rely on the school nurse for primary care assessments and treatment of chronic health conditions such as diabetes, lyme, asthma, allergies, and mental/behavioral health. Documentation is required by the treating medical provider to allow us to provide optimal care for your child during the school day.

Acute Physical or Mental/Behavioral Health Management

Students may return to school after medical treatment with physical limitations or medication changes that will affect their ability to function in the dynamic school environment. If your child has been seen in the primary, acute-care, or emergency setting, documentation is required by the

treating medical provider. Such documentation should outline *how* we can best support your child during the school day.

Please be mindful of our student population with anaphylactic allergies. Hollis Brookline High School is not allergen free but we strive to create a safe environment for our entire school community. Be aware this can include perfumes, latex balloons, and many food selections that may be brought to school.

Medications in School

Please see the NH Department of Education Technical Advisory 311.02 on the Health Office Link from the HBHS Web Page

If *prescription medications* are required during the school day, appropriate medical and parental documentation are required to be on file in the health office. Medications, both prescription and over-the-counter, are not to be carried by students. *Over-the-counter medications*, including herbal medications, that are needed during the school day require appropriate parental permission and must be in their original containers. Parents will need to provide the school nurse pertinent information about specific herbal medication that will be given during the school day. Please contact the health office regarding inhalers, Epi-pens, and diabetic medications.

Policy JLCD

Immunization Requirements

NH State Law requires that all students have a completed immunization record on file in the health office before they may begin school. This requirement may be waived by obtaining a medical or religious exemption that will be kept in the student's health record. You may access a list of current immunization requirements by choosing "Forms and Information" on the health office website or by consulting your medical provider.

Policy JLCB

Physical Examination Requirements

Students entering Hollis Brookline High School are required to have a complete physical exam every two years normally in grades 9 and 11. Documentation from the medical provider will be kept in the student's health record. Anyone participating in athletics is required to have proof of physical prior to tryouts.

Policy JLCA

SCHOOL COUNSELING AND ACADEMIC GUIDELINES

School Counseling Services

School Counselors are available to *all* students to help with academic issues such as organization, time management, planning, etc, as well as with personal and social/emotional issues. Should students or families have any concerns or questions about their school experience, we encourage them to contact their school counselor. School counselors also spend time in the classroom teaching about mental and emotional health, bullying, goal setting, and career development.

Suicide Prevention Resources

The District Suicide Prevention Plan will be posted on the District and HBHS websites. The following people are designated as part of the District Suicide Prevention Plan:

District Suicide Prevention Coordinator:

Lauren DiGennaro, SAU 41 Assistant Superintendent of Student Services.

HBHS Suicide Prevention Liasons:

Chantel Klardie, HBHS School Counseling Department Chair
Megan Anderson, HBHS School Counselor
Dawn Breault, HBHS School Counselor
Daniel Bumbarger, HBHS School Counselor
Erin Sarris, HB School Social Worker
Mary Carper, HBHS School Counselor
Melissa Moyer, HBHS School Counselor
Kristin Knarr, HBHS School Counselor

Available emergency community resources:

St. Joseph's Hospital (ER) Nashua, NH (603-882-3000)
Greater Nashua Mental Health (603-889-6147)
NH Rapid Response Mobile Crisis Unit (1-833-710-6477 or NH988.com)
Suicide and Crisis Life Line (988)
Acute Community Crisis Evaluation Service System (ACCESS) at SNHMC (603-577-2728)

Policy JLDDB

Course Information/Expectations

All staff will create course information/expectations for each course taught. The form will contain the following information: course name, period and room number, course overview, homework expectations (days of week and estimated time to complete), grading policy, materials needed, course syllabus. A copy of each form will be on the teacher's website (and GoogleClassroom) and must be signed by each student as well as their parents.

Academic Progress

Academic progress is available to all students and parents at all times through the PowerSchool Parent Portal. You will be provided with a username and password that can be used to access your account; it is imperative that this information remain secure and is not shared with anyone. Username and password help can be provided in the School Counseling office but is most easily accessed through the Forgot Password link at sau41.powerschool.com.

General guidelines regarding posted grades are as follows: teachers will post grades in PowerSchool within 10 school days of the assignment's due date and will indicate a missed assignment within 3 school days of the original due date. These reports inform students and parents about the progress, or lack of progress, that has taken place. In many instances, unsatisfactory and failing grades should be followed by a student-parent-teacher conference. Parents may also want to discuss any difficulties that their son/daughter might be experiencing with their child's counselor.

Grade reports are issued electronically four times a year, typically within 1-2 weeks after grades close. A student's quarterly grade, mid-term exam, final exam, and final grades appear in letter form. Assignment grades and attendance information is available through the PowerSchool Parent Portal. The letter grading system is outlined below. An "Incomplete" may be requested for a quarter or exam grade if extenuating circumstances arise at the end of a grading period or during exams. Such requests should be submitted through a student's school counselor and require administrative review and approval. Students have 10 school days from the date grades close to resolve any Incompletes. Students with an Incomplete after that time will not be eligible for the Honor Roll. Mid-term and final exam grades appear on report cards but do not appear on the transcript.

School communication will be sent to parents to acknowledge the four dates during the school year

when term grades are complete and accessible. Any parent who does not have access to a computer should inform the registrar and a paper copy will be provided to the student.

Exams, mid-year and final examinations

All courses taught at HBHS should include a mid-year and final assessment. Mid-year and final exam weeks have different schedules than the regular school day. Schedules for mid-year and final exams will be published each year. Students must be present for the entire examination period, and any requests to take an exam on a date other than listed on the schedule must be approved by an administrator.

Senior Graduation Status

All seniors are notified in writing of their graduation requirements at the start of senior year, after mid-term exams, and at the end of third quarter. These notices are intended to keep students and parents apprised of progress towards graduation. Additionally, prior to the end of each quarter, any student who has a D or F in a class will receive a student grade alert.

Honor Roll

The scholastic honor roll will be prepared and published at the end of each marking period. The purpose of this honor roll is to recognize outstanding achievement. Students must be a full-time student in accordance with policy JF.

There are two honor roll classifications:

- High Honor Roll – Students who have received a grade of A in all subjects
- Honor Roll – Students who have received a grade of A or B in all subjects

Students will have 10 school days each marking period to resolve any Incomplete grades. Students with Incomplete grades after that time will not be eligible for the honor roll.

Grading Policy

The letter grade for each quarter, each semester exam, and the final grade will be recorded on a student's grade report, available quarterly. Transcripts will record only quarter and final grades.

GPA Point Value

Letter Grade	Weighted	Regular	Range
A+	5.00	4.33	97-100
A	4.67	4.00	93 - 96
A-	4.33	3.67	90 - 92
B+	4.00	3.33	87 - 89
B	3.67	3.00	83 - 86
B-	3.33	2.67	80 - 82
C+	3.00	2.33	77 - 79
C	2.67	2.00	73 - 76
C-	2.33	1.67	70 - 72
D+	2.00	1.33	67 - 69
D	1.67	1.00	63 - 66
D-	1.33	0.67	60 - 62
F	0.00	0.00	Below 60

Calculating Final Grades

The final letter grade will be calculated with the following percentages:

Year Long courses: each quarter = 20%, each exam = 10%

Semester courses: each quarter = 40%, exam = 20%

This numerical value will be converted into a letter grade using the scale listed above. The minimum passing grade is a 60.

Latin Honors

Academic achievement will be recognized at the end of the student's senior year using the Latin Honors system. The GPA following GPA cutoffs will be used to determine three distinct levels of achievement:

Summa cum Laude: 4.2 and above

Magna cum Laude: 4.0 and above

Cum Laude: 3.8 and above

To be eligible for Latin Honors recognition, students must be graduating with the 23 credit HB diploma. Latin Honors will be designated on the final transcript, and GPA will be cumulative for all Hollis Brookline High School credits earned. A student may not earn more than 7 credits per academic year that count toward grade point average. Credits awarded from Hollis Brookline High School are factored into a student's GPA first. Any subsequent credits earned through approved alternate courses will be factored into the GPA after all HBHS credits. *See details regarding transfer student grades at next heading.*

Policy IKC

Transfer Student Grades

Transfer student grades will be rolled into the Hollis Brookline High School transcript. Grades for transfer students will be recalculated to receive the same numerical weight as courses taken at HBHS. With the exception of transfer AP classes, which will be weighted, all other transfer classes can receive only the weight assigned to the same or similar class at HBHS. Therefore, classes will be recalculated (not renamed) to reflect weight and credit consistent with that students at Hollis Brookline can achieve.

Example:

"HONORS ENG 9 Grade A+ GPA 5.08"

will be recalculated to

"TR HONORS ENG 9 Grade A+ GPA 4.33" (consistent with receiving an A+ in Accelerated Eng 9)

Course Changes and Drops

During the initial course registration phase students are asked to make their selections carefully since staff is hired and resources are allocated based on these requests. Once the master schedule is developed, course changes are very limited. In the event that a schedule adjustment is necessary, a drop/add period at the beginning of each semester allows students to enroll in the courses they request in a fair and equitable manner. Those who have an incomplete schedule or are in need of a graduation requirement are seen immediately. Drop/Add begins two days after the first full day of the fall semester and runs for five days. Full year courses may only be dropped during the fall drop/add period. Second semester drop/add begins two days after the start of the spring semester and runs for three days. Only second semester courses can be adjusted at this time. Wait lists are put in place to ensure fairness in the process, and students must attend the classes on their current schedule until changes have been made and a new schedule is processed by the School Counseling Department.

Courses dropped after the drop/add period will be recorded on a student's transcript as either (WP) withdraw passing, or (WF) withdraw failing, depending on the student's status at the time of the drop.

Level Changes

If a student is inappropriately placed in a core course, a request may be considered to change the level of the course. Level changes, when necessary, are considered at the close of 1st and 2nd quarters. The quarter grade will be entered for the course the student has been attending. A level change will result in a WP or WF on the transcript for the final grade. The teacher of the new course will award grades for the remaining quarters and a student's GPA will be calculated based on the weight of the course when credit is awarded.

