

Hinsdale School District Policy Manual



PROPERTY OF THE HINSDALE SCHOOL DISTRICT

Updated 9-27-19

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

Section A contains policies on the Hinsdale School District's legal role in providing public education and the basic principles underlying Hinsdale School Board governance. These policies provide a setting for all the Hinsdale School Board's other policies and regulations

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
AA	O	School District Legal Status
ABA	R	Volunteer Involvement (also IJOC)
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AD	R	Philosophy of the Hinsdale School District
ADB	P	Drug Free Workplace (also ADC, GBEC, JICG, JICH)
ADC	P	Tobacco Products Ban: Use and Position in and on School Facilities and Grounds (also ADB, GBEC, GBED< JICG, JICH)
ADD	O	School Safety (also EB, JICK)
AE	R	Accountability

Categories:

P= Priority	The subject matter of these policies is required by state and or federal law
R= Recommended	While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.
O= Optional	These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature

AA - SCHOOL DISTRICT LEGAL STATUS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The legal basis for education is vested in the will of the people as expressed in the Constitution of New Hampshire, the statutes* pertaining to education, court interpretation of these laws, the powers implied in them, and the rules and regulations of the State Board of Education.

In New Hampshire, School Districts are political subdivisions of the State and, as such, are considered municipal corporations.

Board policies are established by the Board, which serves as an agent of the District. Funds for school operating expenses are approved by a majority of qualified voters present and voting at the annual School District meeting except that bond issues require a two-thirds vote. (Except in those School District which have adopted RSA 40:13. In these districts, a 60% vote is required.)

Statutory/Case Law References:

New Hampshire Constitution, Pt. 2 Article 83

Claremont School District vs. Governor, 138 NH 183 (1993)

RSA Chapter 33, Municipal Finance Act

RSA 194:2, School Districts to be Corporations

RSA 195:6, Powers and Duties of Cooperative School Districts

RSA 197:1, Annual School District Meetings

RSA 40:13, Use of Official Ballot

ⁱClough v. Osgood 37 NH 444 (1935)

** The majority of state laws on education are in RSA Chapters 186 through 200H.*

Revised: February 2004

Revised: November, 1999

Revised: July, 1998

ABA - VOLUNTEER INVOLVEMENT

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Also IJOC

The Hinsdale School Board shall encourage the involvement of citizens to fulfill the mission of the schools.

Reviewed: February 2004

Revised: November, 1999

Revised: July, 1998

AC- NON –DISCRIMINATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Related Policy: GBA

See also Appendix: AC-R

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

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

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

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

History:

First reading: November 14, 2018

Second reading/adopted December 12, 2018

Legal References:

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

ACD- COMMITMENT TO RELIGIOUS NEUTRALITY

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Board understands that administration and staff must recognize students' First Amendment religious rights, subject to reasonable rules and regulations. The Board further recognizes that the United States Constitution's First Amendment imposes two equally important obligations on public schools.

First, schools must not forbid students acting on their own from expressing their personal religious views or beliefs. Second, schools may not endorse religious activity or doctrine and students may not coerce participation in religious activity.

The Board will act to give students the same rights to engage in religious activity and discussion, as they have to engage in other comparable activity. Generally, this means that students may pray in a non-disruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

All Students should respect the individual religious choices and activities of other students.

Legal References:

New Hampshire Constitution, Part I, Art. 5

20 U.S.C. 7904 (No Child Left Behind Act of 2001)

RSA 189:1-b, Freedom of Assembly, Freedom of Religion

Revised April 2010

New Policy: May 2006

ACE - PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

*Category Priority-The subject matter of these policies is required by state and
Or federal law.*

The District provides the following Notice of Procedural Safeguards to parents/guardians and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22(4) (f), and 104.36 of the Regulations implementing Section 504 of The Rehabilitation Act of 1973.

The District does not discriminate on the basis of disability in admission or access to, or treatment of or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. Juliet Fenrich is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the Board.

Grievance Procedure

Parents/guardians of a student with a disability have the right to notify the above-designated employee with their complaint. Additionally, any disabled individual also has the right to notify the above-designated employee with their complaint.

The designated employee will provide an initial response within ten (10) days of receipt of the complaint. The parties will attempt to work out their differences informally in a prompt and equitable manner. A written record of the complaint resolution should be made within ten (10) working days of completion. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

If the issue is not resolved after the informal resolution process, the complainant may request that the Board places this matter on its agenda. This request may be made through the Superintendent.

If the Board schedules the matter for a hearing, the complainant may be represented by any person the complainant chooses, including legal counsel. The complainant may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

Procedural Safeguards

As required by 34 C.F.R. Section 104.36, parents/guardians of a student who needs or is believed to need special instruction and related services have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.
3. An impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services; an opportunity for participation by the parent/guardian and representation of counsel as provided under the Individuals with Disabilities Education Act.
4. A process for reviewing complaints raised under these Procedural Safeguards. Such review process need not be formal.

The school district will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

Legal References:

34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap
Section 504 of the Rehabilitation Act of 1973

First Reading of the Hinsdale School Board 09-14-16

Final reading of the Hinsdale School Board 10-12-16

AD - PHILOSOPHY OF THE SCHOOL DISTRICT

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Hinsdale School Board will develop a mission statement for the Hinsdale School District. The Board should review and revise the statement annually.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.05, School Philosophy, Goals, and Objectives

Revised: July, 2005

Reviewed: February, 2004

Revised: November, 1999

Revised: July, 1998

ADB/GBEC- DRUG-FREE WORKPLACE AND DRUG FREE SCHOOLS

Category Priority-*The subject matter of these policies is required by state and or federal law.*

Identical Policy: *GBEC*

Related Policy: *JICH*

Drug and alcohol abuse in the workplace or at school or in connection with school-sponsored activities on or off school grounds threatens the health and safety of our students and our employees and adversely affects the educational mission of the District. Accordingly, the District is committed to providing a drug and alcohol free learning environment and workplace.

A. Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
 - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
 - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
 - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.

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

B. District Action Upon Violation of Policy

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

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

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

C. Drug-Free School Zone

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

Notwithstanding above paragraph, the board grants an exception to allow for a Syringe Service Program within the boundaries of the Drug-Free Zone of the Hinsdale School District, and as requested by an organization to be determined after notice to the Hinsdale School Board, a syringe service program administrator/operator as that terms is used in RSA 318-B:43 and 45.

D. Implementation and Review

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

District Policy Adoption & Revision History:

First reading: November 14, 2018

Second reading/adopted: December 12, 2018

District revision history:

Legal References:

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

RSA Chapter 193-B Drug Free School Zones

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

ADC/GBED/JICG TOBACCO PRODUCTS BAN USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

Category Priority-*The subject matter of these policies is required by state and or federal law.*

Same Policy: *GBED & JICG*

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions.

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

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time-to-time.

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

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

B. Students

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

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

C. Employees

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

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

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

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

E. Implementation and Notice - Administrative Rules and Procedures.

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

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

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

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

District Policy History:

First reading: November 14, 2018

Second reading/adopted: December 12, 2018

District revision history:

Legal References:

- RSA 155:64 – 77, Indoor Smoking Act
- RSA 126-K:2, Definitions
- 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

ADD/EBB- SAFE SCHOOLS

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

See also EB, JICK

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and

county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.

12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement. Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Admin. Rule. Section Ed. 306.04(a) (2), Promoting School Safety

Revised: June 2013

New Policy: November 2006

First Reading of the Hinsdale School Board 08/21/13

Final Reading of the Hinsdale School Board 09/11/13

AE - ACCOUNTABILITY

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board directs the Superintendent to establish an accountability system in order to collect data needed for evaluation of the district's compliance with state and federal laws on school accountability.

The Superintendent for Hinsdale will ensure that the district's statistical reports are filed in a timely manner with the New Hampshire Department of Education.

Legal Reference:

RSA 189:28, Statistical Reports; Failure to File Reports

RSA 193-H: 4, Local Education Improvement Plan; Strategic Responses

NH Code of Administration Rules, Section Ed. 306.23, Statistical Reports; Accountability

New Policy: July 2005

SECTION B: HINSDALE SCHOOL BOARD GOVERNANCE AND OPERATIONS

Section B contains policies on the Hinsdale School Board- how it is appointed or elected; how it is organized; how it conducts meeting, and how the board operates. This section includes by laws and policies establishing the board's internal operating procedures.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
BA	R	Hinsdale School Board Operational Goals
BAAA	R	Hinsdale School Board Polices and Administrative Procedures
BB	O	Hinsdale School Board Legal Status
BBA	R	Board Powers and Responsibilities
BBAA	R	Board Member Authority and Responsibilities
BBAB	O	Roles and Duties of Chairperson
BBB	O	Board Membership- Elections/ Appointments
BBBA	O	Board Member Qualifications
BBBC	O	Board Member Resignations
BBBD	O	Board Member Removal from Office
BBBE	O	Un-expired Term Fulfillment/ Vacancies
BBBH	O	Recognition of Organization and Operation of the SAU Hinsdale School Board
BCA	R	Board Member Code of Ethics
BCB	R	Board Member Conflict of Interest/ Nepotism
BDA	O	Board Organizational Meeting
BDB	R	Board Officers
BDC	O	Appointed Board Officials

BDD	R	Board- Superintendent Relationships
BDE	R	Board Committees
BDF	O	Advisory Committees
BDG	O	School Attorney/Legal Services
BEA	R	Regular Board Meetings
BEAA	O	School Board Meeting Preparation
BEAB	R	School Board member Use of Electronic Communications devices during Meetings
BEB	O	Special Board Meetings
BEC	R	Non Public Sessions
BEDA	R	Notification of Board Meetings
BEDB	R	Agenda
BEDC	R	Quorum
BEDD	O	Rules of Order
BEDG	R	Minutes
BEDH	R	Public Participation at Board Meetings
BFE	R	Administration in Policy Absence
BG	R	Hinsdale School Board Policy Process
BGA	R	Policy Development System
BGB	R	Policy Adoption
BGC	R	Policy Revision and Review
BGD	R	Board Review of Regulations
BGE	R	Policy Communication/Feedback/ Dissemination
BGF	R	Suspension/Repeal of Policy
BHC	O	Board Communications with Staff
BHE	R	Board Use of Email
BIA	R	New Board Member Orientation
BIB	R	Board Member Development Opportunities
BIBA	R	Board Member Conferences, Conventions, and Workshops
BID	O	Board Member Compensation and Expenses (also BDC)
BIE	R	Board Member Insurance/Liability
BJ	O	Board Member Legislative Program
BK	R	School Board Memberships

BKA

R

Liaison with School Board
Associations

Categories:

P= Priority

The subject matter of these policies is required by state and or federal law

R= Recommended

While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.

O= Optional

These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature

BA-SCHOOL BOARD SELF-EVALUATION AND GOAL SETTING

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Board will attempt to conduct an annual self-evaluation. Co-extensive with the Board's self-evaluation, the Board will attempt to establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the annual self-evaluation.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Relationship with the Superintendent
2. Community relations
3. Board meetings
4. Staff and Personnel Relationships
5. Relationship to Instructional Program
6. Financial Management of Schools
7. Policy development
8. Risk management
9. Other areas the Board determines should be evaluated

While the board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed.

The Board desires that the annual self-evaluation and goal setting will clarify the Board's role within the school community, address areas for the Board to improve, and address areas for which the Board should be commended.

Legal References:

NH Code of Administrative Rules, Section ED. 303.01 (g), Substantive Duties of School Boards

Appendix: BA-R1; BA-R2

Revised: September 2012

Revised: February 2005

First Reading of the Hinsdale School Board 02-13-13

Final Reading of Hinsdale School Board 03-13-13

BAAA - SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

GENERALLY

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the School District are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the administration, under the direction of the Superintendent. As applicable, members of the District community are expected to comply with both Board policy and administrative procedures, subject to the limitations and exceptions set forth herein. However, the failure of the Board or the Administration to comply with policy shall not invalidate any lawful action taken.

CONTENTS OF BOARD POLICY AND ADMINISTRATIVE PROCEDURE

The policies of the Board shall be composed of (1) the policies contained in this Policy Manual; (2) the contents of administrative job descriptions adopted by the Board; (3) all formal Student Handbooks; and (4) all formal Employee Handbooks.

Administrative procedure is not part of Board policy and may be altered by the administration without Board action. Administrative procedure, however, may not conflict with Board policy.

LIMITATIONS OF POLICY

Neither the policies of the Board nor the procedures of the administration are intended, nor shall they be construed, to supersede or preempt any applicable laws, whether constitutional, statutory, regulatory, or common in origin. Consequently, all Board policies and administrative procedures shall be given both an interpretation and application which is lawful. The Board shall have the final interpretation of its policies and the administration shall have the final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the administration are intended to expand the rights of individuals beyond those established by law nor did to give to any individual a cause of action not independently establish in law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively with the administration.

Board policy and administrative procedure shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employee, taxpayers, or others within the School District beyond those that are established in law and are

not intended to restrict or limit students, employees, or other members of the School District community from pursuing any claims or defenses available under law.

Exceptions

Exceptions to any policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:

- a. Any person may request an exception to any Board policy or the application of same by submitting a letter to the Superintendent. The request shall identify: (1) the name, address and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires, and (4) the rationale supporting the need for an exception.
- b. The Superintendent or his/her designee, shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception; and the disposition of prior requests for exceptions to the same or similar policies.
- c. Following the Superintendent's investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item, and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.
- d. The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill-advised.
- e. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

Reviewed: February 2004

New policy: October, 1999

BB -SCHOOL BOARD LEGAL STATUS

Category: *Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

State law provides that public schools will be operated and maintained by local School Boards. As agents of the state, School Boards are required to implement state laws pertaining to public education and to carry out the rules of the State Board of Education.

The Board is an agent of the State and derives its authority from the New Hampshire Constitution, New Hampshire Statutes, and Rules of the State Board of Education.

Further, the School Board shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district, consistent with applicable law.

Legal References:

- RSA 189:1-a, Duty to Provide Education
- RSA 194:1-3, School Districts: General Powers and Duties
- RSA 186:5, State Board of Education Powers
- RSA 197:1, General Powers and Duties of School Districts
- N.H. Code of Administrative Rules-Section Ed. 303, Duties of School Boards

Revised: September 2011
Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 05/09/12
Final reading of the Hinsdale School Board 06/13/12

BBA - HINSDALE SCHOOL BOARD POWERS AND DUTIES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

This Hinsdale School Board shall exercise all the powers and duties prescribed to them by applicable state and federal laws, and rules of the New Hampshire State Board of Education.

Legal References:

RSA 189:1-a, Duty to Provide Education

RSA 195:5, Cooperative School Districts: School Board Powers and Duties

N.H. Code of Administrative Rules-Section Ed. 303.01, Duties of School Board

Appendix BBA-R

Revised: May 2007

Revised: February 2006

BBA -SCHOOL BOARD MEMBER AUTHORITY

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The authority of individual Board members is limited to participating in actions taken by the Board as a whole when legally in session. Board members shall not assume responsibilities of administrators or other staff members. The Board or staff shall not be bound in any way by any action taken or statement made by any individual Board member except when such statement or action is pursuant to specific instructions and official action taken by the Board.

Each Board member shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item. Each agenda will provide an opportunity for Board members to comment on District activities and/or educational issues. These comments may become topics for future Board discussions.

Board members may occasionally serve on committees or organizations for the purpose of reciprocal communication and reporting back to the Board. Committee assignments will be made by the Chairperson with Board approval.

Each member is obligated to attend Board meetings regularly. Whenever possible, each Board member shall give advance notice to the Chairperson or Superintendent of his/her inability to attend a Board meeting.

Legal references:

RSA 91-A: 2, Meetings Open to Public
RSA 91-A: 2-a, Communication Outside Meetings
N.H. Code of Administrative Rules-Section Ed. 303.01, Substantive Duties of School Boards

Appendix: BBA-R

Revised: April 2011
Revised: July 1998, November 1999. February 2004

First Reading of the Hinsdale School Board 01-11-12
Final Reading of the Hinsdale School Board 02-15-12

BBAB -ROLES AND DUTIES OF THE BOARD CHAIRPERSON

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Duties of the Chairperson

The Chairperson shall preside at all meetings of the Board and shall perform other duties as directed by law, New Hampshire Department of Education rules, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board;
2. Consult with the Superintendent in the planning of the Board meeting agendas;
3. Confer with the Superintendent on crucial matters that may occur between Board meetings;
4. Appoint members to serve on specific committees, subject to full Board approval;
5. Call emergency meetings of the Board as necessary;
6. Be the public spokesperson for the Board at all times except as this responsibility is specifically delegated to others; and
7. Preside at and be responsible for the orderly conduct of all Board meetings.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;
3. Enforce the Board's policies relating to the order of business and the conduct of meetings;
4. Put motions to a vote and announce the vote result.

The Chairperson shall have the right, as other Board members have, to offer motions, discuss questions, and vote.

Duties of the Vice-Chairperson

In the absence of the Chair, the Vice-Chair shall perform all the duties of the Chair.

First reading of the Hinsdale School Board 02-15-12

Final Reading of the Hinsdale School Board 03-14-12

BBB - HINSDALE SCHOOL BOARD ELECTIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Hinsdale School Board shall consist of an odd number of members elected by the qualified voters of the District at the annual District elections held in March.

The term of office of each member of the Hinsdale School Board shall be for a period of three (3) years.

Legal References

RSA 189:1-c, School Board Student Member

RSA 194:23-f, High School Student as a Board Member

RSA 195:19-a, Cooperative School Boards: Composition of Cooperative School Boards

RSA 195:19-b, Cooperative School Boards

RSA 671: 4, School District Elections: Board

RSA 671:22, School District Election at Town Meeting

Revised: February, 2004

Revised: November, 1999

Revised: July, 1998

BBBA - BOARD MEMBER QUALIFICATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

To become a candidate for any School District office, a person must be a registered voter in the district. No person holding the office of member of the Hinsdale School Board shall at the time hold the office of district moderator, treasurer, or auditor. No person employed on a salaried basis by a school administrative unit or by a School District within a school, administrative unit shall be a Hinsdale School Board member in any district of the school administrative unit. Salaried positions shall include, but are not limited to, the following: teacher, custodian, administrator, secretary, school bus driver (if paid by the district), school lunch worker, coach, and teacher's aide.

Legal Reference:

RSA 671:14, School District Elections: Qualifications

RSA 671:18-19, School District Elections: Nominations

Revised: February, 2004

Revised: November, 1999

Revised: July, 1998

BBBC - BOARD MEMBER OR DISTRICT OFFICER RESIGNATION

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Any citizen who files for and seeks election to the Board should do so with full knowledge of and appreciation for the investment in time, effort, and dedication expected of all Board members and that the citizen's intent is to serve a full term of office.

However, if, for reasons of health, change in domicile, or any other compelling reason a member does decide to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for a replacement. A letter of resignation should be sent to the chairman with a copy to the District clerk.

Vacancies shall be filled in accordance with RSA 197:26 and RSA 671:33.

Legal References:

RSA 197:26, School Meetings & Officers: Vacancies

RSA 671:33, School District Elections: Vacancies

Reviewed: February, 2004

Revised: November, 1999

Revised: July, 1998

BBBD - BOARD MEMBER REMOVAL FROM OFFICE

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Hinsdale School Board members may only be removed from office as provided in RSA 32:12 and RSA 42:1-a. RSA 32:12 prohibits Hinsdale School Board members from violating the provisions of RSA 32 relating to the expenditures of school district money. RSA 42:1-a prohibits Hinsdale School Board members from breaching confidentiality standards. Violations of either of these statutes may result in the board member being removed from office.