Universal Classroom Supports

The following strategies will be used in all classrooms to support learning

- Break large assignments and tasks into smaller units, and provide timelines
- Preferential seating as determined by student's needs
- Discreet cueing when appropriate
- Direct student to the agenda and homework that is written or displayed in classroom or on website
- Scaffolding of instruction
- Use formative assessment to inform instruction; formative and summative assessments are based on essential learning
- All homework and assignments are posted and referenced on team website or Google Classroom
- Classroom teachers contact parents when student is in danger of failing or if student significantly declines
- Establish classroom expectations, policy and procedures (teacher website or Google Classroom)
- Contact between staff including School Counseling and administration as needed
- Vary modes of instruction as directed by content/course/student needs
- Vary modes of assessment, as dictated by content/course/student needs
- Provide choice to students when appropriate (ex. in how they approach a topic, what topic to investigate, who to work with)
- Ask students to reflect on their learning and think about the metacognitive aspect of learning
- Provide extra time on assignments and assessments, as needed and deemed appropriate based on unique circumstances
- Encourage students to participate in their learning using multiple strategies
- A course expectations policy & procedures will be provided to students at the start of the course
- Classroom teacher will provide class notes and materials in hard copy as needed or requested
- Encourage students to come in for extra support, ex. after school or during CavBlock/Skills
- Provide clear, timely and descriptive feedback, including entering of grades and comments
- Technology can be utilized for completion of written assignments, unless specified otherwise for a certain assignment
- Access to School Counselors and School Psychologist as well as school counseling lessons as applicable
- Assist students with review of material prior to assessments (may include study guide)
- Foster/encourage independence and personal responsibility
- Institute and enforce classroom behavior expectations (teacher knows them, student knows them, clear consequences, and those consequences are fairly implemented)

Student Retention

Policy IKE

Hollis-Brookline High School is committed to supporting all students in their academic success and personal growth. Promotion to the next grade level is based on a student's successful completion of academic requirements, demonstrated progress toward graduation, and consistent engagement in learning.

Retention — the practice of requiring a student to repeat a grade level — is considered only in exceptional circumstances and after multiple interventions and supports have been provided. Decisions regarding retention are made collaboratively and take into account the student's academic performance, attendance, effort, maturity, and social-emotional development.

Key Guidelines:

- Beginning in 9th grade, progress toward graduation depends on the accumulation of credits and passing required subjects. These credit accumulations are guidelines for entrance into grades 10, 11, and 12:
At the completion of Grade 9: 6 credits
At the completion of Grade 10: 12 credits
At the completion of Grade 11: 17 credits
It is a student's responsibility to meet periodically with his/her counselor to ensure all graduation and credit requirements are completed.
- If a student fails to meet the credit threshold, options may include summer school, credit recovery programs, or repeating specific courses.
- Retention decisions are made on a case-by-case basis and involve input from teachers, counselors, administrators, parents/guardians, and, when appropriate, the student.
- Parents/guardians will be notified as early as possible if retention is being considered, and they will be included in any meetings or planning discussions.
- The goal of any retention decision is to support the long-term academic success and well-being of the student.

We recognize that each student's learning journey is unique. Our commitment is to provide early intervention, meaningful support, and clear communication to help every student stay on track toward graduation.

HOMEWORK GUIDELINES

It is the policy of the Hollis Brookline Cooperative School Board that teachers may give homework to students to aid in the students' educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes. Homework must be planned and organized, must be viewed as purposeful for the students, and should be evaluated and returned to students in a timely manner. A teacher shall carefully explain to his/her students how homework assignments relate to the grading system.

Purpose/Foundational Beliefs

- Reinforce what is covered in class

- Enrich what students are doing in class
- May be used to preview materials or content that will be reinforced in class
- Must align with HW guidelines as stated in the Program of Studies, established by department, and communicated in teacher syllabi

Responsibilities

1. Students

- Regard homework as a positive learning tool to better understand the content and material, which reflects comprehension of the material.
- Complete homework in an environment that is free of distractions. Utilize study halls, CavBlock, and PLC time wisely.
- When planning, consider the total homework load, and do not procrastinate in starting and/or completing homework/assignments.
- Maintain an accurate daily record of all homework assignments and projects (agenda book, paper or electronic) and turn them in within the allotted time frame.
- Identify resources (teachers, websites, classmates, etc.) that can provide assistance with questions regarding homework.
- Communicate with teachers/classmates following an absence to identify missed homework/assignments and develop a plan for completion.

2. Parents/Support at Home

- Support students in creating and maintaining a balanced schedule of academics and extracurricular activities.
- Encourage students and parents to use PowerSchool to monitor their progress and to ensure they are up to date on completed homework.
- Provide an appropriate time and place to do homework with limited interruptions i.e. cell phone, television, video games, etc.
- Communicate as necessary with the instructor using the protocol outlined below.
- Recognize that homework is the responsibility of the student and should be an authentic and accurate representation of his/her knowledge and ability.

3. Teachers/Support at School

- No homework assigned over holidays and school vacations for all courses except AP levels.
Holidays are defined as: Thanksgiving break, December break, mid-Winter break, Spring break
 - Instructors of AP courses are encouraged (but not required) to not assign homework over holidays and school vacations.
- Teachers should coordinate assignments to avoid overburdening students.
 - Study time for summative assessments is homework.
 - Use PowerSchool to effectively and accurately communicate with parents and students.
- Projects to be completed primarily outside of class time
 - Shall contain milestones/timelines.
 - Shall be communicated on course syllabi and teacher websites.
 - Teachers will be mindful of the challenges associated with projects (transportation, finances, scheduling, etc.).

4. Administrators

- Facilitate the development of written homework guidelines.
- Communicate homework guidelines to all stakeholders.

- Assist students and parents in effective communication with teachers regarding homework.
- Provide staff with time to ensure consistency in both homework philosophy and grading practices in common courses.
- Support the effective use of homework given by teachers and encourage cross curricular discussion about homework practices.
- Ensure that teachers clearly identify their homework expectations on their websites and course syllabi (identifying major group projects and summative assessments).
- Regularly review homework guidelines (to include summer AP assignments) with department heads and staff.

Average Homework Time

- Will be determined by course at the department level.

Policy IKB

Appropriate Communication Protocol

When an issue arises regarding homework, grading, or any other academic matter it is best settled at the lowest possible level, therefore, the following protocol should be followed. All issues must proceed through these channels prior to notifying an Administrator.

- First, the student should speak directly to the staff member or his/her school counselor regarding the issue.
- If not resolved, the parent should speak directly with and/or meet with the student and staff member.
- If not resolved, the student/parent should contact the Department Head to meet with the student, parent, and staff member.
- If the matter is still not resolved, the student/parent should contact the student's Administrator to discuss the matter.

LIBRARY LEARNING COMMONS INFORMATION & GUIDELINES

Welcome to the HBHS Library Learning Commons! All members of the HBHS community are encouraged to use the space for a variety of focused academic pursuits. The librarians love to see you there!

Classes should arrive together with their teacher when visiting for the period and proceed to the area reserved for the group. Equipment, materials and supplies are reserved for classes by the teacher. Resource sheets are provided by the librarian and can be found online.

Individual student patrons must always sign in and out with accurate information for use by the librarians or office in the event of a health or safety concern. Failure to do so may result in a referral to administration. Passes should be placed in the labeled bin at the Circulation Desk.

Food and beverages (with the exception of water) are not allowed in the HBLibLC. Thank you in advance for your cooperation.

Students are encouraged to arrive with all necessary materials to be productive, especially during peak times such as lunch, PLCs and CavBlock. To assist you, a Supply Cart & Charging Station is available for patron use. Photocopies are free by request. Personal electronic devices should not disturb other patrons, so headphones are available at the Circulation Desk. Patrons needing AV equipment should make arrangements 24hrs in advance with the Librarian.

Each student and staff member is eligible for a Patron Account which allows access to: individual patron status & fines, resource lists, materials reservations, ebooks & digital media, title requests, etc. For more details on how to create your account, visit the HB LibLC website: [Library Commons Link](#).

The Librarian is available by appointment for 1:1 research assistance or resume help. Students may choose to use the Online Assistance Form.

Students are encouraged to use the HBLibLC after school for an extended amount of time when there is a staff member or volunteer on duty.

Please visit the HB Library Learning Commons website for announcements, space reservations, Team Library information, policies, new titles, database access, web tools, and other resources.
[Library Commons Link](#)

Lending/Borrowing Policies

- All circulating materials may be checked out for 2 weeks at a time with unlimited renewals if there is no waiting list. All items are due by June 1 unless the patron requests a summer checkout. There is no item number borrowing limit.
- E-reading devices are available for checkout with a parental permission form.
- The prompt return/renewal of Library materials is the responsibility of the borrowing patron.
- Library materials incur a fine of \$.05 (print material) \$.25 (media) for each day late. Once fines reach \$1, additional materials may not be checked out until materials are returned/renewed and fines are settled.
- Overdue notices are generated regularly and distributed as a courtesy. Failure to receive a notice does not absolve the borrower of the responsibility to renew or return library material in a timely manner. Notices are sent quarterly, and email reminders are available by request.
- A bill for materials replacement is sent 30 days after the date due if the item has not been renewed or returned. Students may choose to replace the material themselves or pay the replacement fee.

JUNIOR PRIVILEGES, SENIOR OPTIONS, AND ADULT STUDENT FORM

Junior Privileges Program

The Junior Privileges Program allows grade 11 students in excellent academic standing, *with the permission of their parents/guardians*, to manage their time ***if they have a study hall at the first or last period of the day*** by having the option of arriving prior to their first class or leaving after their last class. Class schedules will not be rearranged to accommodate junior privileges. “Excellent academic standing” means the student must have a cumulative GPA of 3.0 or higher. In order to take advantage of the privileges program, juniors are required to have no D’s, F’s or major disciplinary infractions in the previous quarter. Eligibility will be determined after the add/drop period at the start of the year, and if a student qualifies for junior privileges, parent/guardian consent is provided, and the schedule allows, school counselors will meet with the student to have it reflected in PowerSchool. This will be reviewed quarterly.

Qualifying factors for the junior privilege program include but are not limited to what is outlined above. The school administration reserves the right to take this privilege away for any reason they deem appropriate. For example, any disciplinary infraction, unexcused absence or tardies, or a grade of a D+ or lower during the current quarter may result in immediate loss of the junior privilege. Reinstatement of this privilege is at the sole discretion of administration.

If a student has been granted junior privileges and remains in the school building to complete school work or for another school-related reason, they must sign in to study hall.

Senior Options Program

The Senior Options Program allows grade 12 students in good academic standing to manage their time during the day when they are not scheduled for a class. In order to take advantage of the options program, seniors are required to be full time twelfth graders and have no failing grades or major disciplinary infractions in the previous quarter. Class schedules will not be rearranged to accommodate having Senior Options at a particular time of day. The following privileges are available to seniors with Parent's/Guardian's permission during their unassigned period:

- Use of the library, cafeteria and, when supervision is available, alternative locations.
- The option of arriving prior to their first class or leaving after their last class of the day.
- Freedom to move, in a non-disruptive manner, between designated areas; however, students are not allowed to congregate in the hallways or be disruptive to any learning environment.
- Seniors must produce their ID upon request.

Failure to abide by these rules and regulations may result in the loss of senior options.

Adult Student Form

If a student who is 18 years old wishes to limit their parents' rights to access educational records, they should schedule a meeting with the counselor and administrator to review the process and determine whether it is possible to grant this request.

STUDENT GOVERNMENT

The following bodies will make up the student government structure:

I. The Student Body:

- A. Every high school student, grades 9-12, will be a member of the student body.
- B. Every member will have the right to one vote per office in the election of class officers in his/her designated class.
- C. Every member has the right to express his/her opinion regarding the Student Government and the welfare of the school in a respectful manner.
- D. Students must be in the voting area at the designated time or contact a council member beforehand or they lose the right to vote.

II. The Student Council:

The Student Council consists of the class officers and four (4) elected representatives from each class. It shall meet on a regular basis and the meeting will be run by the Student Council President. An advisor is appointed by Administration.

EXTRACURRICULAR ACTIVITIES

Athletics

Please refer to the Athletics home page on the school website for information about athletics.

Athletic Code of Conduct: Please refer to the following link for the Code of Conduct: [Interscholastic Athletic Agreement](#).

List of Additional Activities/Clubs

The following extracurricular activities are normally available for students. Some clubs are subject to change depending upon availability of advisors and student interest, and newly formed clubs may not yet be listed.

Art Club	K-pop Club
Bake Club	Latin Club
Book Club	Math Team
Chess Club	Model United Nations
Chemistry Club	Mountain Bike Club
Climbing Club	Musical
Community Wellness Ambassadors	National Honor Society
Culture Club	Newspaper CavChron
Dance Club	Outing Club
Debate Team	Pickleball Club
DECA	Red Cross Club
Dungeons & Dragons Club	Rotaract Club
e-Sports/Gaming club	Science Olympiad
Fall Play	Ski and Snowboard Club
French Club	Spanish Club
Gay Straight Alliance	Spring Play
Granite State Challenge	Student Athletic Leadership Committee
Green Group	Student Council
Guitar Night Club	Tech Crew
Herstory	Thespian Society
HB The Change	Tri-M (Music Honor Society)
Homefront Heroes	Ultimate Frisbee Club
International Thespian Society	US FIRST Robotics
	Young Writers Club

Expectations for Activities/clubs that are not part of the Athletic Department

In order for students to be eligible to take part in extracurricular activities at Hollis Brookline High School, the general expectation is that students are in good academic standing and in abidance with our attendance policies and procedures. There is a wide variety of formatting, timing, and frequency of meetings for our long list of extracurricular activities. When concerns arise, administrators will use discretion when determining eligibility (daily and long-term participation) and may involve club advisors, student, parent and teachers as needed to determine eligibility.

HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT AND THE LAW

The Hollis Brookline Cooperative School District complies with all Federal and State laws that apply to schools. Four federal laws important to mention here are: Family Education Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA), Section 504 of Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). Brief information concerning these laws follows. Additional information is available through numerous government sources and through the school.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age certain rights with respect to the student's education record. They are:

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

The office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 2002-5901. For additional information on FERPA, see the U.S. Department of Education Summary of FERPA:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Notification Regarding Destruction of Personally Identifiable Information

The District may destroy personally identifiable information that is no longer needed to provide educational services under the following circumstances and timelines:

- Early dismissal forms, electronic mail and emergency information forms may be destroyed at the end of each school year.
- Registration forms and health and physical records, including immunization records and medical reports may be destroyed the year the student turns 21 or receives a high school diploma, whichever is earlier.
- Special education records and disciplinary records may be destroyed four (4) years after the student's twenty-first birthday.

Destruction of the records will occur at the discretion of the district unless parent(s)/guardian(s)

or eligible student has requested copies of the records by June 1 of the year that the record may be destroyed. If the information is no longer needed to provide educational services to the child, then it must be destroyed at the request of the parent(s)/guardian(s) or eligible student. Requests to destroy information and requests for copies of records must be made in writing to the building principal or his/her designee.

Pupil registers shall be retained as a permanent record of the school district in accord with RSA 189:27-b. In addition, the District may maintain a permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed.

Upon request, the District discloses education records without consent to officials of a school district in which a student seeks or intends to enroll.

The District may disclose, without consent, "directory information," which is information not generally considered to be harmful or an invasion of privacy if disclosed. Directory information includes:

- Name and address of the student;
- Phone number;
- Junior or Senior Class status

Parents may request, in writing, that the School District refrain from making all of the directory information on their child available to the public. Such requests should be made to the child's building principal or his/her designee by October 1 of each school year.

ADDITIONAL FERPA "DIRECTORY INFORMATION" EXAMPLES FROM THE STATE STATUTE: JUNE 4, 2007

- Phone number;
- Grade level/Junior or Senior Class status;
- Weight and height of members of athletic teams;
- Dates of attendance;
- E-mail addresses;
- Photographs;
- Degrees, honors and awards received;
- Major field of study;
- Participation in officially recognized activities and sports;
- Data/place of birth

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

It is the policy of the Hollis Brookline Cooperative 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 Brookline Cooperative School District provides special education, related services and accommodations to eligible children with disabilities who reside within the District. Hollis Brookline Cooperative 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 Brookline Cooperative 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, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990, and provide a free, appropriate public education to your child to the extent he or she is eligible under these laws. Federal Regulations implementing the IDEA are scheduled to be finalized within the next few months. These regulations may increase your rights under the IDEA. 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 Principal/Assistant Principal
Hollis Brookline Middle School
25 Main Street
Hollis, NH 03049
324-5997

School Principal/Assistant Principal
Hollis Brookline High School
24 Cavalier Court
Hollis, NH 03049
821-4477

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.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

In 1975, Congress enacted the law now known as the Individuals with Disabilities Education Act (IDEA). This law was reauthorized in 1977, 1997 and 2004 and provides eligible children from ages 3 to 21 who have a disability adversely impacting their educational progress, with a free and appropriate education via a special education program and related services.

The law establishes a two-prong eligibility standard. Special education and related services of IDEA are available to students who have documented disabilities and who need special assistance to benefit from education. 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 Brookline Cooperative School District fully complies with this law. For more information or to initiate a referral for your child, contact the building Principal, Assistant Principal or the building Special Education Coordinator at 324-5997. A description of parents' rights under the IDEA can be found at the New Hampshire Department of Education website listed below, by clicking on the Procedural Safeguards Handbook link or by contacting your local school to receive a hard copy.

Reference: [Procedural Safeguards Handbook](#)

SECTION 504 of the REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a non-discrimination statute barring discrimination on the basis of one's disability. As required by Section 504, it is the policy of the Hollis Brookline Cooperative 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.

Our school guidance counselors are designated as the Section 504 Coordinators. They may be contacted at 821-4477. Parents are entitled to review their child's relevant educational records under the Family Educational Rights and Privacy Act (FERPA). Parents, guardians or students eighteen years of age or older, who disagree with the decisions reached by school personnel regarding eligibility or accommodations and services necessary for access to educational programming and/or facilities, may either request a Due Process Hearing before an impartial hearing officer, file a grievance by notifying the school principal in writing, or file a complaint with one of the agencies noted.

Public Complaints About Facilities or Services GRIEVANCE PROCEDURE (SECTION 504/ADA)

The Hollis Brookline Cooperative School District ("District") does not discriminate on the basis of disability. Any alleged discriminatory practices pertaining to the District's facilities or services that fall within the scope of Section 504 or the Americans with Disabilities Act, should be addressed through the following grievance procedures.

For purposes of this policy, a "school day" is defined as any day when school is in session.

1. Any qualified handicapped person, or persons, who feel subject to discrimination with respect to Section 504 of the Rehabilitation Act or the American Disabilities Act (ADA) has the right to file a

formal grievance.

2. Any qualified handicapped person, or persons, who has a grievance shall discuss it first with the appropriate building Principal in an attempt to resolve the matter informally at that level.
3. If, as a result of the discussion, the matter is not resolved to the satisfaction of the aggrieved party within ten (10) school days, the aggrieved party shall set forth the grievance in writing to the Principal. The Principal shall communicate his/her decision to the aggrieved party in writing within ten (10) school days of the receipt of the written grievance.
4. The aggrieved party, no later than ten (10) school days after receipt of the Principal's decision, may appeal the Principal's decision to the SAU Section 504 Coordinator. The appeal to the Coordinator must be made in writing reciting the matter submitted to the Principal and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed ten (10) school days. The Coordinator shall communicate his/her decision in writing to the aggrieved party and the Principal not later than ten (10) school days after the meeting.
5. If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than ten (10) school days after the receipt of the Coordinator's decision, may submit a written request for a hearing with the local School Board regarding the alleged discrimination through the Superintendent of Schools.
The hearing will be held within thirty (30) calendar days of the written request. The School Board must provide the aggrieved party with a written decision of the appeal within ten (10) school days after the hearing.
6. Between the date the aggrieved party requests the hearing and the date the hearing is held, the aggrieved party and the School District may continue to negotiate. If the School District and aggrieved party agree on a mutual solution to the alleged discrimination, the hearing would be canceled.
7. The decision of the School Board is final pending any further legal recourse as may be described in current local district policies, or as may be available under Section 504, the ADA, or other State and Federal laws.