Legal Reference:

RSA 32:12, Municipal Budget Law: Penalty

RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal, Breach of Confidentiality

Revised: May 2007

Revised: July 1998, February 2004

BBBE - UNEXPIRED TERM FULFILLMENT

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Hinsdale School Board shall fill vacancies occurring on the Hinsdale School Board. Appointees of the Board shall serve until the next District election when the voters of the District shall elect a replace for the unexpired term.

Legal Reference:

RSA 197:26, School Meetings & Officers: Vacancies

RSA 671:33, School District Elections: Vacancies

Revised: August 2006

Revised: February 2004

Revised: November, 1999

BBBH - RECOGNITION OF ORGANIZATION AND OPERATION OF THE SCHOOL ADMINISTRATIVE UNIT (SAU) HINSDALE SCHOOL BOARD

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The information related to the SAU Board and can be found in Appendix BBBH-R.

Statutory Reference:

RSA 194-C, School Administrative Units

Appendix: BBBH-R

Revised: February, 2004

Revised: November, 1999

Revised: July, 1998

BCA- SCHOOL BOARD MEMBER ETHICS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

In order to fulfill its duty under state law to provide education to pupils within the District, the Board adopts the following expectations for each of its members.

AS A MEMBER OF THE SCHOOL BOARD, AND IN ACCORDANCE WITH MY OATH OF OFFICE, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION BY STRIVING TO ADHERE TO THE FOLLOWING EXPECTATIONS:

GENERAL:

By thinking always in terms of "children first".

By recognizing that as a general principle the District and its students benefit when Board decisions, which have been made following consideration of all sides and vote of a quorum, receive the subsequent support of the whole Board, whenever practicable.

By accepting the responsibility along with his / her fellow board members of seeing that adequate facilities and resources are provided for the proper functioning of schools.

By representing at all times the entire school community.

BOARD ROLE:

By understanding that the basic function of the Hinsdale School Board members is "policy making," and not "administrative," and by accepting the responsibility of learning to discriminate intelligently between these two functions.

By refusing to use his position on a Hinsdale School Board in any way whatsoever for personal gain or personal prestige.

By recognizing that individual Board members are without authority to act relative to School District business, and that I may not individually commit the Board to any action except as specifically designated to do so by Board action.

By working with the other Board members to establish effective Board policies, and foster a relationship with the District administration toward the effective implementation of those policies and management of the District operations, personnel and facilities.

MEETINGS:

By attending all regularly scheduled Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.

By respecting the opinions of others and by graciously conforming to the principle of "majority rule."

By refusing to participate in irregular meetings which are not official and which all members do not have the opportunity to attend.

By refusing to discuss personnel matters or any other confidential business of the board in his home, on the street, or at his place of work.

By working respectfully with other Board members and encouraging the free expression of differing opinions and ideas.

By respecting the confidentiality of information that is privileged under applicable law or is received in confidence or non-public session.

INFORMED DECISION:

By recognizing the responsibility as a State official to be informed of the needs and to seek the improvement of education through the State.

By refusing to make statements or promises as to how he will vote on any matter which should properly come before the Board as a whole.

By making decisions only after all facts bearing on a question have been presented and discussed.

By making decisions and taking votes based upon the available facts, the full deliberation of the Board, and individual independent judgment, and refusing to surrender or subordinate that judgement to any individual or special interest group.

CHAIN OF COMMAND:

By giving the Superintendent full administrative authority for properly discharging his professional duties, and also by holding him responsible for acceptable results.

By having the Superintendent present at all meetings of the Board except when his contract and salary are under consideration.

By referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of administrative solution.

By presenting personal criticisms of any employee directly to the Superintendent.

By communicating to the Superintendent and to the Board (only as consistent with the Right-to-Know law) expressions of public reaction to Board programs, policies and other Board actions.

By presenting personal criticisms concerning District operations, staff, etc. to the Superintendent, not to District staff, the public, or unnecessarily at a Board meeting.

BEST PRACTICE:

By seeking the community's confidence that all is being done in the best interests of school children.

By striving to procure, when the vacancy exists, the best professional leader available for the head administrative post.

By supporting the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of ALL staff.

By seeking opportunities for the Board to establish systematic communication channels with students, staff, and members of the community.

By establishing policies and protocols for systematic communications with students, staff, and members of the community.

By insisting that all school business transactions be on an open, ethical, and above board basis.

Legal References:

189:1-a "Duty to Provide Education"; and RSA 189:1 "Days of School"

First Reading of the Hinsdale School Board 9-18-18

Final Reading of the Hinsdale School Board 10-10-18

BCB - BOARD MEMBER CONFLICT OF INTEREST

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

As elected officials, school board members owe a duty of loyalty to the general public in protecting the school district's interests. Therefore, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, demonstrable, and which is or may be in conflict with the public interest.

A board member who has a personal or private interest in a matter proposed or pending before the Board will disclose such interest to the Board, will not deliberate on the matter, will not vote on the matter, and will not attempt to influence other members of the Board regarding the matter. Additionally, Board members should refrain from engaging in conduct or actions, that give the appearance of a conflict of interest, embarrass the Board, or personally embarrass another Board member.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses with which a Board member is an employee. The policy is designed to prevent placing a Board member in a position where his or her interest in the public schools and his or her interest in his or her place of employment (or other indirect interest) might conflict, and to avoid appearances of conflict of interest even though such conflict may not exist. RSA 95:1 requires that "No person holding a public office, as such, in state or any political subdivision governmental service shall, by contract or otherwise, except by open competitive bidding, buy real estate, sell or buy goods, commodities, or other personal property of a value in excess of \$200 at any one sale to or from the state or political subdivision under which he holds his public office." Through the use of open competitive bidding or recusal of any Board member who has a conflict of interest, the Board will seek to obtain the best value for the district while avoiding impropriety or the appearance of impropriety.

Nepotism

The Board may employ a teacher or other employee if that teacher or other employee is the father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Superintendent or any member of the Board. This paragraph shall also apply to any other person who shares the expenses of daily living with the Superintendent or any member of the Board. Such a relationship will not automatically disqualify a job applicant from employment with the school district.

However, the Board member shall declare his/her relationship with the job applicant and will refrain from debating, discussing, or voting on a nomination or other issue. In the case where the relationship is with the Superintendent, the Superintendent shall disclose the relationship to the Board as early as possible in the recruitment/selection process for the open position or in the case of someone

currently employed by the district, before recommending any job related action pertaining to the individual. The Board shall determine whether, were the candidate selected, the supervisor – subordinate relationship between the Superintendent and the prospective employee will be sufficiently indirect, to not disqualify the candidate. If not disqualified, and prior to candidates for the position being screened and a nominee being selected, or the Board approving any job related action, the Superintendent and the Board shall agree on a mechanism to address the conflict of interest. Where practical, the Board may designate another district staff member to fulfill the role of the Superintendent for the selection of a nominee for the position or take appropriate alternative steps. The job applicant is expected to declare his/her relationship with the Board member or Superintendent as well.

This shall not apply to any person within such relationship or relationships who has been regularly employed by the Board prior to the inception of the relationship, the adoption of this policy, or a Board member's election.

Legal References:

Marsh v. Hanover, 113 NH 667 (1973) and

Atherton v. Concord, 109 NH 164 (1968)

RSA 95:1, Public Officials Barred From Certain Private Dealings

Revised: May 2017

Revised: May 2007

Revised: July 1998, November 1999, February 2004, May 2006

First Reading of the Hinsdale School Board 08-16-17

Final Reading of the Hinsdale School Board 09-13-17

BDA - BOARD ORGANIZATIONAL MEETING

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Hinsdale School Board shall organize annually at its first meeting following the school District elections. Every member shall be notified of the meeting for organization, in accord with RSA 91-A: 2. this meeting shall be called to order by the Superintendent, who shall preside during and until the election of a Chairperson.

The election of the Chairperson should be based on qualifications for the position. Other methods such as rotation should be discouraged.

BDB -BOARD OFFICERS

Category: Recommended

Board officers will include a chairperson, and vice-chairperson. Officers will be elected at the board's re-organizational meeting following the school district annual meeting. Board officers will serve a one-year term, concluding at the re-organizational meeting the following year, at which time a new election of officers will occur. Officers will remain in their respective offices until new successors are elected.

If the chairperson resigns from the school board or resigns from the office of chair, the vice-chairperson will become chair of the board. If the chairperson loses his/her election or does not run for re-election, the vice-chair shall serve as chair during the organizational meeting. If the vice-chairperson or secretary resigns from the school board or from the respective office, the board will hold new elections for those offices.

The Superintendent is an ex-officio, non-voting member of the Board.

Chairperson:

The chairperson shall preside at all meetings. The chairperson will have the right to vote on all matters before the Board. The chairperson will consult with the Superintendent on the preparation of the agenda for each meeting, shall have authority to sign contracts and other instruments as approved by the Board in its name and on its behalf, and shall have such other powers and duties as the Board may from time to time determine.

Additionally roles and duties of the chairperson are found in Board Policy BBAB.

Vice-chairperson:

The Vice-Chairperson will have the powers and duties of the Chairperson in his/her absence or for the duration of the disability, and such other powers and duties as the Board may from time to time determine.

Revised: April 2016

Revised: July 1998, June 2013

First Reading of the Hinsdale School Board 06/14/16

Final reading of the Hinsdale School Board 08-17-16

BDC -ELECTED BOARD OFFICIALS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

CLERK OF THE DISTRICT

The Clerk of the District is an elected official except in cooperative School Districts, where he/she is appointed by the board. The Clerk shall keep a true record of each District meeting and make any reports to the State of New Hampshire as may be required and shall carry out duties as required by law. He/She shall receive such remuneration as the District may determine.

TREASURER

The Treasurer of the District shall be elected by the Board in cooperative Districts and shall not be a member of the School Board. He/She shall receive such remuneration as the District may determine and perform such duties pertaining to the fiscal affairs of the School District as outlined in the New Hampshire statutes relating to public schools.

A Deputy Treasurer shall be appointed by the Treasurer subject to the approval of the Board.

First Reading of the Hinsdale School Board 8/21/19

Final Reading of the Hinsdale School Board 9/11/19

Legal References:

RSA 195:5, Cooperative School District Officers: School Board Powers & Duties
RSA 197:20, School Meetings & Officers: Clerk Duties
RSA 197:22, School Meetings & Officers: Treasurers Bond
RSA 197:23-a, School Meetings & Officers: Treasurers Duties
RSA 671:23, School District Elections: Warrant
RSA 671:6, School District Elections: Other Officers
RSA 671:31, School District Elections: Reports by Clerk

Revised: February, 2004

Revised: November, 1999

Revised: July, 1998

BDD - BOARD-SUPERINTENDENT RELATIONSHIP

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board believes that the legislation of policies is a primary function of a Hinsdale School Board and that the execution of the policies should be a primary function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Superintendent is responsible for the administration of Board policies, the execution of Board decisions, the operation of school programs, for keeping the Board informed about school operations and issues, and for satisfactory fulfillment of the duties required by statute and rules of the State Board of Education.

The Board will:

1. Give the Superintendent full administrative authority for properly discharging his / her professional duties, holding him responsible for acceptable results.
2. Act upon matters of employment or dismissal of school personnel only on the recommendation of the Superintendent.
3. Hold all meetings of the Board in the presence of the Superintendent except when his / her contract and salary are under consideration.
4. Refer all complaints to the Superintendent and discuss such complaints only at a regular meeting as required.

BDE - COMMITTEES AND DELEGATES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board may have the following standing committees as deemed necessary:

1. Building and Maintenance
2. Extracurricular
3. Policy
4. Finance/Audit
5. Transportation
6. Negotiations

Standing and special committees and delegations shall be appointed by the Chairperson of the Board and approved by vote of a majority of the Board. Committees will meet as needed on problems pertaining to said committee and will make recommendations for action by the full Board.

Reviewed: February 2004

Revised: July, 1998

BDF - ADVISORY COMMITTEES TO THE BOARD

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Hinsdale School Board may rely on advisory committees to counsel it as a means of discerning the needs and desires of the School District and its residents. The central purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations that enhance the effectiveness of the decision-making process. Any advisory committee shall have only those duties and powers as the Board determines. The ultimate authority to make decisions will continue to reside with the Board. No advisory committee's recommendations shall have any limiting effect on appropriations, unless all the procedures of RSA 32 have been followed.

Specific topics for study or activity shall be assigned in writing to each committee. Upon completing its assignment, each committee shall either be given new problems or be dissolved. Advisory committees shall not be allowed to continue for prolonged periods without a definite assignment. Each committee shall be instructed as to the length of time each member is being asked to serve, the service the Board wishes it to render, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes to dissolve the committee. The committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the Board member(s) assigned to provide liaison, to the Superintendent, the committee assistant, and the remainder of the professional staff.

The Board shall have sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

The Board may seek the advice of the Superintendent before establishing or dissolving any advisory committee.

The Board shall make all appointments of citizen to advisory committees. The Superintendent shall make all appointments of staff members to citizens advisory committees after approval of the Board.

The Hinsdale School Board shall see that the public is made aware of the services rendered by such committees of citizens as it may appoint and shall see that the public is informed of the major conclusions and recommendations made by such committees. All public announcements concerning the organization, membership, operation, recommendations and dissolution of such committees shall be made at such time and in such manner as the Board may choose.

Legal References:

RSA 32:24, *Other Committees*

Revised: May 2006

Reviewed: February 2004

Revised: July 1998

BDG - SCHOOL ATTORNEY

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Hinsdale School Board recognizes that the increasing complexity of School District operation frequently requires procurement of professional legal services. Consequently, it shall retain an attorney or law firm for that purpose.

A decision to seek legal advice or assistance in behalf of the School District shall normally be made by the Superintendent or by persons specifically authorized by the Superintendent. Such action shall occur where it is consistent with approved District policy or standard practice and meets an obvious need of the District. It may also take place as a consequence of formal Board direction.

Many types of instances of legal assistance to the District may be considered routine and not necessitating specific Board approval or prior vote. For example, the Superintendent may consult with the school attorney to interpret statutory requirements or regulations, prepare or review contracts and seek legal opinions regarding other District issues.

However, when the administration concludes that unusual types or amounts of professional legal service may be required, Board authorization for such service shall be promptly requested.

BEA REGULAR BOARD MEETINGS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Board shall meet at least once every two months. Unless otherwise determined by Board action, regularly scheduled Board meetings will be held on the second Wednesday of the month except for the month of July.

Notice of all board meetings will be posted in accordance with the provisions of RSA 91-A. The Superintendent is authorized to post notice of the meeting on the District website. Minutes of all meetings will be taken and provided in accordance with the provisions of RSA 91-A.

All meetings shall be open to the public. Agendas will be established per Board Policy BEDB. The Board reserves the right to amend the agenda during the meeting, upon majority vote. Public comments will be allowed per Board Policy BEDH.

Additional meetings may be scheduled at the call of the Chair. Emergency meetings may be called in accordance with the provisions of RSA 91-A: 2 and Board Policy BEB.

A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in Board Policy BEDC.

The School Board recognizes that the consistent attendance of Board Members at Board Meetings is essential for the efficient, effective operation of the Board's duties as well as fulfilling our individual obligations as elected officials.

Legal References:

RSA 91-A, Access to Public Records and Meetings

N.H. Code of Administrative Rules, Section Ed. 303.01(f), Substantive Duties of School Boards

Revised: May 2012

Revised: May 2006, May 2007, September 2008

First Reading of the Hinsdale School Board 08-15-12

Final reading of the Hinsdale School Board 09-12-12

BEAA - HINSDALE SCHOOL BOARD MEETING PREPARATION

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Before actions by the Board are requested or recommended, the Board Members shall be provided adequate data and backup information at least four days in advance to assist them in reaching sound and objective decisions consistent with established goals.

Reviewed: February 2004

Revised: July, 1998

BEAB -SCHOOL BOARD MEMBER USE OF ELECTRONIC COMMUNICATION DEVICES DURING SCHOOL BOARD MEETINGS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

School board members will refrain from using electronic communication devices during board meetings. Electronic communication devices means, but is not limited to, cell phones, cell phones, camera phones, pagers, beepers, and other similar electronic communication devices. Board members will not use these devices during meetings to communicate with members of the public regarding official school board business, agenda items, or other board matters that are properly discussed publicly during board meetings.

This policy is not meant to prohibit Board members from using computers or similar devices during a meeting, provided such use is limited to purposes of the meeting only.

New Sample Policy: September 2011

First reading of the Hinsdale School Board 05/09/12

Final reading of the Hinsdale School Board 06/13/12

BEB - EMERGENCY BOARD MEETINGS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Emergency meetings may be called by the Chairperson or by action of a majority of the Board. For the purposes of this policy, an emergency is defined as a situation where immediate un-delayed action is deemed to be imperative by the Chairperson. In the event of an emergency meeting, the Board will post notice of time and place of the emergency meeting as soon as possible and will also use other reasonable means to inform the public that an emergency meeting is to be held. Minutes of an emergency meeting will clearly state the need and purpose for the emergency meeting.

Legal Reference:

RSA 91-A: 2, II, Meetings Open to the Public

Revised: May 2012

Revised: July 1998, September 2008

First reading of the Hinsdale School Board 08-15-12

Final reading of the Hinsdale School board 09-12-12

BEC -NON-PUBLIC SESSIONS

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board may meet in non-public session for any of the purposes set out in RSA 91-A: 3. upon motion, the vote to enter non-public session will be a recorded roll-call vote made in public session. The motion calling for a non-public session will state the matter(s) to be discussed and will state the statutory reason(s) for entering non-public session.

The Board shall have a record of minutes of all non-public sessions. Non-public session minutes will be made publicly available within 72 hours of the non-public session, unless the Board votes to seal the minutes. The Board may seal minutes of a non-public session only by a two-thirds vote. The Board will only vote to seal minutes of non-public sessions if divulging such information would:

1. Adversely affect the reputation of a person other than a member of the Board;
2. Render a proposed board action ineffective; or
3. Thwart safety considerations pertaining to terrorism or other emergency functions of the Board.

Board members should refrain from publicly discussing matters that were discussed in a non-public session.

The Superintendent or his/her designated representative may attend all non-public sessions at the pleasure of the Board, except those non-public sessions that pertain to the Superintendent's employment.

Legal References:

RSA 91-A: 3, Non-Public Sessions

RSA 91-A: 4, Minutes and Records Available for Public Inspection

RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality

Revised: September 2010

Revised: May 2006

First reading of the Hinsdale School Board 12-14-11

Final reading of the Hinsdale School board 01-11-12

BEDA - PUBLIC NOTIFICATION OF HINSDALE SCHOOL BOARD MEETINGS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

All Hinsdale School Board Meetings are open to the public. The Board will announce at least 24 hours in advance (excluding Sundays and legal Holidays) through two public postings and, when possible, by the newspapers and the local radio station, the date, time, and place of all regular and special meetings and the major topics to be discussed.

The Board may need to hold an emergency meeting in the case where immediate un-delayed action is deemed to be imperative by the Chair or presiding Officer of the body or agency, who shall employ whatever means are available to inform the public that a meeting is to be held. The minutes of the meetings shall clearly spell out the need for the emergency meeting.

Legal Reference:

RSA 91-A: 2, II, Public Records and Meetings: Meetings Open to the Public

Revised: February, 2004

Revised: November, 1999

Revised: July, 1998

BEDB – AGENDA PREPARATION AND DISSEMINATION

Category: Recommended

See Also BEDA, BEDH

The Superintendent shall prepare all agendas for meetings of the Board. In doing so, the Superintendent shall consult with the Board.