Legal Reference:

Section 504 of the Rehabilitation Act of 1973

34 C.F.R. § 104.7(b), Adoption of Grievance Procedures

28 C.F.R. § 35.107(b), Adoption of Grievance Procedures

Adopted: April 15, 2009

NOTICE OF PROCEDURAL SAFEGUARDS UNDER SECTION 504 AND THE ADA

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

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

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

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

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

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

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

E. The following people have been designated to handle inquiries regarding the non-discrimination policies:

School Principal/Assistant Principal
Hollis Brookline Middle School
25 Main Street
Hollis, NH 03049
324-5997

School Principal/Assistant Principal
Hollis Brookline High School
24 Cavalier Court
Hollis, NH 03049
821-4477

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, home schooling programs, or regular education classes; (2) have dropped out of school; or (3) have been identified as 504 eligible.

NONDISCRIMINATION AND NOTIFICATION OF GRIEVANCE PROCEDURES

POLICY: The Hollis-Brookline Cooperative School District shall not discriminate in its education programs, activities, or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion or handicap under the provisions of Title VI of the Civil Rights Act of 1964, Age Discrimination Act of 1967, and Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the District's compliance with the regulations implementing these laws may contact the Superintendent of Schools.

PROCEDURE: The Coordinator for 504 activities, Title VI and IX and the Individuals with Disabilities Education Act is the Superintendent of Schools, 4 Lund Lane, Hollis, New Hampshire 03049; Telephone (603) 324-5999. The Coordinator for Title IX is the Building Principal, Hollis-Brookline High School, 24 Cavalier Court, Hollis, NH 03049, (603) 821-4477.

Inquiries may be directed to the coordinators listed herein or to the Regional Office for Civil Rights, US Dept. of HHS, Government Center, JFK Federal Building, Room 1875, Boston, MA 02203 or the NH Human Rights Commission, 2 Chennel Drive, Concord, NH 03301 or the Special Education Bureau, NH Department of Education, 101 Pleasant Street, Concord, NH 03301.

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations to Titles VI and IX, Section 504, and the Individuals with Disabilities Education Act of 1990. Grievance procedures may be obtained at the office of the Coordinators listed herein.

ADDITIONAL RESOURCES

Additional information is available at:

United States Department of Justice, [A Guide to Disability Rights Laws](#)

Link: <http://www.usdoj.gov/crt/ada/cguide.htm>

United States Department of Education, Summary of FERPA

Link: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

A description of parents' rights under the IDEA can be found at the New Hampshire Department of Education website

Link:

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education>

Procedural Safeguards Handbook

Link: [Procedural Safeguards Handbook](#)

Hollis Brookline Cooperative School Board Policies

Link: <https://go.boarddocs.com/nh/sau41/Board.nsf/vpublic?open>

ANNUAL NOTICE OF POLICIES

The Hollis Brookline Cooperative School District is committed to providing safe and healthy learning environments for all. Below is a series of School Board Policies that govern the school.

Additional information can be found at the SAU 41 website:

<https://go.boarddocs.com/nh/sau41/Board.nsf/vpublic?open>

NON-DISCRIMINATION – AC

POLICY: The Hollis-Brookline Cooperative School District shall not discriminate in its education programs, activities, or employment practices on the basis of gender, sexual orientation, gender identity, race, color, religion, nationality, ethnic origin, age, marital status, or disability under the provisions of Title VI of the Civil Rights Act of 1964, Age Discrimination Act of 1967, and Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the District's compliance with the regulations implementing these laws may contact the Superintendent of Schools.

The District will not discriminate against an employee who is the victim of domestic violence, harassment, sexual assault, or stalking.

PROCEDURE: 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. The Coordinator for Title IX is the building Principal or a designee as determined by the Superintendent of Schools.

Inquiries may be directed to the coordinators listed herein or to the Regional Office for Civil Rights, US Dept. of HHS, Government Center, JFK Federal Building, Room 1875, Boston, MA 02203 or the NH Human Rights Commission, 2 Chennel Drive, Concord, NH 03301 or the Special Education Bureau, NH Department of Education, 101 Pleasant Street, Concord, NH 03301.

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations to Titles VI and IX, Section 504, and the Individuals with Disabilities Education Act of 1990. Grievance procedures may be obtained at the office of the Coordinators listed herein.

Legal Reference:

RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right

RSA 354-A:7, Unlawful Discriminatory Practices

The Age Discrimination in Employment Act of 1967

Title II of The Americans with Disabilities Act of 1990

Title VII of The Civil Rights Act of 1964 (15 or more employees)

RSA 186:11, XXXIII, Discrimination

RSA 275:71, Prohibited Conduct by Employer

ED 306

Adoption: November 17, 2004

1st Reading: April 10, 2019 (as amended)

2nd Reading: May 15, 2019

3rd Reading: May 15, 2019 (Waived)

Adopted: May 15, 2019

FREEDOM FROM SEXUAL HARASSMENT—ACA

POLICY: It is the policy of the Hollis-Brookline School Board that all employees and students in the School District should be able to work and study in an environment that is free of sexual discrimination and sexual harassment.

PROCEDURE: Procedures for prompt corrective action through mediation and persuasion and, when necessary, through discipline consistent with due process are considered to be an essential part of the District's effort to eliminate sexual harassment in all educational environments.

Building Principals, Assistant Principals and Supervisors are urged to take appropriate steps to distribute this policy statement and to inform employees and students of procedures for lodging complaints. Any employee or student having a complaint of sexual harassment should notify the Building Principal.

At any time, an employee or student and/or his representative may contact the Building Principal, Superintendent of Schools or a School Board member for counseling or advice. Procedures for reporting are outlined in GBAA Section III.

Individuals shall not be reprimanded or discriminated against in any way for initiating an inquiry or complaint. The rights of an individual against whom a complaint is brought will also be protected.

The Freedom from Sexual Harassment Policy, formal and informal complaint procedures and names of complaint manager(s) shall be widely disseminated throughout the District's schools.

SANCTIONS: Sexual harassment will be treated as a major disciplinary offense so that, depending upon the circumstances and the degree of harassment, the offender(s) might be disciplined with a suspension subject to discharge.

APPEAL BOARD: The Hollis-Brookline School Board, upon receipt of notification of the Superintendent, shall serve as the Appeal Board. The School Board will hold an informal hearing to hear the complaint. The School Board will make a determination in a reasonable amount of time. The School Board's determination shall be final.

Any inquiries, complaints, grievances, and other communication relative to the policy and to Title IX and the applicable federal regulations are to be made to the Title IX Coordinator and/or the Superintendent of Schools.

The following person has been designated to handle inquiries regarding Title IX:

The Building Principal or designee as determined by the Superintendent of Schools.

Adopted: November 17, 2004

1st Reading: May 15, 2019 (as amended)

2nd Reading: June 19, 2019 (as amended)

3rd Reading: June 19, 2019 (Waived)

Adopted: June 19, 2019

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS—ACAA

The school district prohibits harassment of students on the basis of:

- Race (including traits associated with race involving hair texture, Afro hairstyles and protective hairstyles such as braids, twists, and locks);
- Sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy or related conditions;
- Parental, family, or marital status;
- Color;
- Religion;
- Ancestry or national origin; and
- Disability.

School employees, fellow students, volunteers, visitors to the schools, and other individuals with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

A. Harassment

Harassment includes, but is not limited to, verbal abuse and other unwelcome, offensive conduct based on the protected categories listed above. Harassment that rises to the level of physical assault, battery, and/or abuse, and/or bullying behavior are also addressed in Board Policies JICK – Bullying and other applicable policies.

B. Sexual Harassment

Sexual harassment and other forms of Sex-based Harassment are addressed under federal and state laws/regulations. The scope and definitions of sexual/sex-based harassment under these laws differ, as described below.

1. Sex-Based Harassment

Under the federal Title IX law and its accompanying regulations, sex-based harassment includes harassment on the basis of sex, including sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions, that is:

- a. “Quid pro quo” sexual harassment by a school employee, agent, or other person authorized by the school district to provide aid, benefit, or service under an education program or activity, explicitly, or implied conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual’s participation in unwelcome sexual conduct.
- b. “Hostile environment” harassment: Unwelcome sex-based conduct that based on the totality of the circumstances, is subjectively and objectively offense, and is so severe or pervasive that it limits or denies an individual’s ability to participate in or benefit from the school district’s education programs or activity; or
- c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in applicable federal laws/regulations.

2. Sexual Harassment Under New Hampshire Law

Under New Hampshire law, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a

- student's educational benefits;
- b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
- c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

C. Reports and Complaints of Harassment

All school employees are required to report possible incidents of harassment involving students to the Human Rights Officer/Title IX Coordinator (the Director of Student Services). Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment involving students to the Human Rights Officer/Title IX Coordinator so that they can be appropriately addressed.

The Human Rights Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment has occurred.

Reports of discrimination and harassment of students shall be addressed through *ACAA-R1 – Discrimination and Harassment of Students Complaint Procedure*. Reports of sex discrimination, including sexual/sex-based harassment, are addressed in *ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure*.

Legal References:

Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)

Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)

Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106

Title IV of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000c to 2000c-9.

New Hampshire Human Rights Act, RSA 354-A:7, RSA 354-A:27-28.

Cross Reference: ACAA-R1 – Student Discrimination and Harassment Complaint Procedure
ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure

AC – Nondiscrimination/Equal Opportunity and Human Rights

ACAB – Harassment of Employees

ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure

ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure

ACAD – Hazing

GBEB – Staff Conduct with Students

JICK – Bullying

JIE – Pregnant Students

Adoption:

1st Reading: October 18, 2023

2nd Reading: November 15, 2023

3rd Reading: Waived
Adopted: November 15, 2023

1st Reading: August 21, 2024 (as amended)
2nd Reading: September 18, 2024 (as amended)
3rd Reading: September 18, 2024 (waived)
Adopted: September 18, 2024

DRUG FREE WORKPLACE—ADB

The School District will provide a drug-free workplace in accordance with the Drug-Free Schools and Communities Act of 1988 and Amendments of 1989 (41 USC Section 701 Et. Seq.). In compliance with statutory requirements, the District will:

1. Notify all employees, in writing, that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in the District's workplace and that any violation is subject to disciplinary action. Notification will be accomplished by distribution of this policy to all employees.
2. Provide a drug-free awareness program to inform employees about:
 - a. The dangers of illicit drugs in the workplace;
 - b. The District's policy of maintaining a drug-free workplace;
 - c. Available drug and alcohol counseling, rehabilitation, and employee assistance and/or re-entry programs; and
 - d. The penalty/penalties that may be imposed on employees for drug and alcohol violations occurring in the workplace.
3. Notify employees that, as a condition of employment in the District, they will agree to and abide by the terms of the policy, and will notify the District of any drug statute conviction resulting from workplace conduct within five days of the conviction.
4. Establish the following as grounds for disciplinary action:
 - a. Working under the influence of alcohol or illegal drugs, no matter where consumed.
 - b. Having an unsealed container of alcohol or consuming alcohol on School property.(Any employee who finds any type of container of on School property should report it to the administration as soon as possible.)
 - c. Possessing or distributing controlled substances on School property.
 - d. Consuming, possessing, or distributing alcohol or illegal drugs at official* School functions not on School property.

*An official School function is defined as one which is authorized and conducted by the School with School officials present, in charge, and on duty, such as, but not limited to:

- a. Interscholastic athletic contests
- b. Field trips
- c. School dances

5. Alert the local law enforcement agency of suspected violations of the policy.
6. Take any of the following disciplinary actions (either alone or in combination) regarding an employee who is in violation of the policy:
 - a. Suspension
 - b. Termination of employment
 - c. Satisfactory participation in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health or law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy. In so doing, the District will conduct a biennial review of its programs to determine their effectiveness and to ensure that the disciplinary sanctions are consistently enforced and changes are implemented, if needed.

Legal Reference:

RSA 193-B, Drug Free School Zones

Adopted: May 24, 2004

SCHOOL LUNCH MEAL PAYMENT POLICY- EFAA

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

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

Free and Reduced Meals.

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

Pre-payment is required for all student purchases.

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

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

Negative Balances

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

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

If any student's account falls into the negative, a standard "reimbursable" meal will be provided and charged to the student's account. (A reimbursable meal is defined as a meal consisting of: meat/meat alternative, grains, fruits, vegetables and milk and as further defined by the National School Lunch Program requirements.) Staff must take all reasonable steps to minimize statements or actions that may overtly identify children eligible for free meals. Ala carte and snack purchases are not permitted for any student that has a negative balance. The student's account balance must have sufficient funds for these types of purchases. This policy, and this paragraph specifically, shall apply equally to all students, whether free/reduced/or full pay. If a student meal account consistently has a negative balance, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families will be encouraged to apply for free or reduced price lunches for their child if applicable. When appropriate, the District may enter into a payment arrangement to bring student accounts current.

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

Communication

This policy shall be communicated to:

- Families
 - o At the start of the school year
 - o Upon enrollment of students who transfer mid-year
 - o In Student handbooks
 - o On the School websites
- Staff who are charged with:
 - o Collecting payments
 - o Notifying families of low/negative balances
 - o Enforcing the policy (e.g., food service managers and cashiers)

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

ACADEMIC INTEGRITY AND HONESTY–IKL

All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect towards their instructors who develop assignments and assessments that value Human Intelligence and aim to create learning experiences for students. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of their educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.

Prohibited Behavior

In addition to individual classroom standards, the following behaviors violate academic integrity and are prohibited:

10. **Cheating:** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
11. **Improper Use of Technology:** Misusing technology tools (including AI tools) for assigned work or homework goes against the spirit of the assignment and specific instructions. Students can only use such tools under teacher guidance and must disclose their use. Citing the use of AI tools and any information or product obtained through those tools is expected, when applicable. This includes but is not limited to the use of translators and math applications.
12. **Plagiarism:** Representing someone else's ideas or words as your own without proper citation. This includes paraphrasing or directly quoting published or unpublished work without acknowledging the source. Sources include books, articles, websites, work of others, and AI tools. Teachers will provide clear citation guidelines, but students should seek clarification if unsure.
13. **Academic Misrepresentation:** Having someone else complete a test or assessment for you.
14. **Academic Collusion:** Sharing test questions or answers with another student without the instructor's permission. This includes copying another's work or allowing someone to copy yours, as well as unauthorized group collaboration on individual assignments.
15. **Dishonesty in Academic Work:** Submitting work prepared by someone else, including writing services, AI tools, or another person. All submitted work must be your own original work unless properly cited or following the teacher's instructions.
16. **Self-Plagiarism:** Reusing work from a previous class to fulfill requirements in another class without permission does not promote new learning. Repurposing work may be allowed in some cases with prior teacher approval.
17. **Unfair Academic Advantage:** Intentionally hindering another student's academic

performance. Examples include but not limited to hiding research materials, sabotaging another's work, or intimidation, or failure to contribute meaningfully to a group assignment.

18. **Facilitating Academic Dishonesty:** Completing work for another student or collaborating on work meant to be independent.
12. **Other Academic Dishonesty:** Any intentional act that violates the spirit of academic integrity and this policy. This includes stealing assessments, tampering with records, including false academic information on applications, altering academic records or grades, distributing materials for cheating, or unethical technology use (e.g., pre-programmed calculators).
13. **Consequences:** Disciplinary consequences for violations will follow Board policy and the Student Code of Conduct. Consequences may range from a zero on an assignment to more serious actions depending on the circumstances surrounding the violation.

Note: This policy uses the term "technology tools" to encompass all AI tools and allows for flexibility with their use under teacher guidance. It also clarifies citation expectations for information and products generated through AI tools.

1st Reading: September 18, 2024

2nd Reading: October 16, 2024

3rd Reading: January 15, 2025 (as amended)

4th & Adopt: June 18, 2025

QUESTIONNAIRES AND SURVEYS--ILD

Protection of Pupil Rights Amendment

Pursuant to the Protection of Pupil Rights Amendment, no student will be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian. Under RSA 186:11, IX-d, prior notice and prior consent (opt-in) is required for any non-academic survey designed to elicit information about:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the family;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or

8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

School District Approval

Any survey created by a third party or funded, in whole or in part, by the U.S. Department of Education, that includes any of the eight categories listed above, will be available for inspection by parents/guardians before the survey is administered to students. The school will take reasonable precautions to protect student privacy during their participation of any survey, analysis, or evaluation containing one or more of the eight categories listed above. The school will not penalize any student whose parents or guardians choose not to opt in to surveys.

Consent Exception for Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention.

Neither state nor federal law requires prior written consent for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education.

However, New Hampshire law nonetheless requires the District to provide parents/guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

Parental Notification

Parents will be notified when the school intends on issuing an educational survey. Notice will be given as early as possible before the survey is administered. Included in the notice will be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents or guardians wishing to inspect a survey, analysis, or evaluation will be able to do so in the administrative office. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

School District Use of Data

Administrators, teachers, other staff members and the school board may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent and the approval of the school board as to content and purpose. The results of such approved surveys must be shared with the school board.

Legal References:

20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment

Appendix ILD-R

1st Reading: May 15, 2013
2nd Reading: June 19, 2013
Approved: July 17, 2013
1st Reading: April 10, 2019 (as amended)
2nd Reading: May 15, 2019 (as amended)
3rd Reading: May 15, 2019 (Waived)
Adopted: May 15, 2019

STUDENT CONDUCT ON SCHOOL BUSES --JICC

Students using Hollis Brookline Cooperative School District transportation must understand that use of school bus is a privilege and they are under the jurisdiction of the School from the time they board the bus until they exit the bus.

It is the policy of the Hollis Brookline Cooperative School Board that all students who ride school buses are subject to the governing regulations which are designed to promote safety. The bus driver is the authority responsible for enforcing regulations. Any behavior which is distracting will be considered as hazardous to the safe operation of the bus.

Each bus driver is responsible for maintaining discipline on his/her bus. In those instances where some kind of disciplinary action is in order, the driver will report the infraction to the Building Principal.

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

The decision to suspend may be appealed by the parent or guardian of the student. The appeal process is as spelled out in RSA 189:9-A.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses, and these shall be printed in the Parent-Student Handbook.

Legal Reference:

RSA 189:6-a, School Bus Safety
1st Reading: November 3, 2005
Adopted: May 21, 2008

STUDENT CONDUCT, DISCIPLINE AND DUE PROCESS - JICD **Safe School Zone**

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

I. Respect for law and those given authority to administer it shall be expected of all students. This includes conformity to School Board policies, school rules, and applicable state and federal laws.

II. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall be expected of all members of the school community.

III. Respect for the real and personal property, pride in one's work, and exemplary personal standards of courtesy, decency, honesty, and wholesome attitudes shall be maintained.

IV. Respect for individual worth is the obligation of the school. Diligence and a desire to benefit from the opportunity is the obligation of the student.

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

The Board further recognizes the right of each school to establish disciplinary procedures in accordance with RSA 193:13 and RSA 193-D through the development of administrative procedures which are approved by the Superintendent or their designee.

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in the student handbook and all other applicable Board policies and all District or school rules. Failure to comply can lead to disciplinary consequences as set forth in this policy and applicable law. Due process shall be afforded to any student involved in a proceeding which may result in suspension, or expulsion. Student due process rights shall be printed in the Parent-Student Handbook and will be made available in another language or presented orally upon request.