Items to be placed on the agenda should be received by the Superintendent at least seven days prior to the meeting. Every Board member has the right to place items on the agenda. Matters not included in the agenda may be presented during the meeting provided the Board agrees to discuss the matter. The Board may choose not to deal with every agenda item.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board Chairperson.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda and supporting materials should be distributed to Board members at least seven days prior to the Board meeting. Board Members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be made available to the public, upon request. Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting. Additionally, the Board

reserves the right to limit public discussion at Board meetings to agenda items only. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location.

Legal Reference:

RSA 91-A:5, IX.

Revised: September 2017

Revised: May 2007

Revised: July 1998, November 1999, February 2004

First Reading of the Hinsdale School Board 11-07-17

Final Reading of the Hinsdale School Board 12-13-17

BEDC - QUORUM

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

A simple majority of the Board shall constitute a quorum for the transaction of business.

Participating Electronically from a remote location

When it is not reasonably practical for a member to attend in person, the member may attend via telephone, skype, or other electronic means. RSA 91-A:2, III.

The following is required:

1. The reason it is not reasonably practical for the member to attend in person must be included in the minutes of the meeting.
2. The member participating electronically must identify anyone present at the location the member is participating from.
3. All votes taken during the meeting must be by taken by roll call vote.
4. The public attending the meeting and all members must be able to simultaneously hear or see communication between the member participating remotely and those participating in person. No meeting shall be conducted by electronic mail or any other form of communication that does not permit the public to hear, read, or otherwise discern the meeting discussion contemporaneously at the meeting location specified in the meeting notice.
5. Except for an emergency meeting, if a member is allowed to participate electronically from a remote location, there must be a quorum of the school board physically present at the location specified in the meeting notice. Except in an emergency, the members participating electronically from a remote location will not count towards satisfying the quorum requirement.
6. When, in an emergency, the quorum requirement is satisfied in part by one or more members participating electronically from a remote location, the facts requiring immediate action before a physical quorum can be gathered shall be included in the minutes of the meeting.

Legal References:

RSA 91-A2, Meetings Open to the Public

Revised: May 2017

Revised: September 2008

Reviewed: February 2004

Revised: July 1998

First Reading of the Hinsdale School Board 08-16-17

Final Reading of the Hinsdale School Board 09-13-17

BEDD - RULES OF ORDER

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

General rules of parliamentary procedure are used for every Board meeting. The Chair shall adopt simplified rules of order, following the basic structure of Robert's Rules of Order. NHSBA sample regulation, BEDD-R – Rules of Order, provides a simplified set of rules. The order of business shall be reflected on the agenda.

Revised: May 2017 in response to member inquiries regarding use of Robert's Rules of Order.

Reviewed: June 2013

Revised: July 1998

First Reading of the Hinsdale School Board 08-16-17

Final Reading of the Hinsdale School Board 09-13-17

BEDG- MINUTES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Under RSA 91-A, the school board, and each of the school board's committees (whether standing or ad hoc, or whether deemed a sub-committee or an advisory committees) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the district school board, and each such board committee.

The Board will keep a record of the actions taken at Board meetings in the form of minutes. At a minimum, all minutes, public and non-public, shall include:

- 1) the names of members participating,
- 2) persons appearing before the School Board (any persons other than board members who address the board or speak at the meeting;
- 3) a brief description of each subject matter discussed;
- 4) identification of each member who made a first or second of any motion;
- 5) a record of all final decisions;
- 6) When a recorded roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
- 7) In the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then – and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the discussion." (See RSA 91-A:2, II-a.).

Copies of the draft minutes of a meeting will be sent to the members of the Board before the meeting at which they are to be approved. The preceding sentence, however, shall not apply to minutes of non-public sessions when the Board has sealed such minutes by a recorded roll call vote taken in public session with 2/3 of the board members present supporting the motion. Drafts of non-public minutes will be provided to the Board either at the conclusion of the non-public session and may be approved at the time - prior to any vote to seal, or if sealed, provided to Board at the meeting at which they are to be approved.

Draft minutes of all public meetings, clearly marked as drafts, will be made available for public inspection no later than five (5) business days after each public session. Minutes for non-public sessions shall be kept as a separate document. Draft minutes for all non-public sessions, will be made available for public inspection within seventy-two (72) hours after the non-public session, unless sealed in accordance with the procedure described in the preceding paragraph.

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized.

All minutes, including draft minutes, will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent.

Approved minutes, except those non-public session minutes which are sealed, shall be consistently posted on the District's web site in a reasonably accessible location or the web site shall contain a notice describing where the minutes may be reviewed and copies requested. Draft minutes will be available for inspection at the District's administrative office.

Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. The Superintendent shall identify and bring to the Board's attention minutes which have been sealed because disclosure would render the proposed action ineffective where the action has been completed and the minutes no longer need to be sealed. The Superintendent will also identify any other sealed minutes where the justification for sealing no longer applies due to the passage of time. Generally, non-public session minutes sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the School Board, will remain sealed.

District Policy History:

First reading: November 14, 2018

Second reading/adopted: December 12, 2018

District revision history:

Legal References:

RSA 91-A:2 II, Public Records and Meetings: Meetings Open to Public

RSA 91-A:2, II-a,

RSA 91-A:3 III, Public Records and Meetings: Non-Public Sessions

RSA 91-A:4 I, Public Records and Meetings: Minutes and Records available for Public Inspection

BEDH- PUBLIC COMMENT AND PARTICIPATION AT BOARD MEETINGS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Related Policies: BEDB, KE & KEB

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, assure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

Rules of Order

1. The Board will provide a maximum of fifteen minutes to hear public comments during each regular Board meeting. This period may be extended by a majority vote of the Board. Additionally, the Board may include additional public comment period for specific agenda items with a time limit for public comment specified on the pertinent agenda.
2. Individual speakers will be allotted three minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.
3. The Chair will recognize speakers on a first come basis.
4. In order to comply with the minute requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record.
5. Except as otherwise provided in this policy, members of the public may offer comments on agenda items or upon any other matter of public concern directly relating to the District's school policies, programs and operations. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees (other than the Superintendent) or individual students be directed to the Superintendent in accord with the complaint/grievance resolution processes set forth in School Board Policies KE and/or KEB. Complaints regarding the Superintendent, may

be made either during public comment, or directed to the School Board Chair as described in Board Policy KEB.

6. Any comments which do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments threatening bodily harm, or other unprotected speech will not be tolerated.
7. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations or disruptions may result in the intervention of law enforcement, with the potential for criminal charges.

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, in most instances, any board response will be deferred pending consideration by the full Board.

With the aim of maintaining focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility.

District Policy History:

First reading: December 12, 2018

Second reading/adopted: January 9, 2019

District revision history:

Legal References:

RSA 91-A:2, Meetings Open to the Public

RSA 91-A:3, Non-Public Sessions

U.S. Const., 1st Amendment

BFE - ADMINISTRATION IN POLICY ABSENCE

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Also CHD

In the absence of established Hinsdale School Board policy or Board direction, the Superintendent shall assume responsibility for whatever decision or action is taken. In such instances, principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations, which arise within the schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his/her decisions, shall be subject to review and ratification by action of the Board at its regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

Reviewed: February 2004

Revised: November, 1999

Revised: July, 1998

BG - BOARD POLICY PROCESS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

The Hinsdale School Board will develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of our public schools.

The Board considers policy development its chief function, along with providing the resources such as personnel, buildings, materials, and equipment for the successful interpretation and evaluation of its policies.

The Board accepts the definition of policy set forth by the National Hinsdale School Boards Association:

Policies are principles adopted by the Hinsdale School Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to School District personnel.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the public schools.

The policies of the Board are based on, and are meant to be interpreted, in terms of New Hampshire laws, rules, and regulations of the State Board of Education, and all other regulatory agencies within our local, county, state, and federal levels of government. The policies are also based on, and are meant to be interpreted in terms of those educational objectives, procedures, and practices, which are broadly accepted, by leaders and authorities in the public education field.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. The board will welcome suggestions for ongoing policy development from citizens, students, and staff in the School District.

Action on such proposals, whatever their source, is taken finally by the Board after receiving the recommendation of the Superintendent. The Superintendent bases his/her recommendations upon the outcomes of study and upon the judgment of the professional staff and appropriate study committees. The Superintendent for Hinsdale shall seek counsel of the school attorney when there may be a question of legality or proper legal procedure in the development of a proposed Hinsdale School Board policy.

BGA - POLICY DEVELOPMENT SYSTEM

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Hinsdale School Board endorses for use in this District the policy development, codification, and dissemination system of the New Hampshire School Boards Association.

This system, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

Policy Adoption, Dissemination, and Review

- A. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that notice of the proposed action was given at a previous Board meeting and that each Board member was notified of the proposed action, for purposes of notification, the meeting agenda delivered to each Board member is deemed sufficient.
- B. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy or revise an existing policy.
- C. The Board will allow an opportunity for public comments on policy proposals.
- D. All policies will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
- E. Board action regarding the adoption, revision, or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
- F. Policies and amendments will be effective immediately upon adoption, unless a specific effective date is provided in the adopted final policy.
- G. All written policies and administrative rules and regulations will be open for and available for public inspection, upon request.
- H. Manuals will be provided to each Board member and at least one master copy will be kept in each school district and one master copy in the SAU central office.

I. All Board policies will be reviewed and evaluated by the Hinsdale School Board on a regular and continuing basis. The Board's policy manual will be updated due to actions taken as a result of this review and evaluation.

J. The Superintendent or designee is responsible for notifying the Board of all policy updates and revisions provided by the New Hampshire School Boards Association. The Board will then schedule time for review of such updates and will taken action accordingly regarding the adoption, revision, or repeal of such policies.

A member of the SAU staff is to be designated and delegated by the Superintendent for Hinsdale with the responsibility to maintain the Board's policy reference files, to draft policy proposals as instructed by the Board and/or Superintendent for Hinsdale to maintain the Board policy manual, and to serve as liaison between the Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.

Revised: May 2007

Reviewed: February 2004

Revised: July 1998, November 1999

BGB - POLICY ADOPTION

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Except for policy actions to be taken on emergency measures, the adoption of Hinsdale Board policies should follow this sequence, which will take place at least at two regular or special meetings of the Board:

1. Announcement and publication of proposed new or revised policies as an item of information.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the District marked with the date of adoption and/or amendment.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new or revise existing policies. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

Reviewed: February 2004

Revised: November, 1999

Revised: July, 1998

BGC - POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Hinsdale School Board action and administrative decision, the Board will review its policies on a continuing basis.

The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The Superintendent is given the continuing responsibility of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

The Board directs the Superintendent to recall all policy and regulations manuals annually for purposes of administrative updating and Board review.

Reviewed: February 2004

Revised: July, 1998

BGD - BOARD REVIEW OF ADMINISTRATIVE REGULATIONS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Also CHB

The Hinsdale School Board reserves the right to review and rescind administrative regulations should they, in the Board's judgment, be inconsistent with the policies adopted by the Board.

Reviewed: February 2004

Revised: July, 1998

BGE - POLICY DISSEMINATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The policy manual is a public document. The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Board, and to persons in the community insofar as conveniently possible. Manuals will be available for inspection at the Superintendent for Hinsdale's office, and each Principal's office.

All policy manuals shall remain the property of the Hinsdale School Board and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary by the administrative head of the School District.

The Superintendent is responsible for ensuring an annual update of all manuals.

Legal References:

RSA 91-A: 4, Minutes and Records Available for Public Inspection

Reviewed: August 2006

Reviewed: February 2004

Revised: November, 1999

Revised: July, 1998

BGF - SUSPENSION OF POLICIES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

The policies of the Hinsdale School Board are subject to suspension only upon a majority vote of the entire Board membership at a meeting for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire Board membership when no such written notice has been given.

Those Board policies which pertain to the internal operations of the Board are subject to suspension only upon a two-thirds vote of all members of the Board at a meeting for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire Board membership when no such written notice has been given.

Reviewed: February 2004

Revised: November, 1999

Revised: July, 1998

BHC - BOARD-EMPLOYEE COMMUNICATION

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Also GBD

The Hinsdale School Board desires to maintain open channels of communication between itself and the employees. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the Board

All communications or reports to the Board or any Board committee from principals, supervisors, teachers, or other employee members shall be submitted through the Superintendent.

Board Communications to Staff

All official communications, policies, and directives of employee interest and concern will be communicated to employee members through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep employee fully informed of the Board's actions and concerns.

Visits to Schools

Individual Board members interested in visiting schools or classrooms will inform the Superintendent of such visits and the Superintendent will make arrangements for visitations through the principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of the Superintendent and principals.

Social Interaction

Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general District problems. However, employees are reminded that individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Therefore, discussions of personalities or personnel grievances by either party will be considered unethical conduct.

Reviewed: February 2004

Revised: November, 1999

Revised: July, 1998

BHE - HINSDALE SCHOOL BOARD USE OF EMAIL

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

The Board encourages its members to not communicate to each other via electronic communication (e-mail) regarding official school district business. The Board will not use e-mail as a substitute for deliberations at board meetings, for other communications, or for business properly confined to board meetings. Communications via e-mail of private or confidential school district matters is strictly prohibited.

If an e-mail is originated by a Board member, is communicated to a quorum of the Board, and discusses official school district business, the e-mail will be considered a public document for purposes of the Right to Know Law, RSA 91-A. As such, the contents of the email communication will be publicly disclosed and included in the minutes of the next regularly scheduled Board meeting.

Legal references:

RSA 91-A: 2-a, Communications Outside Meetings

RSA 189:29-a, Records Retention and Disposition

Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)

Revised: August 2008

Revised: May 2007

New Policy: February 2006

Reviewed and approved by the Hinsdale School Board December 10, 2008

BIA - NEW BOARD MEMBER ORIENTATION

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

A new member is to be afforded the Board and the staff's fullest measures of courtesy and cooperation. Board and staff shall make every feasible effort to assist the new member to become fully informed about the Board's functions, policies, and procedures.

A special workshop will be convened for the primary purpose of orienting the new member to his or her responsibilities, to the Board's method of operating, and to Districts policies and procedures.

Each new member will be provided with those materials:

1. The previous year's complete record of minutes.
2. A copy of Revised Statutes Annotated Relating to Public Schools. (RSA)
3. A copy of Becoming a Better Board Member.
4. The Hinsdale School Board Policy Manual.
5. The NH School Boards Association Orientation Packet.
6. The current school budget.
7. Negotiated Labor Agreements.

Reviewed: February 2004

Revised: November, 1999

Revised: July, 1998

BIB - BOARD MEMBER DEVELOPMENT OPPORTUNITIES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Hinsdale School Board places a high priority on the importance of a planned and continuing program of in-service education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall attempt to plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of a policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds shall be budgeted annually to support the program. The public shall be kept informed through the news media about the Board's continuing in-service education and about the programs anticipated for short and long-range benefits to our schools.

The Board regards the following as examples of activities and services appropriate for implementing this policy:

1. Participation in Hinsdale School Board Association conferences, workshops, and conventions.
2. District-sponsored training sessions for Board members.
3. Subscriptions to publications addressed to the concerns of Board members.

In order to control both the investment of time and funds necessary to implement this policy, the board establishes these principles and procedures;

1. A calendar of Hinsdale School Board conferences, conventions, and workshops shall be maintained by the Superintendent. The board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the board will designate which of its members would be the most appropriate to participate at a given meeting.
3. Board members shall be reimbursed their expenses in attending approved development opportunities.
4. When a conference, convention, or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

Hinsdale School Board members are encouraged to attend workshops presented by the state and national Hinsdale School Boards associations.

Reviewed: April 2004

BIBA - HINSDALE SCHOOL BOARD CONFERENCES, CONVENTIONS, AND WORKSHOPS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board encourages the participation of all members at Hinsdale School Board conferences, workshops, and conventions. In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures:

1. A calendar of Hinsdale School Board Association conferences, conventions, and workshops shall be maintained by the Superintendent for Hinsdale. The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the School District. Hinsdale School Board members are encouraged to attend workshops presented by the state and National School Boards associations.
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Board members for their travel expenses will comply with the travel expense policy for staff members.
4. When a conference, convention, or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

Reviewed: February, 2004

Revised: November, 1999

Revised: July, 1998

BID - PAYMENT FOR SERVICES RENDERED BY SCHOOL DISTRICT OFFICER

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Also BDC

A. All School District officers will be reimbursed in accordance with fees as established by the District. Such fees will be provided for in the School District budget and will be plainly indicated in the annual report.

B. Payment for services rendered in the fiscal year will be included on the payroll manifest immediately following the annual School District meeting. It is the assigned responsibility of the Superintendent to make certain that all statements are in the hands of the school office personnel to ensure payment on the aforementioned manifest.

Legal References:

RSA 194:10, School Districts: Salaries of District Board and Officers

RSA 194:11, School Districts: Payment

RSA 195:4, V, Cooperative School Districts: Powers

RSA 195:5 II, Cooperative School Districts: School District Powers and Duties

Kondrat v Freedom School Board, 650 A.2d 316 (1994)

Revised: February, 2004

Revised: November, 1999

Revised: July, 1998

BIE - BOARD MEMBER INDEMNIFICATION

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The members of the Hinsdale School Board and its employees and agents act as agents of the District. None of these individuals should be placed in a position of personal liability for the performance of the responsibilities vested in them by the voters of the District and the state and federal governments.

In order to protect the individual members of the Board, its employees and other agents, and the educational interest of the community, the Board will purchase, from public school funds, in the absence of governmental immunity or in coordination with governmental immunity, adequate insurance to indemnify Board members and agents of the District for their official actions in the service of the School District.

Legal References:

RSA 31:104, Powers and Duties of Towns: Liability of Municipal Executives

RSA 31:105, Powers and Duties of Towns: Indemnification for Damages

RSA 31:106, Powers and Duties of Towns: Indemnification: Civil Rights Act

RSA 31:107, Powers and Duties of Towns: Purchase of Insurance

Reviewed: August 2006

Reviewed: February, 2004

Revised: November, 1999

Revised: July, 1998

BJ - SCHOOL BOARD LEGISLATIVE PROGRAM

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Hinsdale School Board will develop an annual legislative program through conferences with the state and national School Board associations.

When appropriate, the Board will work for the achievement of common legislative objectives through these associations and with other concerned groups.

The Board will also seek both direct and indirect representation of its position on pending legislation with appropriate state and federal legislators and legislative committees.

The Board will maintain contact with the local legislators, and keep them informed of school-related issues.

Reviewed: February, 2004

Revised: November, 1999

Revised: July, 1998

BK - HINSDALE SCHOOL BOARD MEMBERSHIPS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

It is the policy of the Hinsdale School Board to be a dues-paying member of the New Hampshire School Boards Association. The Board shall seek to participate as fully as possible in the activities of the New Hampshire and National School Boards Associations. The Chairman of the Board shall keep these organizations informed of the Board's concerns and official positions on matters of common interest and concern. It will be represented at meetings of the state association by a duly elected delegate who must be a member of the Hinsdale School Board.

Reviewed: February, 2004

Revised: July, 1998

BJA - LIAISON WITH SCHOOL BOARD ASSOCIATIONS

Category Recommended- While these policies are not required by law, they are highly *recommended for effective school board operations.*

The Hinsdale School Board instructs the Chairman to keep the Board fully informed of the affairs of the New Hampshire and National School Boards Associations and to keep these organizations informed, as directed from time to time, of the Board's official positions on matters of common interest and concern.

In addition to establishing an informational liaison between itself and the School Board associations, the Board will officially be represented in associational affairs through the election of delegates and/or observers to the governing assemblies of these organizations.

Reviewed: February, 2004

Revised: July, 1998

SECTION C: GENERAL SCHOOL ADMINISTRATION

Section C the Hinsdale School Board Policy contains policies, regulations, and exhibits on school management, administrative organizations, and school building and department administration—including the administrative aspect of special programs and system wide reforms such as school- or site-based management. It also houses personnel policies on the Superintendent, senior administrators—(management team), and school principals. All phases of the policy implementation—procedures or regulations—are properly located in this section.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
CA	P	Administrative Goals
CB	R	School Superintendent
CBB	O	Appointment of Superintendent
CBG	O	Superintendent's Development Opportunities
CBI	R	Evaluation of the Superintendent
CCA	O	Administrative Succession Plan
CCB	R	Line and Staff Relations
CF	O	School Building Administration
CFA	R	Individual School Administrative Personnel
CFB	R	Building Principal Evaluations
CH	R	Policy Implementation
CHA	R	Development of Regulations
CHB	R	Board Review of Regulations (also BGD)
CHCA	R	Approval of Handbooks and Directives
CHD	R	Administration in Policy Absence
CLA	O	Treatment of Outside Reports
CM	R	School District Annual Report

Categories:

P= Priority	The subject matter of these policies is required by state and or federal law
R= Recommended	While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.
O= Optional	These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

CA - ADMINISTRATION GOALS

Category Priority-The subject matter of these policies is required by state and or federal law.

Proper administration of the schools is vital to a successful educational program. The general purpose of the Administration is to coordinate and supervise, under the policies of the School Administrative Unit and each Board, the creation and operation of an environment that promotes effective student learning. The Board will rely on the Superintendent to provide the professional administrative leadership necessary.

The Superintendent, each principal, and all other administrators will have the authority and responsibility necessary for his/her specific administrative assignment. Each administrator will be accountable for the effectiveness with which his/her administrative assignment is carried out. The Board will be responsible for specifying requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration are:

1. To manage the District's various departments, units, budgets and programs effectively.
2. To provide professional advice and counsel to the Board and its advisory committees. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement and manage functions that assure the best and most effective learning programs, through achieving such goals as: (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary in order to establish and provide learning programs that better meet learner needs; (c) coordinating cooperative efforts to improve learning programs, facilities, equipment, and materials; (d) encouraging improvement ideas and decision-making among staff, students, parents, and others; and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

Legal References:

N.H. Code of Administrative Rules Section Ed 302, Duties of School Superintendents

N.H. Code of Administrative Rules Section Ed 303, Duties of School Boards

N.H. Code of Administrative Rules Section Ed 304, Duties of School Principal

Revised: September 2008

Revised: November 1999, March 2004, February 2005

Reviewed and approved by the Hinsdale School Board January 13, 2009

CB - SCHOOL SUPERINTENDENT/ASSISTANT SUPERINTENDENTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The duties of the Superintendent are defined in his/her contract of employment, individual board policies, SAU policies, state statutes, and New Hampshire Department of Education Rules.

The Board expects that the Superintendent, as the chief executive officer, is responsible for:

1. The execution of board policies
2. The management of the work of all school departments, the duties of which, apart from those required by law, the Superintendent shall assign
3. The observance of all board policies by all those persons employed by the district
4. The enforcement of all provisions of the law relating to the operation of the schools or other educational, social and recreational agencies, or activities under the charge of the board.

Regulatory Reference:

N.H. Code of Administrative Rules, Section Ed. 302.02, Substantive Duties of Superintendents

Appendix CB-R

Revised: February 2006

CBB - APPOINTMENT OF THE SUPERINTENDENT

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Superintendent shall be hired by the School Board

Legal Reference:

RSA 194-C:4, SAU: Superintendent Services

RSA 194-C:5, SAU: Organization and Duties

Revised March, 2004

Revised: November, 1999

Revised: July, 1998

CBG –SUPERINTENDENT’S DEVELOPMENT OPPORTUNITIES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Hinsdale School Board encourages the Superintendent to make every effort to stay abreast of educational trends and to seize opportunities for exploring new ideas and programs that may be used to advantage in the School District.

For the benefit of the entire school system, the Board encourages the Superintendent to set aside time each year to attend certain seminars and conferences and visit other school systems in which promising ideas are emerging, as these activities are delineated in the Superintendents individual employment contract.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CBI-SUPERINTENDENT EVALUATION AND GOAL SETTING

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board will annually evaluate the Superintendent based on written criteria as established by the Board. Co-extensive with the Superintendent evaluation, the Board and Superintendent will jointly establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the Superintendent's annual evaluation.

The Superintendent is responsible for the services described in applicable statute and Department of Education rules. In addition to and related to those responsibilities, the following areas are representative of those in which objectives may be set and progress appraised:

1. Fiscal management
2. Curriculum
3. Pupil achievement and assessment
4. Delivery of instruction
5. Relationship with the school board
6. Administration of educational services
7. Administration of school facilities
8. Governance of pupils
9. Hiring and supervision of school district staff
10. Overall leadership on educational issues

The board may choose not to annually evaluate and review every area listed above.

The Board desires that the annual Superintendent evaluation and goal setting will clarify the Superintendent's role within the school community, address areas for the Superintendent to improve, and address areas for which the Superintendent should be commended.

See Appendix: CBI-R

Legal References:

N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards, Superintendent Evaluation

Revised: September 2012

Revised: July 1998, November 1999, August 2006

First Reading of the Hinsdale School Board 03-13-13

Final reading of the Hinsdale School Board 04-10-13

CCA- ADMINISTRATIVE SUCCESSION PLAN

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Purpose

The Board is committed to maintaining a state of readiness for the eventuality of a planned or unplanned change of the District administrative leadership. To that end, it is the policy of the Board of Education to establish and maintain a succession plan to ensure the orderly transition of leadership and the achievement of the District's mission and goals.

In addition, it is the policy of this Board to assess the future leadership needs of the organization periodically. This will help to ensure continuity of leadership by the selection of a qualified and capable leader who is a good fit for the District's culture as reflected by its mission, vision, goals, and objectives.

Upon announcement of resignation or absence of the Superintendent, the Board will put the Succession Plan into effect.

Short-Term/Emergency Change in Leadership:

The absence status will be communicated to all stakeholders within the District as well as to the public.

The Board may establish a "transition team" consisting of other current administrators and/or an acting superintendent.

To the extent possible, the Superintendent will review her/his roles and duties with Acting Superintendent. The Acting Superintendent shall consult with the Superintendent, if available, on major decisions and continue to implement the annual goals of the Superintendent and District.

If the short-term absence is determined to be long-term or permanent, then the Board will decide the process for appointing an Interim Superintendent.

Unplanned Permanent Leadership Change

Upon announcement of the resignation or vacancy of the Superintendent, the Board will put the Succession Plan into effect. Minimally, this plan will include:

- a. Communication Plan outlining the selection process:
 - Announcement of the Superintendent's resignation or vacancy will be shared with both staff and community. Following

Board approval, a statement of the Succession Plan and process for filling the vacancy will be announced.

- the official spokesperson representing the Board in all media contacts and external inquiries will be the Board chairperson, in conjunction with other district administrators.
- b. the process for identifying executive search consulting services. If the Board determines it is necessary, it may choose to retain consultants and issue a request for proposal;
- c. a timeline and schedule of recruitment selection activities including opportunities for input from key stakeholders;
- d. a transition time period between the outgoing Superintendent and the incoming Superintendent;
- e. negotiation of the Superintendent's contract; and
- f. appointment of the new Superintendent and assistance in the transition during his/her first year of employment.

Planned Permanent Leadership Change

Where the succession of the Superintendent can be planned, the Board will initiate an internal, District-wide assessment of the District's administrative needs, desires and qualities of a new superintendent. Such assessment will begin as soon as possible upon the Board learning of the planned permanent leadership change.

Upon approval of a successor by the Board, the Superintendent shall develop and implement a transition plan to orientate the selected Superintendent to all duties and responsibilities of the Superintendent and ensure continuity of all ongoing District strategies and goals.

Legal References:

RSA 194-C:5, Superintendent Services
Ed 302, Duties of School Superintendents
Ed 303, Duties of School Boards

New Sample Policy: September 2013

First Reading of the Hinsdale School Board 10-09-13
Final Reading of the Hinsdale School Board 11-13-13

CCB - LINE AND STAFF RELATIONS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

General Operations

The following principles shall govern the administrative operation of the District.

- 1) Each school shall be encouraged to develop appropriate educational programs for the students attending that School, consistent with Hinsdale School Board policy, state law, and State Board regulations.
- 2) The Superintendent shall have specific responsibility for overseeing the pattern and sequence of educational experiences provided for children from pre-kindergarten through grade 12.
- 3) Responsibility shall flow simply and clearly from the teachers, principals and the Superintendent to the Hinsdale School Board.
- 4) Each member of the staff shall be informed to whom s/he is responsible.
- 5) Whenever feasible, each member of the staff shall be made responsible to only one immediate superior for any one function.
- 6) Each staff member shall be told to whom s/he can go for help in working out his/her own functions in the District.

Line of Responsibility

Each employee in the District shall be responsible to the Board through the Superintendent and School Principal.

All personnel shall refer matters requiring administrative action to the administrator immediately in charge of the area in which the problem arises.

Administrators shall refer such matters to the next higher authority when necessary.

Reviewed: March, 2004
Revised: November, 1999
Revised: July, 1998

CF - SCHOOL BUILDING ADMINISTRATION

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board reaffirms the rights and responsibilities of the building principals for the administration of their various programs and buildings within the broad scope of the adopted Board policies.

Specifically, the principal of an individual school is the responsible head and professional leader in the development of the educational program and the improvement of instruction in the School of which s/he is the Principal. All personnel will work through and under the direction of the Principal in the performance of their duties within his/her school.

Legal Reference

NH Code of Administrative Rules, Section Ed 304.01, Substantive Duties of School Principals

Appendix CFA-R, Duties of School Principals

Reviewed: February 2006

CFA - INDIVIDUAL SCHOOL ADMINISTRATIVE PERSONNEL

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

Principals Appointment

The principals shall be elected by the Hinsdale School Board following nomination by the Superintendent. Should the Board Hinsdale School fail to accept the nomination of the Superintendent, the Superintendent would be directed to present another name in nomination.

Candidates for position of principal will file a formal, written application with the Superintendent. All applications will be screened by the Superintendent and a number will be selected for interview by the Superintendent and a committee to consist of administration, teachers, and parents.

All applications will be available to the Committee for their review and candidates selected by them for interview will be included in the interview process.

It will be the policy of the Superintendent and Board to promote candidates when such a promotion is in the best interests of the School. All such candidates must meet requirements as established by the Superintendent and Board.

Functions

All building principals shall be responsible for the school buildings and grounds to which they are assigned. They shall be responsible for and shall have authority over the actions of students, professional and non-professional employees, visitors, volunteers, and persons hired to perform special tasks.

All principals shall keep the Superintendent informed of activities in their buildings by whatever means the Superintendent deems appropriate.

Principals will file a monthly written report, on a date designated by the Superintendent, to the Superintendent.

The principal shall attend the Hinsdale School Board meetings and any other requested by the Hinsdale School Board or Superintendent.

Legal Reference

N.H. Code of Administrative Rules, Section Ed 304.01, Substantive Duties of School Principals

Appendix CFA-R

Reviewed: February 2006

CFB - BUILDING PRINCIPAL(S) EVALUATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Superintendent shall conduct an ongoing process of evaluating the principal(s) on his/her skills, abilities, and competence. Annually, the Superintendent or his/her designee will formally evaluate the principal(s).

The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the school district, clarify the building principal's role as the board and the superintendent see it, ascertain areas in need of improvement, and focus the immediate priorities of the principal(s) responsibilities.

The formal evaluation shall include written criteria related to the job duties. The principal may make comments responding to the formal evaluation.

The formal evaluation shall also include an opportunity for the principal and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The Superintendent, signed by the building principal, and filed in the principal's personnel file, shall complete the evaluation.

This policy supports and does not preclude the ongoing informal evaluation of the principal's skills, abilities and competence.

New principals will be evaluated at least twice in writing for each of the first three years of their employment.

Legal References

¹*Littkey v. Winchester School District, 219 NH 626 (1987)*

NH Code of Administrative Rules Section 302, Duties of Superintendents

NH Code of Administrative Rules Section 304, Duties of School Principals

Appendix CFB-R

Reviewed: August 2006

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CH - POLICY IMPLEMENTATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

The administration of the District shall be delegated to the Superintendent who shall carry out his/her administrative functions in accordance with the policies adopted by the Board. The execution of all decisions made by the Board concerning the internal operation of the School system shall be delegated to the Superintendent.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CHA - DEVELOPMENT OF REGULATIONS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

The Board shall delegate to the Superintendent the function of implementing appropriate actions to carry out Board policy.

The Superintendent will present to the Board his/her recommendations regarding appropriate regulations to implement Board policy.

In the development of rules, regulations, and procedures for the operation of the District, the Superintendent may include at the planning stage those employees who will be affected by such provisions.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CHB - BOARD REVIEW OF REGULATIONS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

Also BGD

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, therefore they may be revised when it appears they are not consistent with Board policy. On controversial topics, the Superintendent may request prior Board approval.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CHCA - APPROVAL OF HANDBOOKS AND DIRECTIVES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

The principal(s) and other administrators are responsible for the development of employee and student handbooks.

The contents of all handbooks must conform to District-wide policies and regulations. The Board must approve and adopt all handbooks prior to publication and distribution.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CHD - ADMINISTRATION IN POLICY ABSENCE

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

Also BFE

In the absence of established Board policy or Board direction, the Superintendent shall assume responsibility making necessary decisions. In such instances, Principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations which arise within the Schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but his/her decisions shall be subject to review and ratification by action of the Board at a regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CLA - TREATMENT OF OUTSIDE REPORTS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Within a reasonable time after receiving reports from such outside agents as the auditor, fire department, health department, and others, the Superintendent shall inform the Board of action s/he has taken pursuant to recommendations made in such reports, assuming such action can be completed within the current budget. Otherwise, the Superintendent shall prepare recommendations for Board action.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

CM - SCHOOL DISTRICT ANNUAL REPORT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

An annual report covering the diversified activities of the District and the administration's recommendations for its improvement shall be prepared by the Superintendent and presented to the Board as soon as possible after the close of each school year. Upon Board approval, the report shall be made available to the public and used as one means for informing parents and citizens, the State Board of Education, and other school districts in the area of the programs and conditions of the Schools.

Legal Reference:

RSA 193-A:3,II, (a), (b), Delivery of an Adequate Education

RSA 193-H:4, School Performance and Accountability

RSA 194:31, Register; Reports

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

SECTION D: FISCAL MANAGEMENT

Section D contains policies on the Hinsdale School Board- on school finances and the management of funds. Policies on the financing of school construction and renovation, however, are filed in Section F, Facilities Development.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
DA	R	Fiscal Management Plan
DAB	P	Fund Balance Policy
DB	R	Annual Budget
DAF	P	Administration of Federal Grant
Funds		
DBC	R	Budget Preparation
DBI	R	Budget Implementation
DBJ	O	Transfer of Appropriation
DC	O	Taxes and Borrowing Authority/ Limitations
DD	O	Funding Proposals and Applications
DEA	O	Funds from local Tax Sources
DFA	P	Investment
DGA	R	Authorized Signatures
DGD	O	School District Credit Cards
DH	R	Bonded Employees
DI	R	Fiscal Accounting and Reporting
DIA	R	Fund Balances
DID	R	Fixed Assets (Inventories)
DIE	R	Audits
DIH	R	Fraud Prevention and Fiscal Management
DJ	R	Purchasing
DJB	O	Purchasing Procedures
DJC	R	Petty Cash Accounts
DJD	O	Cooperative Purchasing
DJE	R	Building Procedures
DJF	O	Local Purchasing
DJG	O	Vendor Relations
DK	R	Payment Procedures
DKA	R	Payroll Procedures
DKC	O	Expense Reimbursements
DM	R	Cash In School Buildings
DN	R	Equipment and Supplies Sales

Categories:**P= Priority**

The subject matter of these policies is required by state and

or federal law

R= Recommended While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.

O= Optional These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

DA - FISCAL MANAGEMENT PLAN

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

The Hinsdale School Board recognizes the importance of excellent fiscal management in managing public resources to achieve the goals of the educational plan of the district. The board will be vigilant in fulfilling its responsibilities to see that these funds are used wisely to achieve the purpose for which they are allocated.

The district fiscal management plan seeks to achieve the following goals:

1. Engage in thorough advance planning to develop budgets and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program.
2. Establish levels of funding which will provide high quality education for the students of the district.
3. Use the best available techniques and processes for budget development and management.
4. Provide timely and appropriate information to the Board and all staff with fiscal management responsibilities.
5. Establish and implement efficient procedures for accounting, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Reviewed: March, 2004

Revised: November, 1999

New policy April, 1999

DAB- Fund Balance Policy

Category Priority-The subject matter of these policies is required by state and or federal law.

A Fund Balance Policy

The district hereby establishes and will maintain reservations of Fund Balance, as defined herein, in accordance with Governmental Accounting Standards Board Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Policy shall only apply to the Districts governmental funds. Fund balance shall be composed of nonspendable, restricted, committed, assigned and unassigned amounts.

B Definitions

1. ***Nonspendable Fund Balance***- includes amounts that are not in a spendable form (such as inventory or prepaid expenses) or are required to be maintained intact (such as principal of an endowment fund>)
2. ***Restricted Fund Balance***- includes amounts that can only be spent for specific purposes stipulated by external resource providers (such as grantors) or the enabling legislation (the annual District meeting). Restrictions may be charged or lifted only with the consent of the resources providers or the enabling legislation.
3. ***Committed Fund Balance***- includes amounts that can be used only for specific purposes determined by a formal action of the District highest level of decision making authority (the School board). Commitment may be changed or lifted only by the governing board taking the same formal action that imposed the constraint originally.
4. ***Assigned Fund Balance***- includes amounts the District *intends* to use for a specific purpose. For all governmental funds other than the General Fund, any remaining positive amounts are to be classified as “assigned”. The School Board expressly delegates this authority to the Superintendent, through the Business Administrator. Items that would fall under this type of fund balance classification would be encumbrances.
5. ***Unassigned Fund Balance***- includes amount that are not obligated or specifically designated and is available for any purposes. The residual classification of and General Fund balance is to be reported here. Any deficit fund balance of another fund is also classified as unassigned.

C Spending Prioritizations

1. When expenditures are incurred for proposes for which both restricted and unrestricted funds is available, restricted fund balance is considered to have been spent first.
2. When expenditures are incurred for purposes for which in any of the unrestricted fund balance classifications can be used, committed amounts should be reduced first, followed by assigned amounts and then unassigned amounts.

D Deficit Fund balance

At year end, if any of the special revenue funds (such as food service fund) has a deficit unassigned fund balance, the Superintendent is authorized to transfer funds from the General Fund to cover the deficit, providing the General Fund has the resources to do so.

E Minimum Level of Unassigned Fund Balance

The District will return any assigned fund balance of the General Fund at year end to offset the next fiscal year's tax rate for the Town.

F Annual Review

Compliance with the provisions of this policy shall be reviewed as part of the annual budget adoption process.

First reading of the Hinsdale School Board 08-10-11

Final reading of the Hinsdale School board 09-14-11

Reviewed by the Hinsdale School Board 04-11-12

Reviewed by the Hinsdale School Board 06-10-13

Reviewed by the Hinsdale School Board 06-09-14

Reviewed by the Hinsdale School Board 06-10-15

Reviewed by the Hinsdale School Board 06-14-16

Reviewed by the Hinsdale School Board 05-10-17

Reviewed by the Hinsdale School Board 05-09-18

Reviewed by the Hinsdale School Board 05-08-19

DAF- Administration of Federal Grant Funds

Category Priority-The subject matter of these policies is required by state and or federal law.