I. Disciplinary Measures - "Definitions". Disciplinary measures may include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, and expulsion.

a. "Removal from the classroom" means a student is sent to the building administration's office. It is within the discretion of the person in charge of the classroom to remove the student.

b. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class. The building Principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school). Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed educator disciplining the student or the building Principal.

c. "Saturday detention" means a student serves a detention at school between 8 AM until 12:00 PM on Saturday as assigned by administration. Examples of infractions that may merit a Saturday detention include but are not limited to failure to report to regular detention, verbally aggressive, inappropriate or hostile behavior, bullying/harassment, and any other offense that requires administrative action and a consequence greater than a detention. The building Principal or their designee has the authority to assign a student to a Saturday morning detention.

- d. "In-school suspension" means the student will attend school but will be temporarily removed from one or more classes while under supervision. An in-school suspension will not exceed ten (10) consecutive school days.
- e. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time.
- f. "Short-term suspension" means a suspension of ten (10) consecutive school days or less under RSA 193:13, I(a).
- g. "Long-term suspension" means an extension of a short-term suspension for up to ten (10) additional consecutive school days under RSA 193:13, I (b)-(c).
- h. "Restriction from school activities" means a student will attend school, classes, and practice but will not participate in other school extra-curricular activities, including competitions.
- i. "Expulsion" means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II.

II. Standards for Removal from Classroom and Detention.

- a. Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class.
- b. Classroom teachers may assign students to detention for conduct outlined in Paragraph IIA.
- c. The building Principal or their designee may assign students to detention, including Saturday detention for conduct outlined in Paragraph IIA.

III. Standards for In-School Suspension and Restriction of Activities.

The building Principal or their designee is authorized to issue in-school suspensions or restrictions of activities for any failure to conform to school or School District policies or rules, or for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

Restriction of activities may also be issued pursuant to rules or policies pertaining to specific clubs or teams.

IV. Process for Out-of-School Suspension.

The building Principal or their designee is authorized to issue short-term suspensions. The Superintendent is authorized to issue long-term suspensions.

A. Short-term Suspensions. The building Principal or their designee (as designee of the Superintendent) is authorized to suspend a student for ten (10) consecutive school days or less. A suspension may be imposed for:

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

1. During a short-term suspension, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension.
2. As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.
3. A student who is subject to a short-term suspension (ten school days or fewer) is entitled to the following due process:
 - a. The student will meet with the building principal or assistant principal to discuss the charges and the evidence against the student. The principal or assistant principal will inform the student of the possibility of a short-term suspension.
 - b. The student will be given an opportunity to present their side of the story at this meeting.
 - c. The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.
4. Depending on the severity of the student's conduct, the building Principal or their designee may recommend the student to the Superintendent or to the School Board for further disciplinary consequences.

B. Long-term Suspensions. The Superintendent is authorized to continue the suspension and issue a long-term suspension up to an additional ten (10) consecutive school days. If the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension for up to an additional ten (10) consecutive school days. A long-term out-of-school suspension may be imposed for:

- An act of theft, destruction, or violence as defined in RSA 193-D;
 - Bullying pursuant to school district policy, (JICK) when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
 - Possession of a firearm, BB gun, paintball gun, pellet gun or similar item.
1. During a long-term suspension, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension
 2. Prior to a long-term suspension, the student is entitled to the following due process:
 - a. Prior to any hearing, there shall be a written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.
 - b. A hearing that meets the requirements of Ed 317.04(f)(3)(g).
 - i. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.
 - ii. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.
 - iii. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or

School Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.

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

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

vi. The written decision shall include notice to the student that the decision may be appealed.

3. For a long-term suspension issued by Superintendent, the decision must be appealed in writing to the School Board within ten days after the issuance of the decision. The School Board will hold a hearing on the appeal but has the discretion to hear evidence or to rely upon the hearing conducted by the Superintendent.

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

5. The long-term suspension shall remain in effect while an appeal is pending unless the School Board stays the suspension.

6. Depending on the severity of the student's conduct, the Superintendent may recommend the student to the School Board for further disciplinary consequences.

V. Process for Expulsion.

A. Any pupil may be expelled by the School Board for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

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

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

B. Prior to any expulsion, the District will ensure that the due process standards set forth in RSA 193:13 and Ed 317.04(f)(3) are followed. Specifically, students are entitled to the following due process:

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

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

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

- b. During the hearing, the student, or the parent/guardian shall have the right to examine any witnesses presented by school officials.
 - c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.
 - d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.
3. Before expelling a pupil under this section the School Board shall consider each of the following factors:
- a. The student's age;
 - b. The student's disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the violation or behavior committed by the student;
 - e. Whether the school district has implemented positive behavioral interventions;
 - f. Whether a lesser intervention would properly address the violation or behavior committed by the student.
4. The School Board shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled.
- C. An expulsion under this paragraph will run until the School Board reviews it and restores the student's permission to attend school. A student seeking restoration of permission to attend school shall file a written request with the Superintendent which details the basis for the request prior to the start of each school year. The Board will determine whether and in what manner it will consider any such request.
- D. Any decision by the Board to expel a student may be appealed to the State Board of Education at any time while the expulsion remains in effect.
- E. The Superintendent of Schools is authorized to modify the expulsion or suspension requirements of Section IV.B. and Section V above on a case-by-case basis.

VI. Possession of a Firearm

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

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

As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification

of the expulsion, and the student will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school's best interest and the student's best interest to allow a modification.

VII. Alternative Educational Services

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

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

VIII. Behavior Intervention Plans

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

IX. Sub-committee of Board

For purposes of sections IV and V of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

X. Code of Conduct

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

XI. Disciplinary Removal of Students with Disabilities

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

XII. Notice and Dissemination

This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District's website to students, parents, and guardians at the beginning of the school year. The Principal or their designee shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements.

Legal References:

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils

RSA Chapter 193-D, Safe Schools Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of
Pupils Assuring Due Process Disciplinary Procedures
In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)
See Appendix: JICD-R

First Reading: May 19, 2021

Second Reading: September 15, 2021 (as amended)

Third Reading: October 20, 2021 (as amended)

Adopted: October 20, 2021

HAZING - JICFA

It is the policy of the Hollis Brookline Cooperative School District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the District shall engage or participate in hazing. This District does not permit or condone student hazing.

For the purposes of this policy, hazing is defined as any act directed toward a student, or any coercion or intimidation of a student to act or to participate in or submit to any act, when: (1) Such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person; and (2) Such act is a condition of initiation into, admission into, continued membership in or association with any organization. Hazing includes but is not limited to an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the District.

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

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

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

This policy is not intended to deprive School District authorities from taking necessary and

appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

The Superintendent shall take reasonable measures within the scope of the District's authority to prevent student hazing. All hazing reported to the District or which any District staff member has knowledge of shall be promptly reported to law enforcement, as required by RSA 631:7, Student Hazing.

A copy of this policy will be furnished to each student and teacher in the School District, including being printed in the student handbook.

Legal Reference:

RSA 631:7, Student Hazing New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing

1st Reading: October 17, 2007

Adopted: May 21, 2008

Policy Amended

1st Reading: October 18, 2017

2nd Reading: January 17, 2018 (as amended)

3rd Reading: February 21, 2018

Adopted: February 21, 2018

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED IN/ALL SCHOOL FACILITIES AND/OR GROUNDS - JICG

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

"Tobacco products" means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, chewing tobacco, E cigarettes, vaporizers, liquid nicotine, related liquid non-nicotine products, products containing tobacco, and tobacco in any other form.

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

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

It is the responsibility of the building Principal(s), or designee to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco

products in violation of this policy, the Principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

Students

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

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

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

Employees

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

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

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

All other persons

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

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

Legal References:

RSA 155:64 - 77, Indoor Smoking Act

RSA 126-K:6, Possession and Use of Tobacco Products by Minors

RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited

First Reading: July 20, 2016

Second Reading: August 17, 2016 (Amended)

Third Reading: August 17, 2016 (Waived)

Adopted: August 17, 2016

DRUG AND ALCOHOL USE BY STUDENTS - JICH

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 or Principal'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, and the matter will be brought to the attention of the Hollis Brookline Cooperative School Board and other proper authorities.

- a. In case a student appears to be under drug influence, the parent will be notified by school authorities to come for the student and remove him/her to his home or to medical facilities.
- b. In severe cases, if the parents or school doctor will not come to the school, the Principal is authorized to call an ambulance to remove the Student to the hospital. Parents will be notified of this action and be responsible for the incurred expenses.
- c. Upon reasonable evidence of the illegal possession and/or use of drugs by any student on Hollis Brookline Cooperative School District property, the student will be suspended from school for at least five days. A conference with the parents, child and principal should be held as soon as possible.
- d. Any student found selling, distributing, or giving away illegal drugs will be turned over to police authorities immediately and suspended from school at once pending Board action.
- e. Any student convicted in court for illegally selling drugs on or off school property will be suspended from school pending Board action.

Alcoholic beverages will not be permitted on school property at any time. Any Student in possession of or under the influence of alcohol will be immediately suspended from school for not less than five days

Legal Reference:

RSA 571-C:2, Intoxicating Beverages at Interscholastic Athletic Contests

1st Reading: October 17, 2007

Adopted: May 21, 2008

WEAPONS ON SCHOOL PROPERTY - JICI

Weapons are not permitted on school property, in personal vehicles on school property, in 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 up to ten days, referral to the superintendent for suspension up to twenty days, or expulsion from school may result.

The term weapons includes, but is not limited to firearms (rifles, pistols, revolvers, pellet guns, BB 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.

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

Legal Reference:

18 U.S.C.A. § 921 924

RSA 193-D, Safe School Zones

RSA 193:13, Suspension and Expulsion of Students

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

NCLB 20 U.S.C.A. § 7139 et seq.