Related Policies: DI, DID, DJ, DJC, DJE, DJF & DK

See also: ADB, EFAA, EHB, JICI & JRA

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”)

DAF-1 ALLOWABILITY

DAF-2 CASH MANAGEMENT AND FUND CONTROL

DAF-3 PROCUREMENT

**DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS
PERTINENT TO FOOD SERVICE PROGRAM**

**DAF-5 CONFLICT OF INTEREST AND MANDATORY
DISCLOSURES**

**DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND
SUPPLIES PURCHASED WITH FEDERAL FUNDS**

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

DAF-9 TIME AND EFFORT REPORTING / OVERSIGHT

DAF-10 GRANT BUDGET RECONCILIATION

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

NOTICE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be

administered in accordance with this Policy, and any administrative procedures adopted implementing this Policy.

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education (NHDOE) or other applicable pass-through entity.

This policy establishes the minimum standards regarding internal controls and grant management to be used by the District in the administration of any funds received by the District through Federal grant programs as required by applicable NH and Federal laws or regulations, including, without limitation, the UGG.

The Board directs the *Business Administrator* to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal and/or law and regulation and shall be based on best practices.

The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

DAF-1 ALLOWABILITY

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. Cost Principles: Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
 - a. To determine whether a cost is “reasonable”, consideration shall be given to:
 - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
 - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
 - iii. market prices for comparable goods or services for the geographic area;
 - iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
 - v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
 - b. When determining whether a cost is “necessary”, consideration may be given to whether:
 - i. the cost is needed for the proper and efficient performance of the grant program;
 - ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;

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- iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.
 - c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
 3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
 4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
 5. Be determined in accordance with generally accepted accounting principles.
 6. Be representative of actual cost, net of all applicable credits or offsets.

The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
8. Be adequately documented:
 - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
 - b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

B. Selected Items of Cost: The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

C. Cost Compliance: The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect

1. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

2. “Indirect costs” are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if **all** the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R Part 200 pertaining to determining indirect cost allocation).

E. Timely Obligation of Funds: Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District – when the services are performed.
3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
4. Public utility services – when the District received the services.

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5. Travel – when the travel is taken.
 6. Rental of property – when the District uses the property.
 7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E – Cost Principles – on the first day of the project period.

F. Period of Performance: All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

In the case of a State-administered grant, obligations under a grant may not be made until the grant funding period begins or all necessary materials are submitted to the granting agency, whichever is later. In the case of a direct grant, obligations may begin when the grant is substantially approved, unless an agreement exists with NHDOE or the pass-through entity to reimburse for pre-approval expenses.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

The District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The *[Business Administrator]* is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 - 1. The District receives less than \$120,000 in Federal awards per year.
 - 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 - 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 - 4. A foreign government or banking system prohibits or precludes interest bearing accounts.

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- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System (“PMS”) through an electronic medium using either Automated Clearing House (“ACH”) network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as “addenda records” by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

DAF-3 PROCUREMENT

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District’s written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall also conform to the provisions of the District’s documented general purchase Policy *DJ*.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

A. Competition: All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

- 1.unreasonable requirements on firms in order for them to qualify to do business;
- 2.unnecessary experience and excessive bonding requirements;
- 3.noncompetitive contracts to consultants that are on retainer contracts;
- 4.organizational conflicts of interest;
- 5.specification of only a “brand name” product instead of allowing for an “or equal” product to be offered and describing the performance or other relevant requirements of the procurement; and/or
- 6.any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

B. Solicitation Language: The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in

competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

C. Procurement Methods: The District shall utilize the following methods of procurement:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

2. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

3. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000.

- a. In order for sealed bidding to be feasible, the following conditions shall be present:

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- i. a complete, adequate, and realistic specification or purchase description is available;
 - ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
 - iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.
 - b. When sealed bids are used, the following requirements apply:
 - i. Bids shall be solicited in accordance with the provisions of State law and DJE . Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
 - ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
 - iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
 - iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
 - v. The Board reserves the right to reject any and all bids for sound documented reason.
 - vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.I.

4.Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one sources submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

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- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
 - b. Proposals shall be solicited from an adequate number of sources.
 - c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
 - d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. the item is available only for a single source;
- b. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or
- d. after solicitation of a number of sources, competition is determined to be inadequate.

D. Contracting with Small and Minority Businesses, Women's Business

Enterprises, and Labor Surplus Area Firms: The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

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1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
 2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
 3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
 4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
 5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
 6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

E. Contract/Price Analysis: The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.323(a)). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

F. Time and Materials Contracts: The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiently. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

- G. Suspension and Disbarment:** The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance/ and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensure. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under DAF-3, paragraph J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
3. For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
4. For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).
5. For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).

- I. Bid Protest:** The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing

of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

- J. Maintenance of Procurement Records:** The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding disbarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB and District Administrative Procedures EHB-R .

**DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO
FOOD SERVICE PROGRAM**

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

- A. Mandatory Contract Clauses:** The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
 2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
 3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs,

including directly associated costs in a manner suitable for contract cost determination and verification;

4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

B. Contracts with Food Service Management Companies: Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

C. “Buy American” Requirement:

Under the “Buy American” provision of the National School Lunch Act (the “NSLA”), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, *domestic commodity or product*. As an SFA, the District is required to comply with the “Buy American” procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District’s behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, “*domestic commodity or product*” is defined as an agricultural commodity or product that is produced or processed in the United States using “*substantial*” agricultural commodities that are produced in the United States. For purposes of the act, “*substantial*”

means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

1. Exceptions: The two main exceptions to the Buy American requirements are:
 - a) The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
 - b) Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
2. Steps to Comply with Buy American Requirements: In order to help assure that the District remains in compliance with the Buy American requirement, the Business Administrator shall
 - a) Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.);
 - b) Monitor contractor performance;
 - c) Require suppliers to certify the origin of the product;
 - d) Examine product packaging for identification of the country of origin; and
 - e) Require suppliers to provide specific information about the percentage of U.S. content in food products annually.

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Business Administrator, who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or received a tangible

personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially effecting any federal award. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. “Equipment” and “Pilferable Items” Defined:** For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. Records:** The Business Administrator and Director of Technology shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

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- C. **Inventory:** No less than once every two years, the [*Business Administrator*] shall cause a physical inventory of all equipment and pilferable items must be taken and the results reconciled with the property records at least once every two years. Except as otherwise provided in this policy DAF_, inventories shall be conducted consistent with Board Policy DID.
- D. **Control, Maintenance and Disposition:** The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:
1. prevent loss, damage, or theft of the property; Any loss, damage, or theft must be investigated;
 2. to maintain the property and keep it in good condition; and
 3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials shall be determined by the Business Administrator.

Travel costs shall be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the Superintendent shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

All fiscal transactions must be approved by the Superintendent *who* can attest that the expenditure is allowable and approved under the federal program. The *Superintendent* submits all required certifications.

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally-sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

- A. **Compensation:** Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:
 - 1. is reasonable for the services rendered, conforms to the District’s established written policy, and is consistently applied to both Federal and non-Federal activities; and

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2. follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

B. Time and Effort Reports: Time and effort reports shall:

1. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. be incorporated into the official records of the District;
3. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
5. comply with the District's established accounting policies and practices;
6. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The *Superintendent* is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

DAF-10 GRANT BUDGET RECONCILIATION

Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District shall determine whether the recipient of such federal funds is a “contractor” or “subrecipient”, as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 “Subrecipient and contractor determinations”. Generally, “subrecipients” are instrumental in implementing the applicable work program whereas a “contractor” provides goods and services for the District’s own use. Contractors will be subject to the District’s procurement and purchasing policies (e.g., DAF-3 relative to federal grant funds, DJE relative to bidding requirements for non-federal money projects, etc.). Subrecipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

A. Sub-award Contents and Communication.

In the execution of every sub-award, the District will communicate the following information to the subrecipient and include the same information in the sub-award agreement.

1. Every sub-award will be clearly identified and include the following Federal award identification:
 - a) Subrecipient name
 - b) Subrecipient’s unique ID number (DUNS)
 - c) Federal Award ID Number (FAIN)
 - d) Federal award date
 - e) Period of performance start and end date
 - f) Amount of federal funds obligated
 - g) Amount of federal funds obligated to the subrecipient
 - h) Total amount of the Federal award
 - i) Total approved cost sharing or match required where applicable
 - j) Project description responsive to FFATA
 - k) Name of Federal awarding agency, pass through entity and contact information

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- l) CFDA number and name
 - m) Identification of the award is R&D
 - n) Indirect cost rate for the Federal award
2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
 3. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
 4. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
 5. Requirements that the District and its auditors have access to the subrecipient records and financial statements.
 6. Terms and conditions for closeout of the sub-award.

B. Subrecipient Monitoring Procedures.

The Superintendent is responsible for having all the District project managers monitor subrecipients. The District will monitor the activities of the subrecipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

Subrecipient monitoring procedures include:

1. At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.
2. Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:
 - a) Prior experience with the same or similar sub-awards.
 - b) Results of previous audits and single audit (if applicable).
 - c) New personnel or new or substantially changed systems.
 - d) The extent and results of Federal awarding agency monitoring.
3. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
4. Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.

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5. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
 6. In conducting regular oversight and monitoring, the District project managers will:
 - a) Verify invoices that include progress reports.
 - b) Review progress reports to ensure project is progressing appropriately and on schedule.
 - c) Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
 - d) Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
 - e) Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
 - f) Review subrecipient match tasks for eligibility.
 - g) Initial the progress report and invoice confirming review and approval prior to payment.
 - h) Raise any concerns to the *Business Administrator*.
 7. The *Business Administrator*, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
 8. Payments will be withheld from subrecipients for the following reasons:
 - a) Insufficient detail to support the costs billed;
 - b) Unallowable costs;
 - c) Ineligible costs; and/or
 - d) Incomplete work or work not completed in accordance with required specifications.
 9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.
- C. Subrecipient Project Files.** Subrecipient project files will contain, at a minimum, the following:
- a) Project proposal
 - b) Project scope
 - c) Progress reports

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- d) Interim and final products
 - e) Copies of other applicable project documents as required, such as copies of contracts or MOUs

D. Audit Requirements.

All subrecipients are required to annually submit their audit and Single Audit report to the District for review to ensure the subrecipient has complied with good accounting practices and federal regulations. If a deficiency is identified, the District will:

1. Issue a management decision on audit findings pertaining to the Federal award.
2. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. Methodology for Resolving Findings.

The District will work with subrecipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant subrecipients in accordance with 2 CFR 200.338 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

- a) Temporarily withhold cash payments pending correction of the deficiency
- b) Disallow all or part of the cost of the activity or action not in compliance.
- c) Wholly or partly suspend or terminate the sub-award.
- d) Initiate suspension or debarment proceedings.
- e) Withhold further Federal awards for the project or program.
- f) Take other remedies that may be legally available

District Policy History:

First reading: 08/21/19

Second reading/adopted: 09/11/19

District revision history:

Legal References:

42 USC 1751 – 66 National School Lunch Act

2 C.F.R. Part 180

2 C.F.R. Part 200

200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c);

200.430; 200.431; 200.458; 200.474(b)

200 Appendix II

7 CFR Part 210

210.16; 210.19; 210.21; 215.14a; 220.16

DB - ANNUAL BUDGET

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

One of the primary responsibilities of the Hinsdale School Board is to secure adequate funds to carry out a high-level program of instruction.

The adopted annual school budget is the financial outline of the District's educational program; it is the legal basis for the establishment of tax rates. The annual school budget process is an important function of District operations and should serve as a means to improve communications within the school organization and with the residents of the community.

The Superintendent will be responsible for preparing, and presenting to the Board for adoption, the annual school budget. The Board expects the Superintendent to work closely with the principals and other administrators to assess the needs of the schools. The principals will confer with appropriate staff in getting budgetary requests and information on requirements.

Legal References:

RSA 32:4, Preparation of Budgets: Estimate of Expenditures and Revenues

RSA 32:5, Budget Preparation

RSA 197:5-a, School meetings and Officers: Budget

Revised March, 2004

Revised: November, 1999

Revised: July, 1998

DBC - BUDGET PREPARATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Superintendent may establish procedures for the involvement of staff in the development of the budget proposal.

The Hinsdale School Board will adopt guidelines and a schedule each year for the timely submission of the budget to the Board, and budget committee.

Legal References

RSA 195:12, Cooperative School District: Budget

RSA 197:5-a, School Meetings & Officers: Budget

RSA 32:4, Preparation of Budgets: Estimate of Expenditures and Revenues

RSA 32:5, Budget Preparation

NH Code of Administrative Rules- Section Ed 302:02 (a), Substantive Duties of the Superintendent.

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DBI - BUDGET IMPLEMENTATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Superintendent will establish procedures for budget implementation, control, and reporting.

Legal References:

RSA 32:10, Transfer of Appropriations

NH Code of Administrative Rules Section Ed. 302:02 (e) (j) (o.)

Substantive Duties of the Superintendent

Reviewed: August 2006

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DBJ - TRANSFER OF APPROPRIATION

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

In the event it becomes necessary to expend an amount greater than what was appropriated for a specific purpose, the Board is authorized to transfer funds from an unexpended balance of one appropriation to a different appropriation that is in deficit. All transfers of appropriations will be made consistent with the provisions of RSA 32:10.

The Board authorizes the Superintendent to transfer funds between line items up to \$5,000. Any transfer in excess of \$5,000 shall first require Board approval and authorization. Any transfer of funds between line items by the Superintendent shall be done so only to achieve purposes set forth the goals or aims to be accomplished through the expenditure of public funds.

In no circumstance shall the total amount spent exceed the total amount appropriated at the school district annual meeting.

The Superintendent is authorized to develop administrative rules or regulations to accompany this Policy.

Legal References:

RSA 32:10, Transfer of Appropriations

RSA 282-A:71, III, Unemployment Compensation

Revised: May 2006

Revised: March 2004

Revised: November 1999

Revised: July 1998

DC - TAXING AND BORROWING AUTHORITY/LIMITATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

No funds will be borrowed for capital building projects or other major capital items without the expressed approval of the Hinsdale School District at an annual or special school district meeting.

Legal Reference:

RSA 33:8, Town or District Bonds or Notes

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DD - FUNDING PROPOSALS AND APPLICATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Superintendent will inform the Hinsdale School Board of all possible sources of state, federal, and other funds for the support of the schools and/or for the enhancement of educational opportunities. The Superintendent is to apprise the Board of its eligibility for general or program funds and to make recommendations for Board action.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

DEA - REVENUES FROM LOCAL TAX SOURCES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The major share of all financial support for local school districts is raised by taxing property. Most of the financial support of public education, therefore, is subject to a direct vote of the people.

It is the responsibility of the Hinsdale School Board is to explain the objectives and needs of the schools to appropriate community bodies that have a role in school budget adoption, and to the voters of the District.

The Board, administration, and the professional staff will work with the taxpayers toward the solution of problems in the operational funding of the School District.

The Board will:

Accept all available state funds to which the District is entitled by law or through rules of the State Board of Education, and

Accept all federal funds which are available providing there is a specific need for them and that matching funds required are available.

The Board may accept revenues on a case-by-case basis consistent with the goals, policies, and programs of the District.

Legal Reference:

RSA 198:20-b, Appropriation for Unanticipated Funds Made Available During Year

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DFA - INVESTMENT

Category Priority-The subject matter of these policies is required by state and or federal law.

The School Board authorizes the School District Treasurer, working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, to invest the funds of the District subject to the following objectives and standards of care.

OBJECTIVES

The three objectives of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of the investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

STANDARDS OF CARE

1. Prudence. The standard of prudence to be used by the District Treasurer and Superintendent, or his/her designee involved in the investment process, shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the GFOA* Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. Ethics and conflicts of interest. The School District Treasurer and Superintendent, or his/her designee involved in the investment process, shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and Investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose

any personal financial institutions with which they conduct business. They shall also disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall subordinate their personal investment transactions to those of the School District, particularly with regard to the timing of purchases and sales.

3. Internal Controls. The District Treasurer and Superintendent or his/her designee shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed periodically by the School Board and an independent auditor.

The investment of funds will be left to the discretion of the Finance Committee without prior approval of the Board.

The Board will periodically review the investment policy.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 383:22, Public Deposit Investment Pool

Appendix: DFA-R

Revised: February 2008

Revised: July 1998, November 1999, March 2004

First reading of the Hinsdale School Board 08-10-11

Final reading of the Hinsdale School board 09-14-11

Reviewed by the Hinsdale School Board 04-11-12

Reviewed by the Hinsdale School Board 06-10-13

Reviewed by the Hinsdale School Board 06-09-14

Reviewed by the Hinsdale School Board 06-10-15

Reviewed by the Hinsdale School Board 06-14-16

Reviewed by the Hinsdale School Board 05-10-17

Reviewed by the Hinsdale School Board 05-9-18

Reviewed by Hinsdale School Board 05-08-19

DGA - AUTHORIZED SIGNATURES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Checks drawn on the general fund or any special fund (with the exception of the activity fund) will require the signature of the School District Treasurer, who is authorized to sign only after approval of manifests by the Board. Checks drawn on an activity fund will require two signatures.

The checks used by the Hinsdale School District will be pre-numbered.

Legal Reference:

RSA 197:23-a, Treasurer's Duties

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DGD- SCHOOL DISTRICT CREDIT CARDS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Superintendent or his/her designee is authorized to procure a credit card or cards in the School District's name. Any District credit card will be under the sole supervision of the Superintendent or the Business Administrator.

Use of a District credit card shall be used only for the purchase of School District equipment, supplies, travel expenses and materials. Purchase shall be for items authorized by the adopted school district budget. Use of the District credit card for personal or private purchases is strictly prohibited.

The School Board authorizes the Superintendent to develop administrative regulations to govern the use of the District credit cards, as needed.

All charges must be verified with receipts.

First Reading of the Hinsdale School Board 05-09-12
Final Reading of the Hinsdale School Board 08-15-12

DH - BONDED EMPLOYEES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

State law requires that the Treasurer and Assistant Treasurer be bonded. The Hinsdale School District will arrange a Public Officials Bond to cover the Treasurer and each Assistant Treasurer, if any, in the amount of \$100,000. It is the practice that any employee who administers student activity money shall be bonded.

Any employee who administers funds for the District will be bonded appropriately. The District will arrange a Blanket Position Bond, including a Faithful Performance endorsement, in the amount of \$100,000 on all employees who administer funds for the District.

Legal Reference:

RSA 197:22, Treasurer's Bond

Revised: May 2006

Revised: March, 2004

Revised: July, 1998

DI - FISCAL ACCOUNTING AND REPORTING

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Hinsdale School District's accounting system will be in conformance with the New Hampshire Financial Accounting Handbook published by the State Department of Education. An adequate system of encumbrance accounting will be maintained.

The Hinsdale Board shall receive financial reports and statements showing the financial condition of the School District. These statements/reports shall contain estimates which shall contain estimates to project cost for the full year including actual encumbered expenses. The Hinsdale School Board may ask for a statement or report at any time.

Legal Reference:

NH Code of Administrative Rules Section Ed. 302:02 (e) (j), Substantive Duties of the Superintendent

Appendix: DI-R

Revised: March, 2004

Revised: July, 1998

DIA- FUND BALANCES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

The School Board will return to the Town any unassigned general fund balance at year-end to offset the next fiscal year's tax rate unless the school district legislative body authorizes the school district to retain year-end unassigned general funds in accordance with RSA 198:4-b.

Additionally, any fund balance shall only be used or returned in accordance with applicable New Hampshire law and/or Governmental Standards Board Statement 54 (GASB 54).

Legal References:

RSA 32, Municipal Budget Law

RSA 33, Municipal Finance Act

RSA 35, Capital Reserve Funds

RSA 198:4-b Contingency Fund

Governmental Standards Board Statement 54 (GASB 54)

Revised: September 2012

New Sample Policy: June 2011

First reading of the Hinsdale School Board 10-10-12

Final reading of the Hinsdale School Board 11-07-12

DID - FIXED ASSETS (Inventories)

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

To serve the functions of conservation and control, a running inventory of fixed assets with appraised values will be maintained by the Superintendent's office on buildings and contents including (1) buildings and grounds equipment, (2) furniture, (3) administrative equipment, (4) educational equipment, (5) vehicles, and (6) textbooks and supplementary books.

The Superintendent will designate the person responsible for maintaining an inventory of equipment, materials, and supplies in his/her shop, laboratory, or classroom.

These inventories will be brought up-to-date as needed, but no less than once per fiscal year. Two copies of the inventory will be filed with the building administrator.

Reviewed: March, 2004
Revised: July, 1998

DIE - AUDITS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

The books and accounts of the Hinsdale School District shall be audited yearly. The audit to be performed will meet the basic audit procedures prescribed by CPA standards.

The Hinsdale School Board shall select the auditors after hearing the recommendation from the Superintendent/Assistant Superintendent or business administrator. Such audit will be made in accordance with RSA 197:25.

Legal References:

RSA 197:25, Auditors

RSA 671:5, School District Elections: Auditors

Revised: March, 2004

Revised: July, 1998

DIH – FRAUD PREVENTION AND FISCAL MANAGEMENT

Category: Recommended

Authority

The Board expects all Board members, district employees, volunteers, consultants, vendors, contractors and other parties that maintain a relationship with the school district to act with integrity, due diligence, and in accordance with law in their duties involving the District's resources. The Board is entrusted with public funds, and no one connected with the District shall do anything to erode that trust.

Definitions

Fraud, financial improprieties, or irregularities include but are not limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other assets.
4. Impropriety in handling money or reporting financial transactions.
5. Profiteering because of insider information of district information or activities.
6. Disclosure of confidential and/or proprietary information to outside parties.
 7. Acceptance or seeking of anything of material value, other than items used in the normal course of advertising, from contractors, vendors, or persons providing services to the District.
 8. Destruction, removal, or inappropriate use of District records, furniture, fixtures, or equipment.
9. Failure to provide financial records to authorized state or local entities.
10. Failure to cooperate fully with any financial auditors, investigators or law enforcement.
11. Other dishonest or fraudulent acts involving District monies or resources.

Delegation of Responsibility

The Superintendent or designee shall be responsible to develop and implement internal controls designed to prevent and detect fraud, financial impropriety, or fiscal irregularities within the District, subject to review and approval by the Board.

The Superintendent shall be responsible for maintaining a sound system of internal controls that is designed to identify potential risks, evaluate the nature and extent of those risks, and manage them effectively.

District administrators are responsible to be alert to an indication of fraud, financial impropriety, or irregularity within their areas of responsibility.

The Superintendent shall recommend to the Board for its approval completion of a forensic audit when it is deemed necessary and beneficial to the District.

The Superintendent shall ensure the appropriate authorities are notified, pursuant to state law, when cases of fraud, embezzlement, or theft have been identified.

Guidelines

Reporting

An employee who suspects fraud, impropriety, or irregularity shall immediately report his/her suspicions to the Superintendent. If the report involves the Superintendent, the employee shall report his/her suspicions to the Board Chair. Employees who bring forth a legitimate concern or suspicion about a potential impropriety shall not be retaliated against. Those who do retaliate against such an employee shall be subject to disciplinary action.

Investigation

The Superintendent shall have primary responsibility for conducting necessary investigations of reported fraudulent activity.

Based on his/her judgment, the Superintendent shall coordinate investigative efforts with the District auditor, insurance agent, external agencies, and law enforcement officials, if applicable.

If the Superintendent is involved in the complaint, the Board Chair is authorized to engage the District's local legal counsel or alternate legal counsel to initiate an investigation of the complaint and coordinate the investigative efforts with individuals and agencies s/he deems appropriate.

Records shall be maintained for use in an investigation.

Individuals found to have altered or destroyed records shall be subject to disciplinary action. If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent shall present a report to the Board and appropriate personnel.

If the Superintendent has not previously notified law enforcement and/or a regulatory agency with jurisdiction, the Board shall determine the final disposition of the matter, including whether the matter will be referred to the appropriate law enforcement and/or regulatory agency for further investigation or action.

Confidentiality

The Superintendent shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the individuals and facts. All employees involved in the investigation are required to maintain confidentiality regarding all information about the matter during the investigation. Results of an investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate right-to-know, until the results are made public.

Prevention

In order to prevent fraud, the Board directs that a system of internal controls be followed that include but are not limited to the following:

-
- { } Segregation of Duties - Where possible, more than one (1) person will be involved in pieces of financial transactions. No one (1) person shall be responsible for an entire financial transaction.
 - { } Payments - Payments shall be made only by checks. No cash transactions shall be permitted. Check signers shall be approved annually by the Board and will consist of persons not involved in the transaction. All checks shall have at least two (2) signatures.
 - { } Bank Reconciliations - Bank statements and cancelled checks shall be reconciled by individuals who are not authorized to sign checks, nor involved in check processing.
 - { } Access to Checks - Physical and electronic access to School District checks and accounts shall be limited to those employees with designated business functions.
 - { } Capital Assets - The business office shall maintain updated lists of district capital assets.
 - { } Training - Administrators shall be responsible for ensuring that employees under their supervision receive training regarding fraud prevention.

Revised: September 2017

New Policy: April 2009

First Reading of the Hinsdale School Board 11-07-17

Final Reading of the Hinsdale School Board 12-13-17

DJ - PURCHASING

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

The acquisition of supplies, equipment, and services will be centralized in the business office, which functions under the supervision of the Superintendent, and through whose office all purchasing transactions are conducted.

The Board assigns the Superintendent the responsibility for the quality and quantity of purchases made. The prime guidelines governing this responsibility are that all purchases fall within the framework of budgetary limitations and that they be consistent with the approved educational goals and programs of the District.

The Business Administrator will be solely responsible for the final approval of all non-educational purchases. The Superintendent or his/her designee will approve educational purchases beyond budget limitations.

The Business Administrator shall be responsible for all phases of purchasing in accordance with Board Policy; for requisitions, current order purchasing, writing of specifications for bids, deliveries, storage, and other tasks related to the purchases, acceptance and distribution of supplies.

Legal Reference:

RSA 194-C:4 II (a), Superintendent Services

NH Code of Administrative Rules Section 303.01 (b), Substantive Duties of School Boards

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DJB - PURCHASING PROCEDURES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Procedures for purchasing will be developed by the Superintendent or his/her designee.

Purchasing procedures will be designed to avoid assumption of risk and to ensure the best possible price for the desired products and services.

These procedures will require that all purchases are made on properly approved purchase orders and that for items not put to bid, price quotations will be solicited.

Special arrangements may be made for ordering perishable and emergency supplies.

Legal References:

RSA 194-C:4 II (a), Superintendent Services

NH Code of Administrative Rules Section 303.01 (b), Substantive Duties of School Boards

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DJC -PETTY CASH ACCOUNTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

A petty cash fund will be established for all school buildings within the District. Such funds shall be for the purchase of minor items and/or provide immediate payment for minor services.

The accounting for petty cash funds shall be on a monthly basis. The accounting report shall be provided to the District Business Administrator. The Superintendent or his/her designee shall establish the necessary controls for accounting and reimbursement of the funds. No single purchase/reimbursement shall exceed \$50.00. Purchases/reimbursements in excess of \$50.00 shall require a purchase order. In cases of emergencies, the Building Principal, with prior approval of the Business Administrator, may exceed the established single purchase/reimbursement limit.

Additional administrative regulations/procedures governing petty cash funds are established in Appendix DJC-R.

Appendix: DJC-R

Revised: September 2009
Reviewed: March 2004
Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 12-14-11
Final Reading of the Hinsdale School Board 01-11-12

DJD - COOPERATIVE PURCHASING

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board, at its option, may join in cooperative purchasing with other school districts or governmental agencies in the Town of Hinsdale to take advantage of lower prices for bulk purchasing and to reduce the administrative costs involved in bidding.

The Superintendent is directed to contact nearby superintendents or governmental officials from time to time to assess whether such an arrangement is feasible and appropriate.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

DJE - BIDDING REQUIREMENTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

All contracts for, and purchases of supplies, materials, equipment, and contractual services in the amount of \$50,000 or more, shall be based, when feasible, on at least three competitive bids. All purchases less than \$50,000 in amount may be made in the open market but shall, when possible, be based on at least three competitive quotations or prices. All purchases made in the open market shall be completed after careful pricing.

When bidding procedures are used, bids shall be advertised appropriately. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids must be submitted in sealed envelopes, addressed to the Hinsdale School Board or designee, and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified and all bidders and other persons shall be invited to be present.

The Board reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the District. The Board reserves the right to waive any formalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered. The Board also reserves the right to negotiate with a bidder when all bids exceed the budgeted appropriation.

The bidder to whom the award is made shall be required to enter into a written contract with the District.

Legal References:

RSA 194-C:4 II (a), Superintendent Services

NH Code of Administrative Rules, Section Ed. 303.01 (b), Substantive Duties of School Boards

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DJF - LOCAL PURCHASING

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

It shall be the policy of the Hinsdale School District to purchase locally available goods of equal quality when such goods are available and at competitive prices.

The District should not feel bound to purchase any item locally that can be secured at a savings to the District from outside sources, nor shall he or she feel bound to purchase locally unless adequate service and delivery can be given by the local supplier.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

DJG - VENDOR RELATIONS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

In all purchasing activities, of the Board shall:

1. Consider first the interests of the school system and the betterment of its educational program.
2. Endeavor to obtain the greatest value for every tax dollar expended.
3. Give all responsible bidders equal consideration and assurance of unbiased judgment in determining whether their products meet specifications and the educational needs of the school system.
4. Discourage the offer of, and decline, gifts which in any way might influence the purchase of school supplies and equipment.
5. Accord a prompt and courteous reception, insofar as conditions permit, to all who call on legitimate business missions.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

DK - PAYMENT PROCEDURES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

All manifests, supported by original invoices, must be approved and signed by the majority of the Hinsdale School Board.

The District's Treasurer will sign all checks that will be mailed from the central office.

Legal Reference:

RSA 197:23-a, Treasurer's Duties

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DKA – PAYROLL PROCEDURES

Category: Recommended

All salaries and supplements paid regular staff members, substitute or part-time personnel, and student workers will be paid through the business office at regular intervals not to exceed 14 days, unless the Commissioner of the Department of Labor has authorized a different interval in accordance with RSA 275:43, IV-a (a).

Proper payroll procedures are dependent on staff attendance accounting and on the signing-in and signing-out of part-time and hourly workers. The necessary procedures for this will be established by the Superintendent and carried out by the administrative personnel.

Compensation records kept by the business office will reflect an accurate history of the compensation and related benefits paid to each employee.

Pay Day Schedule

The School District pays salaries on a regular schedule throughout the school year. There shall be no salary advances.

Salary Deductions

There will be no advance salary for any staff member.

Salary deductions are allowed. They are subject to the limitation of the accounting equipment. Authorized payroll deductions include:

1. Credit Union
2. Tax-Sheltered Annuities
3. Union Dues
4. Insurance Premium Contributions
5. Other deductions such as United Way and other charities.

All salary deductions, other than those regulated by federal or state laws, will be deducted only upon written approval of the employee.

Legal Reference:

RSA 194-C:4 (II) (a), Superintendent Services

RSA 275:43. Payment of Wages; Hourly School District Employees

Revised: September 2017

Revised: September 2015

Revised: July 1998, November 1999, March 2004

First Reading of the Hinsdale School Board 11-07-17

Final Reading of the Hinsdale School Board 12-13-17

DKC - EXPENSE REIMBURSEMENTS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Hinsdale School District personnel and officials who incur expenses in carrying out their authorized duties may be reimbursed by the District upon submission of a properly filled out and approved voucher and such supporting receipts as required.

When official travel by personally owned vehicle has been authorized, mileage payment shall be made at the rate currently approved by the Board.

All travel outside New Hampshire must have the prior written approval of the Superintendent.

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

DM - CASH IN SCHOOL BUILDINGS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Monies collected by school employees and by student treasurers shall be handled with good and prudent business procedures. All monies collected shall be receipted, accounted for, and deposited daily.

In no case shall monies be left overnight in schools, except in safes provided for safekeeping of valuables, and even then not to exceed more than a few dollars. All vending machines shall be emptied of cash daily. All schools shall provide for making bank deposits after regular banking hours in order to avoid leaving money in school overnight. This policy shall be well publicized to deter burglary attempts.

Reviewed: March, 2004

Revised: July, 1998

DN - EQUIPMENT AND SUPPLIES SALES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

No equipment or supplies shall be disposed of until permission has been received from the Hinsdale School Board. The Board shall determine whether the material involved has salable value, and if such shall be the case, it shall authorize the sale of the material. If the material does not have salable value, the proper disposal of the books, equipment, and/or supplies shall be determined by the Board.

SCHOOL PROPERTIES DISPOSAL PROCEDURE

The Board authorizes disposition of obsolete items according to the following priority actions:

1. By selling to the highest bidder or whatever other business arrangement is in the best interest of the Hinsdale School District.
2. When practicable, the Board shall donate such items to charitable organizations and schools.
3. By giving such items to local citizens.
4. By removal to the town dump.

Sale of real estate will be by the vote of the electorate of the School District at an annual or special School District meeting, and the revenue derived there from will be returned to the general fund to defray costs of current expenses.

Fixed asset inventories will be amended to reflect changes in values through disposal.

Legal Reference:

CFR 34, Sec. 80.32

Reviewed: March, 2004

Revised: November, 1999

Revised: July, 1998

SECTION E: SUPPORT SERVICES

Section E contains policies on the Hinsdale School Board on non instructional services and programs, particularly those on business management such as safety, building and grounds management, office services, transportation and food services

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
EB/JLI	P	Joint Loss (also JLI)
EBB/ADD	O	Safety Procedures/Safe Schools Committees (also EB)
EBBB	R	Accident Reports(also EBBC, JLCE)
EBBC/JLCE	P	Emergency Care and First Aid (also EBBB, JLCE, & JLCD)
EBBD	P	Indoor Air Quality
EBC	O	Crisis Prevention and Response (also EB, EBCA & JICK)
EBCA	R	Emergency Plans
EBCB	R	Fire Drills
EBCC	R	Bomb Threats
EBCD	R	Emergency Closings (also EBCE)
EBCE	R	School Closings (also EBCD)
EBCF	O	Pandemic/Epidemic Emergencies
EC	O	Buildings and Grounds Management
ECA	R	Buildings and Grounds Security
ECAB	O	Access to Buildings (also EB, EC & ECA)
ECAC	O	Vandalism
ECAF	R	Audio and Video Surveillance on School Buses (Also EEA, JICK)
ECF	O	Energy Conservation
EDC	O	Authorized Use of School-Owned Materials and Equipment
EDCA	O	Employee Use of Cellular Telephones
EEA	R	Student Transportation (also EEAE, EEAE & JICC)
EEAA	R	Video and Surveillance on School Property (also ECAF, EEA, EEAE, JICC & JICK)
EEAE	R	School Bus Safety Program (also ECAF, EEA, EEAE, & JICC)
EEAEA	P	Mandatory Drug and Alcohol Testing- School Bus Drivers
EEAEC	R	Student Conduct on School Buses

EEAF	O	(also EEA & JICC) Special Use of School Buses
EEAG	R	Use of Private Vehicles to Transport Students
EF	R	Food Service Management (also JLCF)
EFA Healthy Foods	P	Availability and Distribution of
EFAA-	P	Meal Charging
EFC	O	Free and Reduced Price Lunch
EFE	R	Vending Machines
EGAD	R	Copyright Compliance
EH	R	Public Use of School Records (also EHB)
EHAA	R	Computer Security, E-mail and Internet Communications(also EGA)
EHAB	P	Data Governance and Security
EHB	P	Data/Record Retention (also EH, JRA & GBJ)
EI	R	Risk Management
EIB	R	Liability Insurance and Pooled Risk Management
EID	R	Insurance

Categories:

P= Priority

The subject matter of these policies is required by state and or federal law

R= Recommended

While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.

O= Optional

These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

EB-JOINT LOSS MANAGEMENT COMMITTEE

Category Priority-The subject matter of these policies is required by state and or federal law.

See also JLI

The Superintendent will cause the formation of the Joint Loss Management Committee as required by RSA 281-A: 64, III, and a Crisis Management Plan that conforms to the national Incident Command System.

The practice of safety shall also be considered a facet of the instructional plan of the District schools by incorporating educational programs in traffic and pedestrian safety, driver education, fire prevention, emergency procedures, and others, appropriately geared to students at different grade levels.

Each Principal shall be responsible for the supervision and implementation of a safety program for his/her school. General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees. The principal shall be responsible for developing student safety procedures to be used on school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources. The safety plan will be on file in each district building and in the SAU office.

Legal References:

RSA 200:40, Emergency Care

RSA 281-A:64, III, Worker's Compensation, Safety Provisions; Administrative Penalty

NH Code of Administrative Rules, Section Ed 306.04(a)(2), School Safety

NH Code of Administrative Rules, Section Ed 306.04(d), School Safety Procedures

Revised: June 2013

Revised: October 2005, February 2008, May 2008

First Reading of the Hinsdale School Board 08/21/13

Final Reading of the Hinsdale School Board 09/11/13

EBB/ADD- SAFE SCHOOLS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

See also EB, JICK

The Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. To that end, the Board directs the superintendent to develop a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.

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11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
 12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
 13. Procedures for the reporting of criminal activity to law enforcement. Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law.

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

Revised: June 2013

New Policy: November 2006

First Reading of the Hinsdale School Board 08/21/13

Final Reading of the Hinsdale School Board 09/11/13

EBBB - ACCIDENT REPORTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also EBBC & JLCE

In the event of an accident on school grounds, the school district employee who witnessed or first responded to the accident must fill out an accident form within 24 hours of the accident. Such form must then be filed with the Principal.

If the accident involves the services of a physician and/or is likely to result in an insurance claim, two accident reports are to be prepared: one copy filed at the school office and one copy given to the District's insurance agent. If the incident is not one involving a physician and is unlikely to be an insurance case, it will be sufficient to prepare one copy to be filed at the school.

The procedures for accidents and accident reporting are to be reviewed in September by the Principal in association with school district staff of each school.

Legal References:

RSA 200, Health and Sanitation

N.H. Code of Administrative Rules, Section Ed 306.12, School Health Services

N.H. Code of Administrative Rules, Section Ed 311, School Health Services

Revised: September 2008

Revised: July 1998, November 1999, October 2005

Reviewed and approved by the Hinsdale School Board January 13, 2009

EBBC/JLCE - EMERGENCY CARE AND FIRST AID

Category Priority-*The subject matter of these policies is required by state and or federal law.*

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of parents or legal guardian for each student and staff member. See appendix JLCE-R for a sample form.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

Additionally, the school physician, school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians. Each school will be allowed to stock epinephrine for emergency administration to any adult or child without the written permission of the parent or guardian. Proper protocols and procedures will be in place for such administration per guidelines and regulations through the State of NH and the board of nursing. Standing orders should be in place for such administration.