1st Reading: May 2, 2006

Adopted: May 21, 2008

1st Reading: May 15, 2024 (as amended)

2nd Reading: August 21, 2024

3rd Reading: September 18, 2024

4th Reading: October 16, 2024 (as amended)

Adopted: October 16, 2024

PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying - JICK

I. Definitions (RSA 193-F:3)

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

(1) Physically harms a pupil or damages the pupil's property;

(2) Causes emotional distress to a pupil;

(3) Interferes with a pupil's educational opportunities;

(4) Creates a hostile educational environment; or

(5) Substantially disrupts the orderly operation of the school.

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

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

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

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

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

Any reference in this policy to “Superintendent” or “Principal” shall include his or her designee.

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

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

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

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

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

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

False Reporting

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

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

Reprisal or retaliation

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

1. The consequences and appropriate remedial action for a student, teacher, administrator, volunteer, or other employee who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall

be subject to measures up to, and including, suspension and expulsion.

3. Any teacher, administrator, volunteer, or other employee found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.

4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process To Protect Pupils From Retaliation

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

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

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

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

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

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

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

VI. Distribution and Notice of This Policy (RSA193-F:4, II(e))

Staff and Volunteers

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

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

Students

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

Students will participate in an annual education program which sets out expectations for

student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

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

Parents

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

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

incidents. Additional Notice and School District Programs

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

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

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

Student Reporting

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

5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

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

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

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

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

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

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

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

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

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged

perpetrator and any witnesses. All interviews shall be conducted consistent with the developmental needs of the students in mind and shall be confidential.

3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.

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

5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:

- Description of incident, including the nature of the behavior;
- How often the conduct occurred;
- Whether there were past incidents or past continuing patterns of behavior;
- The characteristics of parties involved, (name, grade, age, etc.);
- The identity and number of individuals who participated in bullying behavior;
- Where the alleged incident(s) occurred;
- Whether the conduct adversely affected the student's education or educational environment;
- Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
- The date, time and method in which parents or legal guardians of all parties involved were contacted.

6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

7. Whether a particular action of incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

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

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

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems

related to bullying.

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

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

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

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

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

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

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

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

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

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents

of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.

2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.

3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

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

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

XVII. Capture of Audio Recordings on School Buses

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

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

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

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

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

Legal References:

RSA 187:70, Educational Institution Policies on Social Media

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

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

1st Reading: September 15, 2010

2nd Reading: November 17, 2010

Adopted: November 17, 2010

1st Reading: December 11, 2019

2nd Reading: January 22, 2020

Adopted: February 12, 2020

PROHIBITION OF CREATION, DISTRIBUTION OR VIEWING OF DIGITAL DECEPTION AND OTHER MEDIA - JICN

Status: Optional

Policy Statement:

The Hollis Brookline Cooperative School District is committed to fostering a safe, respectful, and ethical digital learning environment for all students. Recognizing the potential harm and legal implications of digitally manipulated media (i.e. deepfakes), the district will implement a graduated set of consequences for students who create, distribute, or present deepfakes that violate district policies and/or state law (RSA 638:26-a and RSA 649 A:3C). This policy aims to educate students about responsible digital citizenship, deter harmful behavior, and ensure accountability.

Students who receive a deepfake image while on school grounds or during a school sanctioned activity must report the incident to a staff member. Failure to report will result in graduated consequences.

Definitions:

- **Deepfake:** Digitally manipulated media (videos, audio, or images) that use artificial or other tools to create a fabricated representation of an individual.
- **Identifiable Person:** Any individual who can be recognized from the deepfake, including but not limited to students, staff, and community members.
- **Potential to Harm:** Intentionally creating or distributing deepfakes that could embarrass, harass, entrap, defame, extort, or otherwise cause financial, emotional, or reputational harm.

Prohibited Conduct:

Students are prohibited from creating, distributing, or presenting deepfakes of an Identifiable Person, including but not limited to:

- Creating deepfakes that depict students or staff in a false or misleading manner.
- Creating deepfakes that include nudity or sexually explicit content - whether realistic or otherwise.
- Distributing deepfakes through school networks, personal devices, or social media platforms. For the purposes of this policy, showing others the deepfakes is the same as transmitting them electronically.
- Presenting or otherwise displaying to others deepfakes during school activities or events.
- Viewing and not reporting deepfake images
- Any deepfakes that violate RSA 638:26-a and RSA 649 A:3c

Graduated Consequences:

Graduated consequences will be applied based on the severity of the offense, the student's intent, and their prior disciplinary record. School administrators will exercise discretion in determining the appropriate consequences. It should be noted that consequences are intended to educate

students and redirect conduct, not simply be punitive.

Additional Considerations:

- **Legal Ramifications:** Students and parents/guardians should be aware that creating and distributing deepfakes may have legal consequences under RSA 638:26-a and RSA 649 A:3-C, even for minors. Law enforcement may choose to file charges.
- **Documentation:** All incidents of deepfake creation or distribution will be thoroughly documented, including evidence, witness statements, and disciplinary actions taken.
- **Education and Prevention:** The district will implement educational initiatives to raise awareness about deepfakes, digital citizenship, and responsible technology use. This includes:
 - Classroom instruction on digital ethics and media literacy.
 - Presentations and workshops for students and parents.
 - Resources and materials on responsible online behavior.
- **Collaboration with Law Enforcement:** The district will collaborate with law enforcement agencies when necessary to investigate and address incidents of deepfake creation or distribution that violate state law.
- **Dissemination:** This policy will be included in Student Handbooks annually.

Parental Involvement:

Parents/guardians are expected to:

- Have open and honest conversations with their children about the dangers and consequences of deepfakes.
- Monitor their children's online activity and technology use.
- Support the school district's efforts to educate students about responsible digital citizenship.
- Cooperate with school officials in addressing any incidents of deepfake creation or distribution.

Review and Revision:

This policy will be reviewed and revised periodically to ensure its effectiveness and compliance with evolving laws and technologies.

Legal References:

NH RSA 638:26-a

NH RSA 649-A:3C

1st Reading: December 10, 2025

2nd Reading: January 21, 2026, as amended

3rd Reading: February 19, 2026 (as amended)

Adopted: February 19, 2026

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

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

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

Definitions: (RSA 126-U:1, IV)

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

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

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

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

"Restraint" shall not include:

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

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

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

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

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

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

3. Seclusion: " The involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purposes of allowing the child to regain self-control, when such separation is to an area which the child is able to leave."

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

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

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

Procedures for Managing The Behavior of Students: (RSA 126-U:2)

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

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

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

failed, or the level of immediate risk prohibits exhausting other means.

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

Physical restraint of a student will be conducted in a manner consistent with the techniques prescribed in the District approved training program, such as Crisis Prevention Intervention, for all trained personnel. Untrained staff is limited to physically intervention by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available. Untrained staff should request assistance from trained staff as soon as possible. The purpose of the physical restraint is to assist the student to regain emotional stability. It should last only as long as is necessary to accomplish this. To the extent possible, it will be conducted in such a way as to preserve the confidentiality and dignity of all involved.

Special Education Students:

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

Parents of a child with a disability under IDEA or Section 504 may request a review at any time following an instance of restraint or seclusion and such request shall be granted if there have been multiple instances of restraint or seclusions since the last review. The team must convene the meeting within 21 days of the date of the received written request from the parent. Ed 1109.06(c). Authorization and Monitoring of Extended Restraint: (RSA 126-U:11)

(a). Physical restraint shall not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.

(b) Children in restraint shall be continuously and directly observed by district personnel trained in the safe use of restraint.(RSA 126-U:11, II)

(c) No period of physical restraint of a student may exceed 15 minutes without the prior approval of a supervisory employee designated by the director to provide such approval.(RSA 126-U:11, III)

(d) No period of physical restraint of a student may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the student is conducted by a designated professional authorized by the school or district administrator who is trained to conduct such assessments. (RSA 126-U:11, IV) The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by this chapter. Such assessments shall be repeated at least every 30 minutes during the period of

restraint. Each such assessment shall be documented in writing and such records shall be retained by the facility or school as part of the written notification required in RSA 126-U:7, II.

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

Use of the following restraint and behavior control techniques is prohibited: (a) Any physical restraint or containment technique that:

- Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
- Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
- Obstructs the circulation of blood;
- Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
- Endangers a child's life or significantly exacerbates a child's medical condition.

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

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

(d) Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma. Transportation: (RSA 126-U:12)

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

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

Prevents physical and psychological trauma

- Respects the privacy of the child; and
- Represents the least restrictive means necessary for the safety of the child.

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

Seclusion

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

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

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

(c) May not be used as a form of punishment or discipline and shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation or emotional or physical harm." (RSA

126-U:5-a.I,III.) Conditions of Seclusion:

Seclusion may only occur in areas which:

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

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

(c) "Are equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems

that are in use in the other rooms of the building in which they are located."

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

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

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

NOTICE

Unless prohibited by court order, the School District is required to make reasonable efforts to verbally notify the child's parent or guardian and guardian ad litem whenever seclusion or

restrain has been used on the child. (RSA 126-U:7,I)

- Notification must be made as soon as practicable and in no event no later than the time of return to the child to the parent or guardian or the end of the business day, whichever is earlier.
- Notification shall be made in a manner calculated to give parent or guardian actual notice of the incident at the earliest practicable time.

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

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

- The date, time and duration of the seclusion or restraint.
- A description of the actions of the child before, during and after the occurrence.
- A description of any other relevant events preceding the use of seclusion or restraint, including the justification or initiation the use of restraint,
- The names and persons involved in the occurrence
- A description of the actions of the facility or school employees involved before, during and after the occurrence
- A description of any interventions used prior to the use of the seclusion or restraint
- A description of restraint used, including any holds used and the reason the hold was necessary
- A description of any injuries sustained by, any medical care administered to, the child, employees, or other before, during or after the use of seclusion or restraint.
- A description of any property damage associated with the occurrence.
- A description of actions taken to address the emotional needs of the child during and following the incident.
- A description of future actions to be taken to control the child's problem behaviors.
- The name and position of the employee completing the notification.
- The anticipated date of the final reports.