For significant injuries, the staff person witnessing the event must fill out an accident report, which must be submitted to administration so that he/she is informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

Naloxone/Narcan and Opioid Antagonists:

The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.

The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists will be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.

The Superintendent is authorized to procure such medication on behalf of the District.

All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. Such medication will be locked at all times except when needed for administration. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions.

Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.

Records related to the administration of such medication shall be made and maintained by the school nurse. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

Legal References:

RSA 200:40, Emergency Care

RSA 200:40-a, Administration of Oxygen by School Nurse

RSA 318-B:15, Persons and Corporations Exempted

Ed 306.04(a)(21), Emergency Care For Students And School Personnel

Ed 306.12, School Health Services

Appendix: EBBC-R and JLCE-R

Revised: April 2016
Revised: October 2005, February 2007, August 2008, May 2014

First Reading of the Hinsdale School Board 5/11/2016
Final Reading of the Hinsdale School Board 06/14/16

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EBBD - INDOOR AIR QUALITY

Category: *The subject matter of these policies is required by state and or federal law.*

In order to ensure that all school buildings have adequate indoor air quality, the Board directs the Superintendent to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The Superintendent may delegate the implementation of these methods to building principals. The Board encourages the Superintendent to utilize methods and recommendations established by various State agencies.

In addition to addressing methods eliminating emissions, building principals are directed to annually investigate air quality in their respective school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the Superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clear air measures aimed at improving indoor air quality.

Legal References:

RSA 200:11-a, Investigation of Air Quality

RSA 200:48, Air Quality in Schools

NH Code of Administrative Rules, Section Ed. 306.04(a)(22), Air Quality in School Buildings

NH Code of Administrative Rules, Section 306.07(a)(4), School Facilities

Revised : May 2014 (only changes are to legal references. Content of policy is unchanged.

Revised: May 2012

New policy: September 2010

First Reading of the Hinsdale School Board 06-13-12

Final Reading of the Hinsdale School Board 08-15-12

Reviewed and Approved by the Hinsdale School Board September 10, 2014

EBC -CRISIS PREVENTION AND RESPONSE

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See also EB, EBCA, JICK

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

The Superintendent shall establish an advisory committee to develop a Crisis Prevention and Response Plan. Board Policy EBCA and Appendix EBCA-R contain provisions relative to Emergency Response Plans. Consistent with Policy EBCA and RSA 189:64, the School Board directs the Superintendent to develop site-specific emergency response plans for each school building and further directs the Superintendent to submit the emergency response plans to the Division Of Homeland Security And Emergency Management, Department Of Safety.

The committee will review school district programs and activities, assess the district's security and safety needs, and review Board policies, administrative regulations, response plans and procedures.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Legal References:

RSA 189:64, Emergency Response Plans

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

Revised: September 2014

Revised: August 2007

New Policy: November 2006

First reading of the Hinsdale School Board October 8, 2014

Final reading of the Hinsdale School Board November 12, 2014

EBCA- CRISIS PREVENTION AND EMERGENCY RESPONSE PLANS

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

Related Policies: EB & JICK

See also Appendix: EBCA-R

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

The Superintendent is responsible for ensuring that at least two times per year, the District conducts emergency response drills. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or his/her designee, will serve as a coordinator/liaison with these authorities.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school.

The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such review, the plan remains unchanged, then the Superintendent shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is update/revised, the

Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

District Policy History:

First reading: December 12, 2018

Second reading/adopted: January 9, 2019

District revision history:

Legal References:

- RSA 189:64, Emergency Response Plans
- RSA 193-D, Safe School Zones
- RSA 193-F, Pupil Safety and Violence Prevention
- NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety

EBCB - FIRE DRILLS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Fire drills will be scheduled by the building principals. Fire Drills should be conducted at least once per month while school is in session. Exceptions to the frequency of such drills may be granted pursuant to state law.

The purpose of a fire drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside. The building principal is responsible for creating fire drill routes and procedures, and for maintaining all documentation relative to fire drills.

Legal Reference:

*NH Code of Administrative Rules, Section SAF-C 6008.04, 6008.05, State Fire Code, Building Safety
Appendix: EBCB-R Fire Exit Drills in Educational Occupancies*

Revised: February 2008

Reviewed: April 2004

Revised: July 1998, January 2006

EBCC - BOMB THREATS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Hinsdale School Board recognizes that bomb threats are a significant concern to the schools. Whether the threat is real or a hoax, a bomb threat represents a potential danger to the safety and welfare of students, staff, and school property.

No person shall make or communicate, by any means, a threat that a bomb has been or will be placed on school premises.

Any bomb threat will be regarded as a serious matter and will be treated accordingly. In the event a bomb threat is made, the following procedures shall be followed:

1. The Superintendent or his/her designee shall call for an immediate evacuation of all school buildings.
2. Simultaneously, local law enforcement authorities shall be notified.
3. An investigation of the threat should be made by local law enforcement authorities or applicable state department.

Any decision to re-enter the school or buildings will be made by the Superintendent, or designee, and only after such clearance has been given by the appropriate law enforcement agency.

Making a bomb threat is a crime. As such, any person found to have made a bomb threat will be subject to arrest and prosecution according to law. Any student suspected of making a bomb threat will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action, in accordance with applicable Board policy.

Legal References:

RSA 158:9, Possession of Explosives

RSA 644, Breaches of the Peace and Related Offenses

Revised: November 2006

Reviewed: April 2004

Revised: July 1998, November 1999, May 2006

EBCD - EMERGENCY CLOSINGS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also EBCE

The Superintendent shall establish criteria and procedures for emergency closings of the schools.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closing, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with Board policy in reporting for work.

Revised: April, 2004

Revised: November, 1999

Revised: July, 1998

EBCE - SCHOOL CLOSINGS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

See also EBCD

SCHOOL CLOSINGS

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made his designee or School Board Chairperson.

Announcements: When the Superintendent decides it is necessary to delay opening or close any facility or school or cancel any school event, he/she or designee will initiate all related communications to the public by radio, television, website, or other available means.

Delayed Opening of Schools: The Superintendent may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, including the cancellation of morning kindergarten, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.

Closing of Schools Only for the Entire Day: When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated to radio and television stations shall state that the school district is closed. If school is closed for the entire day, all evening programs will be cancelled.

Afternoon and Evening Program Cancellations: When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.

Weekend Closings: When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or an event, the Superintendent is responsible for decisions regarding cancellations and for notifying the appropriate media.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. When schools are closed

for emergency reasons, staff members shall comply with Board policy in reporting for work.

Revised: February 2008

Revised: July 1998, November 1999, April 2004

EBCF - PANDEMIC/EPIDEMIC EMERGENCIES

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board recognizes that a pandemic/epidemic is a serious threat that stands to affect students, staff, and the community as a whole. The Board establishes this policy in the event the town/ municipality and/or school district is affected by a pandemic or epidemic. At all times the health, safety and welfare of the students shall be the first priority. The District shall follow the advice and recommendations in the State of New Hampshire's Influenza Pandemic Public Health Preparedness & Response Plan, as prepared by the Dept. of Health & Human Services.

Planning and Coordination

Planning for a pandemic requires a multi-faceted effort, and school preparedness should include input from a team of individuals to address their specific areas of expertise.

The Superintendent shall designate one or more employees to serve as a liaison between the school district and local and State health officials. This designee is responsible for communicating with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district. The Board encourages the designee to become a member of the Health Alert Network through the New Hampshire Department of Health & Human Services.

The principal and/or school nurse or other designee shall develop a curriculum component to health classes that is designed to teach students about preventing or limiting the spread of communicable diseases.

With fiscal concerns in mind, the district may purchase and store supplies necessary for an epidemic/pandemic response, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by the school nurse.

The Superintendent shall develop procedures and plans for the transportation of students in the event students are released from school early.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in transmission to other students, faculty, or staff, that person shall be immediately isolated pending further medical examination. The New Hampshire Communicable Disease Control Section of the

Department of Health and Human Services shall be notified immediately.

Infection Control

Any student or staff member found to be infected with a communicable disease that may bears risk of transmission will be excluded from school until that individual's primary care physician or other medical personnel indicating that the individual does not bear the risk of transmitting the communicable disease provide medical clearance.

Students with excessive absences due to a communicable disease may be given a reprieve from other Board policies relative to excessive student absences. Efforts will be made by the staff to determine what, if any, schoolwork the student can complete while absent.

Staff members who are forced to miss excessive days of work shall first use any leave entitled to them through the Family and Medical Leave Act and/or accrued sick leave. If a staff member has still not received medical clearance to resume his/her work duties, absences in excess of a staff member's allotted leave will not affect the employee's right to continued employment.

Continuance of Education

The Superintendent will develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

The Superintendent is authorized to amend the traditional class schedule and schedule of days. Such a plan may include extending the school day, having school days held on Saturdays, the use of previously scheduled vacation days, and/or extend the school year beyond the previously established end of school year.

Legal References:

*Influenza Pandemic Public Health Preparedness & Response Plan, New Hampshire
Department of Health & Human Services, Updated March 2, 2006,
www.dhhs.nh.gov/DHHS/CDCS/LIBRARY/Policy-Guideline/dphs-influenza-plan.htm*

EC - BUILDINGS AND GROUNDS MANAGEMENT

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Superintendent will have the general responsibility for the care, custody and safekeeping of all school property, establishing such procedures and employing such means as may be necessary to discharge this responsibility.

At the building level, the Principal will be responsible for overseeing the school plant and for the proper care of school property by the staff and students.

Reviewed: April, 2004

Revised: July, 1998

ECA - BUILDINGS AND GROUNDS SECURITY

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board will cooperate closely with local law enforcement and fire departments, and with insurance company inspectors.

Records and funds will be kept in a safe, locked location.

Access to school buildings and grounds outside of regular school hours will be limited to school personnel whose work requires it. An adequate key control system will be established to limit access to buildings to authorized personnel.

School buildings will be closed and locked after the last school activity has concluded each day.

A building being used by an authorized school or community group in the evening or on non-school days, will be opened for such activity and secured again after its conclusion.

A school district employee must be on school grounds during the course of the activity. Only a school district employee will be allowed to open and close the school in the event of such an activity.

Classroom windows and doors are to be locked when the teachers leaves the building.

In addition to this policy, the Superintendent is charged with establishing further safety and security provisions as may be necessary.

The building principal is responsible for enforcing this policy.

Revised: February 2008

Reviewed: April 2004

Revised: July 1998, November 1999

Reviewed:

ECAB - ACCESS TO BUILDINGS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See also EB, EC, ECA

Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it. Keys shall not be loaned to anyone and under no circumstances shall school employees have extra keys made unless specifically authorized to do so by the Superintendent or building principal.

Combinations to school vaults and safes shall be changed each time there are changes in personnel who have had the combinations. All equipment shall be stored in as safe a place as possible and employees must avoid leaving equipment and supplies where they are readily accessible to others.

Classroom windows and doors are to be locked when the teacher leaves the building. Any employee using the building in the evening or on weekends must be certain doors are locked after entering and upon leaving.

No exit doors shall be chained at any time whether or not the building is occupied. Principals, custodians and other responsible persons must be certain that all accessible exits are operable whenever a building or portion of a building is in use. However, approved security bars or devices may be used to secure outside doors when school is not in session.

New Policy: November 2006

ECAC - VANDALISM

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See Also JICD, JICDD, KDC

Vandalism is defined as the willful damaging, destruction or defacing of school-owned property.

This definition also applies to any deliberate tampering with or misuse of district computer network services or equipment. It shall also include the willful damaging, destruction or defacing of property used by the school district in conjunction with related services such as school buses, on field trips, and other school-sponsored events that may occur off-campus.

Students found to have vandalized school property will face discipline in accordance with applicable Board policies. The Building Principal is authorized to report such acts of vandalism to local law enforcement authorities. Additionally, the District may seek financial reimbursement from either the student(s) or the students' parent/legal guardians for such damage caused.

If the vandalism is caused by someone other than a student of the District, the District may proceed with all legal remedies available to it under the law, including criminal prosecution.

When vandalism is discovered, the administration is directed to take such steps as are necessary to identify the vandals. If students have taken part in vandalism, the Building Principal shall:

1. Identify the students involved;
2. Notify the students' parents/legal guardians;
3. Decide upon disciplinary and/or legal action;
4. Take any constructive actions needed to guard against further student misbehavior; and
5. Seek appropriate restitution.

Students and community members are strongly urged to report incidents of vandalism and to cooperate with school officials in identifying the individuals responsible for causing vandalism.

Revised: February 2008

Reviewed: April 2004

Revised: July 1998

ECAF - AUDIO AND VIDEO SURVEILLANCE ON SCHOOL BUSES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also EEA, JICK, JRA

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2.

This policy constitutes notification that audio and video recordings may be made on school buses used in the district. See also Policy JICK – Pupil Safety and Violence Prevention. The Superintendent or his/her designee shall ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring.

The Superintendent is charged with establishing administrative procedures to address the length of time, which the recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings. That procedure shall comply with RSA 570-A:2, II (k)(2) which provides in pertinent part: "In no event, however, shall the recording be retained for longer than 10 school days unless the school district determines that the recording is relevant to a disciplinary proceeding, or a court orders that it be retained for a longer period of time. An audio recording shall only be reviewed if there has been a report of an incident or a complaint relative to conduct on the school bus, and only that portion of the audio recording which is relevant to the incident or complaint shall be reviewed."

Recordings may be viewed only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Business Administrator
- Building Administrator
- Law Enforcement Officers
- Transportation Contractor Official

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 to use and retention of an audio and video recording in the event of such an occurrence.

Legal References:

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

Revised: May 2017

Revised: September 2010

Revised: November 2006

New Policy: August 2006

First Reading of the Hinsdale School Board 08-16-17

Final Reading of the Hinsdale School Board 09-13-17

ECF- ENERGY CONSERVATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

It is the district's responsibility to ensure that every effort is made to conserve energy while exercising sound financial management and safety. The implementation of this policy is the joint responsibility of the Board, administrators, teachers, students, support personnel and community, and its success is based on cooperation at all levels.

The Superintendent is authorized to establish a committee to study various ways and methods in which the school district can conserve energy and lessen its energy usage. The Superintendent is urged to include administrators, staff and students on this committee.

Additionally, the Superintendent shall establish administrative rules and regulations necessary to implement this policy.

The principal will be accountable for energy management on his/her building with annual energy audits being conducted and conservation programs being updated. Use of the various energy systems of each building will be the joint responsibility of the principal and head custodian.

Curriculum will be developed to ensure that every student will participate in the energy management program.

Specific areas of emphasis include:

1. Every student and employee will be expected to contribute to energy efficiency;
2. All unnecessary lighting in unoccupied areas will be turned off. All lights will be turned off when students and teachers leave school. Custodians will turn on lights only in the areas in which they are working;
3. Energy management on his/her campus will be made a part of the principal's annual evaluation;
4. The head custodian at each school will be responsible for a complete and total shutdown of the facility when closed each evening;
5. Administrative regulations to implement this policy will be developed by the superintendent.

New Policy: September 2008

First reading of the Hinsdale School Board February 11, 2009

Approved by the Hinsdale School Board March 11, 2009

EDC - AUTHORIZED USE OF SCHOOL-OWNED MATERIALS & EQUIPMENT

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

No school equipment may be used for other than school, school-related, civic, or educational purposes.

The Board shall permit school equipment to be loaned to staff members when such use is related to their employment and to students when the equipment is to be used in connection with their studies or extracurricular activities. A written agreement should be used, which specifies the borrower's responsibility to return the equipment in the condition in which it was received, and his/her financial responsibility for any loss or damage, which will meet the requirements of all applicable insurance.

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

EDCA- Employee Use of Cellular Telephones

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Board recognizes that the use of cellular telephones and other electronic communication devices may be appropriate to help ensure the safety and security of District property, students, staff, and others while on District property or engaged in District sponsored activities. To this end, the Board authorizes the purchase and employee use of such devices, as deemed appropriate by the Superintendent.

District owned cellular telephones and other devices will be used for authorized District business purposes, consistent with the District's mission and goals. Personal use of such equipment is prohibited except in emergency situations. Any expenses incurred for such personal use shall be reimbursed to the District.

Use of cellular telephones and other electronic communication devices in violation of Board policies, administrative regulations, and/or state/federal laws will result in discipline up to and including dismissal and referral to law enforcement officials, as appropriate.

The Superintendent is directed to develop administrative regulations for the implementation of this policy, including a uniform and controlled system for identifying employee cell phone needs, monitoring use, and reimbursement. Provisions may also be included for staff use of privately owned cellular telephones and other devices for authorized District business.

District employees are prohibited from using cell phones or other electronic communication devices while driving or otherwise operating District-owned motor vehicles.

Emergency Use

Students and staff are encouraged to use any available cellular telephone in the event of an emergency that threatens the safety of students, staff or other individuals.

A school bus driver is prohibited from operating a school bus while using a cellular telephone except:

- (1) During an emergency situation;
- (2) To call for assistance if there is a mechanical breakdown or other mechanical problem;
- (3) When the school bus is parked.

Use of Personal Cell Phones and Communication Devices

Employees are strongly discouraged from using their personal cell phone during the school days. When necessary, employees may use their personal cell phones and similar communication devices only during non-instructional time. In no event shall an employee's use of a cell phone interfere with the employee's job obligations and responsibilities. If such use is determined to have interfered with an employee's

obligations and responsibilities, the employee may be disciplined in accordance with the terms of the collective bargaining agreement and Board policies.

Appendix EDCA-R

Legal References:

RSA 265:105-a, Prohibited Text Messages and Device Usage While Operating a Motor Vehicle

Revised: September 2009

Revised: February 2008

New Policy: March 2005

EEA - STUDENT TRANSPORTATION SERVICES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also EEAE, EEAE & JICC

The District will provide pupil transportation services consistent with applicable law.

Per RSA 193:12, students who are deemed legal residents of the school district pursuant to a divorce decree or parenting plan developed under RSA 461-A will not necessarily be provided for students admitted under this provision and under corresponding law. The Superintendent or designee will make all determinations as to whether transportation will be provided in such circumstances. The Superintendent or designee's decision will be final.

General Operating Policy

The Superintendent, subject to review by the Board, shall establish bus routes. Routes will be developed annually and posted. Pupils attending private schools shall be entitled to the same transportation privileges within the District as are provided for pupils in public school. Bus stops shall be established under the direction of the Superintendent. A bus stop so established will be designated as authorized when the School Board has approved its designation as such. Drivers may not load or unload pupils at other than authorized bus stops.

Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report, in writing, misconduct to the student's Principal. Parents of children whose conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. The school Principal will have the authority to suspend the riding privileges of students failing to conform to bus rules and regulations. The Board must approve suspensions of riding privileges that continue beyond twenty (20) days.

Resolution of Conflicts

Parents who wish to request a change or exemption from any of the Student Transportation policies shall direct that request to the SAU Transportation Coordinator. If the SAU Transportation Coordinator's ruling does not satisfy the parent, he/she may appeal the ruling within five days to the Superintendent. If the parent is again not satisfied by the ruling, he/she may appeal to the Superintendent within the next five-day period. As a last appeal, the parent may request to appear before the Board's Transportation Committee.

The following transportation policy has been adopted by the Hinsdale School Board and applies to all pupils in the school district except kindergarten pupils:

1. No bus operator may charge money of the pupil or parent for furnishing transportation.
2. Pupils may be required to walk up to one mile to an established bus stop.
3. Hinsdale Kindergarten students residing 1/2 mile or more from the Hinsdale Elementary School are entitled to school district transportation. This policy is subject to an annual School Board review.