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

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

Intentional Physical Contact with a Child

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

(a) Notification shall be made no later than the time of the return of the child to the parent or guardian or at the end of the business day, whichever is earlier.

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

(c) Written Notice, within five (5) business days of the occurrence shall include the following:

- The date and time of the incident;
- A brief description of the actions of the child before, during and after the occurrence;
- The names of the persons involved in the occurrence;
- A brief descriptions of the actions of the facility or school employees involved before, during and after the occurrence;
- A description of any injuries sustained by, and any medical care administered to, the child, employees, or other before, during, or after the incident.

SCHOOL RESOURCE OFFICERS AND EMERGENCY RESPONDERS

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

However, nothing in this policy, prohibits the school resource officer (SRO), or other emergency responders, from utilizing restraint, including mechanical restraint, when deemed necessary by the officer to complete the necessary functions of the duties assigned to them by their Employment Agency. DUTY TO

REPORT VIOLATION

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

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

Legal References:

Statutory & Regulatory References

RSA 126-U

ED 1113.04-1113.08, 1114.07, 111.08

First Reading: September 17, 2014

Second Reading: October 15, 2014

Approved: October 15, 2014

First Reading of Amendment: May 17, 2017
Second Reading: June 21, 2017
Third Reading June 21, 2017 (Waived)
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CONCUSSIONS AND HEAD INJURIES-JLCJ

The Hollis Brookline Cooperative School District is committed to ensuring the safety of students while at school and when participating in any school-sponsored events. The Board is aware that head injuries, including concussions, can happen to any student, not just an athlete, and that the risk of catastrophic injuries or death is significant when a concussion or other head injury is not properly evaluated and managed.

Section I of this policy applies to all students of the District who experience or are suspected to have experienced a concussion or other traumatic brain injury, whether in school or out, while Section II pertains to student-athletes, and other students participating in school sports or other district athletic activities.

I. Provisions relating to all Students Who have Experienced a Concussion or Traumatic Brain Injury.

A. Definitions: For purposes of this policy, the terms below will have the ascribed meanings.

"Head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports-related brain injury.

"Health care provider" means a person who is licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment (physician, advanced registered nurse practitioner, or licensed physician's assistant).

"Student-athlete" means a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 7 through 12.

"Sports" means intramural sports programs conducted outside the regular teaching day for students in grades 7 through 12 or competitive athletic programs between schools for students in grades 7 through 12, including, without limitation, all NHIAA sanctioned activities, including cheer/dance squads, or any other district-sponsored sports or activities as determined by the board or administration.

B. Duty to Report. All District employees shall report any accident or incident which involves a student head injury. The report shall be filed in the same manner provided under Board policy EBBB as for that of any accident requiring first aid. Additionally, Teachers should report to the school nurse (or administrator in charge if the nurse is unavailable) if the student appears to have any difficulty with academic tasks that the teacher believes may be related to concussion. The school nurse will notify the student's parents or guardians.

C. Return to Learning Protocols. After a student has suffered a concussion, whether in school or not, before full resumption of academic work, the building principal or their designee will work with the school nurse, a student's parent/guardian, teacher(s) and other appropriate district staff to include the athletic trainer, to establish a graduated learning

reentry plan in accordance with the written instructions from the medical provider. The plan will support the student's full return to academic activities, and ease the stress of making up past work while engaged in present work. The plan must include:

- Step-by-step instructions and details for students, parents/guardians and school personnel;
- Time frames for physical and cognitive rest within first few days post-injury and throughout the recovery as needed;
- Guidance on graduated return to extracurricular athletic activities and classroom studies, including classroom accommodations or modifications;
- Frequency of assessments by the school nurse, school physician if applicable, neuropsychologist or athletic trainer until full return to the classroom and extracurricular athletic activities are authorized;
- Any provisions relative to "return-to-play" for student-athletes;
- A plan for communication and coordination among school personnel and with the parents/caregivers and the student's medical provider.

Section 504 or other such accommodations or modifications when appropriate will be developed in accordance with applicable law and Board policies.

D. Concussion Awareness and Education. To the extent possible, the District will implement concussion awareness and education into physical education and/or health education curriculum.

II. Provisions relating to Students Participating in Sports and Athletic Programs.

Consistent with the National Federation of High School (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the District will utilize recommended guidelines, procedures and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

A. Compliance with NHIAA Procedures and Protocols. All coaches, officials or licensed athletic trainers will comply with NHIAA recommended procedures for the management of head injuries and concussions.

B. Immediate Removal from Play and other NHIAA Protocols. Any coach, official, licensed athletic trainer, or health care provider who suspects that a student-athlete has sustained a concussion or head injury in a practice (including tryouts or trainings) or during a competition shall immediately remove the student-athlete from all physical activity. Such incidents must be reported on a district accident form and turned into athletic director within 24 hours of injury.

C. "Return to Participation". A student-athlete who has been removed from play due to head injury with suspected concussion shall not return to play on the same day, nor until (1) the student is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider stating the student-athlete is symptom free and may return to play, and (2) the student-athlete's parent/guardian provides written permission for the student-athlete to return to play. If the health care provider determines a student athlete suffered a concussion, a return to learning plan must also be established consistent with paragraph I.C of this policy prior to the athlete returning to participation.

Successful completion of the graduated return to play procedures under the direction of the athletic trainer is required before full return to play is permitted.

The District shall limit a student-athlete's participation as determined by the student's treating health care provider, unless, based upon the judgement of the licensed athletic trainer greater limitations are appropriate.

If symptoms of a concussion recur, or if concussion signs and/or behaviors are observed at any time during the return-to-activity program, the coach must immediately remove the student-athlete from play and refer them to the athletic trainer. Depending on previous instructions, the athlete may need to be re-evaluated by the health-care provider, or may have to return to the previous step of the return-to-activity program as determined by the athletic trainer.

D. Parent Information Sheet. On a yearly basis, the Athletic Director shall assure that a concussion and head injury information sheet is distributed to each student-athlete and the athlete's parent/guardian prior to the student-athlete's initial practice (including try-out) or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.

E. Coach Training. All coaches, including volunteer coaches, will complete training in head injury and concussion management as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations. The Athletic Director is responsible for assuring compliance with this provision.

F. Annual Review of NHIAA Concussion Protocols by Athletic Director. No less than annually, the Athletic Director or their designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA. The Athletic Director shall take steps to implement the then current procedures and protocols as soon as possible.

Legal References:

RSA 200:49, Head Injury Policies for Student Sports

RSA 200:50, Removal of Student-Athlete

RSA 205:51, School Districts; Limitation of Liability

RSA 200:52, Definitions

RSA 200:63, Head Injuries; Return to Learning and Plan

First Reading: September 2012

Approved: September 2012

Reviewed on July 17, 2013 with consideration for RSA 200:50 and House Bill 180-2013; no changes were needed.

1st Reading: March 17, 2021 (as amended)

2nd Reading: April 14, 2021 (as amended)

3rd Reading: May 19, 2021 (as amended)

Adopted: May 19, 2021

EMERGENCY PLAN FOR SPORTS RELATED INJURIES AND ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION- JLCJA

- A. Creation of Plan.** The Superintendent or their designee, in consultation with each building Principal, the Athletic Director, district athletic trainer and school nurses, shall establish a “Sports Injury Emergency Action Plan” for responding to serious or potentially life-threatening injuries sustained from sports of other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:
- Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
 - List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
 - Identify the employees, team coaches, or licensed trainers responsible for carrying out the emergency plan;
 - Identify the location, address, or venue for the purpose of directing emergency personnel;
 - Identify the equipment and supplies and location thereof needed to respond to the emergency;
 - Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and
 - Document policies related to cooling for an external heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the national Athletic Trainers’ Association.

- B. Dissemination of Sports Injury Emergency Action Plan.** The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.

- C. Additional Written Protocols and Procedures Required.** The Superintendent or their designee, in consultation with each building Principal, the Athletic Director, district athletic trainer and school nurses, shall develop written procedures as described below:

- Hydration, Heat Acclimatization and Wet Globe Temperature** – protocols relating to hydration, heat acclimatization and wet globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers’ Association;
- Student Medical History** – procedures for obtaining student-participant information for each student athlete prior to engaging in sports. Such information must include:
 - injury or illness related to or involving any head, face, or cervical spine;
 - cardiac injury or diagnosis;
 - exertional heat stroke;
 - sickle cell trait;
 - asthma;
 - allergies; or
 - diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the health Insurance Portability and Accountability Act (HIPAA).

3. Student Return to Play – Procedures governing a student's to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.
- D. Annual Review and Update.** The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year. Any substantive changes shall be approved by the Board.
- E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan.** The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan.

Tabled: July 20, 2022

1st Reading: August 31, 2022

2nd Reading: September 21, 2022

3rd Reading: November 16, 2022

Adopted: November 16, 2022

REPORTING CHILD ABUSE AND NEGLECT -JLF

All district employees, designated volunteers, and contracted service providers having reason to suspect that a child has been abused or neglected shall immediately report by telephone or otherwise and followed within 48 hours by a report in writing if so requested to DCYF Central Intake and the District Superintendent.

The written report shall, if known, contain the name and address of the child suspected of being neglected or abused and the person responsible for the child's welfare, the specific information indicating neglect or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Division of Children Youth and Family Services.

The Superintendent is directed to assure that the Principal or their designee of each school shall post a sign within the school that is readily visible to students, in the form provided by the Division for Children, Youth and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district's website.

Training for all District Employees, designated volunteers and contracted service providers is recommended (in-person or online) upon beginning service with the District, with annual refreshers thereafter, on the mandatory reporting requirements, including how to identify suspected child abuse or neglect.

Legal References:

RSA 169-C:29, Persons Required to Report

RSA 169-C:30, Nature and Content of Report

RSA 169-C:31, Immunity from Liability

RSA 169-C:34, III, Duties of the Department of Health and Human Services

Adopted: January 16, 2008

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