Legal References:

RSA 189:6, Transportation of Pupils
RSA 189:8, Limitations and Additions
RSA 189:9, Pupils in Private Schools
RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons
RSA 193:12, Legal Residency Required

Appendix: EEA-R & JICC-R

Revised: September 2013

Revised: November 1999, April 2004, May 2006, August 2006, August 2008

First Reading of the Hinsdale School Board 11-13-13

Final Reading of the Hinsdale School Board 12-11-13

EEAA -VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

See also JIC, JICD

The Board authorizes the use of video and/or audio devices on District property to ensure the health, welfare, and safety of all students, staff and visitors to District property and to safeguard District buildings, grounds, and equipment. The Superintendent will approve appropriate locations for surveillance devices. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view. However, such devices are not to be placed in bathrooms or locker rooms.

Recording equipment will be placed in classrooms only after school board approval following a public hearing. The administration must receive written permission and consent from the classroom teacher and the parent/guardian of all students within the classroom prior to the use of recording equipment within a classroom.

Signs will be posted on school buildings to notify students, staff and visitors that video cameras may be in use. At the Superintendent's discretion, parents and students may also be notified through the student handbook. Students will be responsible for any violations of school rules caught on camera recordings.

The district will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording. The Superintendent will consult with the necessary personnel to determine how and when such recordings should be deleted.

Videos containing evidence of a violation of student conduct rules and/or state or federal law will be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or applicable law. Any release or viewing of the video will be in accordance with the law.

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

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

Legal References:

RSA 189:65, Definitions

RSA 189:68, Student Privacy

RSA 570-A:2

20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

Appendix: JICC-R, EEA-R

Revised: September 2015

Revised: February 2008, September 2008, September 2010

First Reading of the Hinsdale School Board 12-09-15

Final Reading of the Hinsdale School Board 01-13-16

EEAE -SCHOOL BUS SAFETY PROGRAM

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

See also ECAF, EEA, EEAEC, & JICC

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least two times a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected on a regular schedule to see that they meet applicable safety regulations.
4. All drivers will be screened before employment for physical condition, proper license, and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed.
5. The Board authorizes use of video and/or audio surveillance on school buses to ensure the health, welfare, and safety of all students while riding on school buses. Use of such surveillance will be in accordance with Policy ECAF, Audio and Video Surveillance on School Buses.
6. 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.
7. The School District or independent contractor will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements known to bus drivers. It will also cooperate with local safety officials in formulating and accomplishing its school bus safety program.

Legal References:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act
RSA 189:6-a, School Bus Safety
RSA 570-A:2, Interception and Disclosure of Telecommunication or Oral Communications

Prohibited

Appendix JICC-R & EEA-R

Revised: September 2010

Revised: February 2006, February 2008, September 2008

First Reading of the Hinsdale School Board 12-14-11

Final Reading of the Hinsdale School Board 01-11-12

EEAEA - MANDATORY DRUG AND ALCOHOL TESTING- BUS DRIVERS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

In compliance with the United States Department of Transportation (49 CFR Part 40), employees of District performing a safety sensitive job or holding a CDL license will be required to submit to drug and alcohol tests in accordance with the Rules and Regulations promulgated by that department.

The testing will be done by the by a qualified company selected by the District. The agency will review all mandatory drug testing including pre-employment, random, post accident, reasonable suspicion, and return-to-duty. A laboratory certified by the Department of Health and Human Services will perform testing in compliance with the Department of Transportation regulations on the urine samples and delivered to them.

Random alcohol testing will be conducted at an annual rate of 25% of safety sensitive positions and will be preformed on National Highway Traffic Safety Administration (NHTSA) approved evidential breath testing device.

Random drug testing of employees will be done at an annual rate of 50% of the safety sensitive positions. Employee numbers will be drawn from a general pool to which the District belongs with a number of other statewide employers. Arrangements will be made with the selected agency so that these employees will go directly for a urine test when their number is drawn. The test site facility will be informed of the names to be expected.

The employee will be required to submit to a reasonable suspicion drug and/or alcohol test if their supervisor suspect's drug and/or alcohol use. Behaviors believed to be a result of drug and/or alcohol use must be observed directly by the supervisor.

A medical review officer (MRO) will review any employee test that is positive from the Center to determine if the test is confirmed positive. The MRO will refer all employees who have a confirmed positive test for drugs to a substance abuse professional (SAP). The breath alcohol technician (BAT) will refer any employee to a SAP whose breath test is 0.04 or above. Department of Transportation (DOT) regulations outline procedures dealing with employees who test 0.02 to .039. The employee must fulfill the SAP requirements and follow up testing in order to continue in their safety sensitive position. The employee is responsible for these charges associated with SAP, drug/alcohol treatment and follow up testing.

Any employee who tests positive, meaning a concentration level of 0.02 or greater, will be subject to a second confirmation test. If the second test is also

positive, the employee will be terminated from employment with the District.

The use, possession, sale, or transfer of illegal drugs, on or off the job, will be cause for termination. Refusal to participate in a drug screen or alcohol testing, whether selected randomly or for cause will result in immediate termination.

All files on drug and alcohol testing are maintained by the Center. This information is strictly confidential. The District will be advised immediately if an employee fails the drug or tests above 0.02 on breath alcohol measurement and by mail for all negative tests.

I have received and understand the drug and alcohol testing policy of the District.

Employee Signature:

Supervisor Signature:

Date: _____

CC: Personnel file

Legal References:

49 C.F.R. § 40.1-40.13 (2001), Transportation Workplace Drug Testing Program

49 C.F.R. § 392.1-392.5 (1995), Driving Commercial Motor Vehicles
RSA 200:37, Medical Examination of School Bus Operators

Appendix EEAEA-R

Revised: May 2006

Reviewed: April 2004

New policy: November 1999

Reviewed and approved by the Hinsdale School Board February 11, 2009

EEAEC - STUDENT CONDUCT ON SCHOOL BUSES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations Also EEA & JICC

Students using Hinsdale School District transportation must understand that they are under the jurisdiction of the school from the time they arrive at the bus stop, until they exit the bus stop.

Pupils transported in a school bus shall be under the authority of the District and under control of the bus driver. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a pupil to be denied the privilege of transportation in accordance with the regulations of the Board.

The driver of the bus shall be held responsible for the orderly conduct of the pupils transported.

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.

Resolution of Conflicts

A parent who wishes to request a change or exemption from any of the Student Transportation policies shall direct that request first to the SAU Transportation Coordinator. If the parent is not satisfied by the ruling of the SAU Transportation Coordinator, he or she may appeal the ruling within five days to the School Business Administrator. If the parent is again not satisfied by the ruling, he or she may appeal to the Superintendent within the next five-day period.

Legal References:

RSA 189:9a, Pupils prohibited for Disciplinary Reasons

Appendix: JICC-R & EEA-R

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

EEAF - SPECIAL USE OF SCHOOL BUSES

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

School bus services may be used for student field trips and school activity purposes. However, such use must necessarily be limited. School buses must be used, first, for regular school transportation.

The administration will develop and the Board will approve specific regulations relating to the use of buses for field trip purposes. The Superintendent, will be granted authority to approve the use of school buses for specific trips, within the above guidelines and subject to the Board approval.

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

EEAG - USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Any use of private vehicles to transport students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. The Board specifically forbids any employee to transport students, except the teacher's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Individuals providing unauthorized student transportation do so at their own expense and liability.

Any employee or private citizen using their own or a rented vehicle to provide school-authorized student transportation must have automobile liability insurance of not less than \$500,000 Combined Single Limit and provide a Certificate of Insurance naming the District as an Additional Insured. The District will maintain liability insurance, which will be in excess of the owner's primary insurance for authorized student transportation.

Persons under contract with the school district to provide school transportation services must have a valid School Bus Driver Certificate/License in accordance with applicable rules and laws. All vehicles must be approved by the New Hampshire Department of Safety as meeting all applicable school bus safety standards. Parents transporting their own children are exempt from this requirement, per Department of Safety regulations.

Persons providing transportation on an incidental basis, i.e., not specifically as part of a contract to transport, must have a valid driver's license, and the vehicle used must have a current New Hampshire inspection sticker. A commercial license is required for any vehicle that has a capacity of 16 or more.

No student shall be sent on school errands using any automobile. No student will transport another student for school authorized transportation.

Reimbursement for use of private vehicles may be made, but only if the employee or other person has prior approval of the designated administrator.

Legal References:

New Hampshire Code of Administrative Rules Section Saf-C 1304.05, Exemption From School Bus Driver's Certificate

Revised: April 2009

Reviewed: April 2004

Revised: July 1998, November 1999

First reading by the Hinsdale School Board 08/12/09

Final reading by the Hinsdale School Board 09/9/09

EF - FOOD SERVICE MANAGEMENT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also JLCF

All food service personnel will be directly responsible to the Food Service Manager and ultimately responsible to the building principal, Superintendent, or designee.

The Food Service Manager is responsible for the planning and preparation of food served in the food service program, ensuring full compliance with the State of New Hampshire's education rules and regulations. All food will comply with the nutrition standards as set forth by the school wellness program.

The Food Service Manager will order supplies, keep accurate records of financial transactions connected with the food service program, and prepare all records and reports as required.

The Food Service Manager will be certified by a NH Department of Education approved program.

All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.

The Food Service Manager will make recommendations to the building principal, the Superintendent, or designee concerning personnel and operational matters related to the food service program.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

NH Code of Administrative Rules, Section Ed. 306.11, Food and Nutrition Services

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

Reauthorization Act of 2004

New Policy: October 2005

EFA -AVAILABILITY AND DISTRIBUTION OF HEALTHY FOODS

Category: *The subject matter of these policies is required by state and or federal law.*

See also JLCF, EFE

The School District will support the availability and distribution of healthy foods and beverages in all school buildings during the school day.

The Superintendent or his/her designee is responsible for ensuring that all foods and beverages distributed within the district meet nutritional standards established by state and federal law relative to: (1) nutrient density; (2) portion size; and (3) nutrition targets, as defined in pertinent law.

The Superintendent or his/her designee is responsible for implementing developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards. The Superintendent or his/her designee is responsible for providing annual communication information about the policy and procedure and related curricula to the school community.

Legal References:

7 CFR 210.10, Nutrition Standards And Menu Planning Approaches For Lunches And Requirements For Afterschool Snacks

Ed 306.04 (a) (23) Availability and Distribution of Healthy Foods

Ed 306.11 (g), (h) Food and Nutrition Services

Revised :May 2014 (only changes are to legal references. Content of policy is unchanged.

New Sample Policy: May 2012

First Reading of the Hinsdale School Board 06-13-12

Final Reading of the Hinsdale School Board 08-15-12

Reviewed and Approved by the Hinsdale School Board September 10, 2014

EFAA - School Lunch Program Meal Charges

Category Priority-*The subject matter of these policies is required by state and or federal law.*

The District encourages all parents and guardians (hereinafter “parents”) to provide a healthy breakfast and lunch for their student(s). Parents are welcome to send students to school with a “brown bag/lunch box” meal. The District provides the opportunity to purchase breakfast and lunch from the school cafeteria. Each meal meets or exceeds the federal nutrition standards. Payment is expected no later than when the meal is served. Payment may be in cash (*check*) or as a debit against funds deposited into an established student lunch account.

The school lunch program is required by federal law to operate as a non-profit, which must end each fiscal year without a negative balance. Uncollected debt must be paid to the school lunch program from other funds. Therefore, parents of students required to pay the full or reduced price for meals must ensure that the school lunch program is paid for their student’s meals. The District’s policy is to quickly escalate efforts to bring student meal accounts into positive balance, to avoid circumstances where these accounts build significant debt.

Student Meal Accounts

The District uses a point-of-sale computerized meal payment system, which has an account for all students. Parents of students who will be purchasing meals using this system are required to establish and maintain a positive balance in the student’s meal account.

Funds may be deposited into a student lunch account by cash, check, or on-line payment. Cash or checks made out to the Hinsdale School District should be presented to the school office or presented to cashier of the food service entity. A check may also be mailed to Hinsdale School District, P.O. Box 27, Hinsdale, NH (please indicate this is to be put on students account) The District utilizes the services of <https://abbeygroup.net/k12paymentcenter/>. The use of checks or on-line payments is encouraged, as each provides a record. Parents are responsible for any fees charged by the on-line service. In accordance with United States Department of Agriculture (“USDA”) guidance SP 02-2015, there will be no processing fee for deposits to a student meal account made by cash or check.

A fee of \$25.00 will be charged to the parents for each check returned for insufficient funds. In accordance with RSA 358-C:5, notice of the fee charged for a check that is returned for insufficient funds shall be included in any letter sent to a Parent seeking payment because the student meal account has a negative balance.

Each notice to parents will include information on how to verify a student meal account balance, to resolve concerns regarding the accuracy of the account balance, or to obtain information on the school meal program, including the name, title, hours when available, phone number, and e-mail address of an appropriate member of the District staff.

Parental Restrictions on Use of Student Meal Account

Parents who establish a meal account for their student are responsible for establishing with their student any restrictions the parent chooses to place on use of the account. Unless restricted by the parent, a student may purchase a la carte items in addition to the regular meal choices. Some students purchase more than one meal at one sitting. Setting and ensuring compliance with limitations on the use of the student's meal account afford families an opportunity to develop their student's understanding of the responsible use of credit and debit accounts, which will benefit the student throughout life. Parents must monitor the student's use of the meal account to ensure that a sufficient balance is available at all times for their student to charge meals.

The District's policy is to ensure that students have access to healthy meals and that no student will be subject to different treatment from the standard school meal or school cafeteria procedures. Therefore, the District will allow students to purchase a meal, even if the student's meal account has insufficient funds. This policy applies to all meal offerings generally available at the cafeteria, breakfast, and lunch.

Balance Statements

The District will work proactively with parents to maintain a positive balance in their student's meal account. The Superintendent shall establish a procedure at each school requiring that a low balance statement be sent to parents whenever the balance in a student's meal account falls to or below a set amount that approximates the amount typically necessary to pay for one week of meals.

The notices will be sent by e-mail when practical, otherwise by a note, sealed in an envelope, and sent home with the student. Only those District staff who have received training on the confidentiality requirements of federal and state law, including the United States Department of Agriculture's ("USDA") guidance for school meal programs, and who have a need to access a child's account balance and eligibility information may communicate with parents regarding unpaid meal charges. Volunteers, including parent volunteers will not be used to communicate with parents regarding unpaid meal charges. 42 U.S.C. 1758(b) (6).

Notice prior to the account-reaching zero is intended to reinforce the requirement that a positive balance be maintained in the student meal account. If a student meal account falls into debt, the initial focus will be on resuming payments for meals being consumed to stop the growth of the debt. The secondary focus will be on restoring the account to routinely having a positive balance.

The District recognizes that unexpected financial hardships occur and will work with parents in this circumstance to limit the amount of accumulated debt. To do so, it is essential that parents respond to notices and cooperate with district staff efforts. Fairness and equal treatment requires that those able to pay, but who fall behind, must promptly bring their students meal account into a positive balance. The District's proactive approach is intended to help ensure students have healthy meals and that parents do not accumulate significant debt to the school meal program.

Free or Reduced Price Meals

The District participates in the federally supported program to provide free or reduced price meals to students from families whose economic circumstances make paying for meals difficult. Income guidelines for eligibility are based on family size and are updated each year by the USDA. The District will ensure parents are informed of the eligibility requirements and application procedures for free or reduced cost meals as well as the requirements of this policy.

Parents shall be provided with a copy of this policy and an application for free or reduced cost meals annually at the start of the school year through a mailing or in the parents' handbook, upon enrollment of a transfer student during the school year, and as a component of all notices sent to parents seeking payment to correct a negative balance in the student meal account. The communication explaining the availability of the free or reduced price meals shall include all the elements required by federal regulation, 7 C.F.R. 245.5. Each notice shall also identify a member of the District staff, with contact information, who is available to answer questions or assist the parents with applying for free or reduced price meals.

As required by the Civil Rights Act of 1964 and USDA guidance, parents with Limited English Proficiency ("LEP") will be provided with information on this policy and the free and reduced price meal program in a language the parents can understand. The District will utilize USDA and community resources to fulfill this requirement. This policy and links to application materials for the free or reduced price meal program will be posted on the school web site and made available to parents at each school.

The District will proactively enroll students found to be categorically eligible into the free or reduced price meal program. The District will seek to enroll eligible

students in the free or reduced price meal program upon learning from any source of the student's potential eligibility. When eligibility is established, the District will apply the earliest effective date permitted by federal and state law.

The District will provide a copy of this policy and application materials for free or reduced price meals to town welfare offices/human services offices and other local social service agencies who may have contact with parents who are confronting layoffs or other financial hardship.

Students Without Cash in Hand or A Positive Account Balance

Regardless of whether a student has money to pay for a meal or has a negative balance in the student meal account, a student requesting a meal shall be provided with a meal from among the choices available to all students. The only exception will be where the student's parents have provided the District with specific written direction that the student not be provided with a school lunch program meal, the student has a meal sent from home, or otherwise has access to an appropriate meal. Under no circumstances will a student's selected meal be thrown away because of the status of the student's meal account.

It is the parents' responsibility to provide their student with a meal from home or to pay for school prepared meals. Therefore, the District's policy is to direct communications to parents about student meal debt. When parents choose to provide meals sent from home, it is the parents' responsibility to explain to their student the necessity of the student not using the school meal program.

Initial efforts to contact parents will be by e-mail or phone, however if those efforts are unsuccessful, letters to parents may be sent home in sealed envelopes with the student. Resolution of the problem should seek to ensure the student has ongoing access to an appropriate meal.

Should the student's meal account balance fall below zero, a balance statement requesting immediate payment shall be sent to parents no less than once each week.

If the student's meal account balance debt grows to \$15.00 or more a letter demanding immediate payment shall be sent by US Mail to the parent or the parent shall be contacted by the Principal or designee by phone or in person. Where warranted, the Principal may arrange a payment schedule to address current meal consumption and arrearages while the school continues to provide the student with meals.

If the student's meal account debt grows to \$30.00 or more the parents will be requested to meet with the principal. When appropriate, the Principal should explore with the parents whether an application for free or reduced cost meals is

warranted. Where extenuating circumstances of financial hardship exist and the family is not eligible for free or reduced cost meals, the District will work with the parents to identify and engage governmental and private charitable resources, which are available to assist the family.

If a student with a negative balance in his or her meal account seeks to purchase a meal with cash or check, the student will be allowed to do so. There is no requirement that the funds be applied first to the debt.

Unresolved Debt

If the Principal determines that the best available information is that the parents are able to pay the expenses of the student's meals and the parents decline to cooperate with resolving the debt in a timely manner, a second letter shall be sent to the parents using certified mail, return receipt requested.

If parents, continue to fail to provide funds for their student to use the school lunch program, and continue to refuse to cooperate with reasonable requests by District staff to address the overdue debt, and the parent is believed to have the ability to pay, the Superintendent may pursue payment through civil legal action, including filing a claim in small claims court pursuant to RSA Chapter 503. The Superintendent is delegated authority to assess the likelihood that civil action will lead to payment, the resources required to pursue collection, and to pursue such action only when doing so is in the best interest of the District.

The Superintendent shall try to identify non-profit charities that are willing to contribute funds to the district to assist in keeping a positive balance in the meal account of students whose parents do not qualify for free meals and who due to financial hardship are unable to consistently keep the student meal account in a positive balance. If at the end of the fiscal year uncollected debt in student meal accounts must, as a last resort to fulfill federal requirements, be paid to the school meal program from other District funds, the parents' debt for unpaid meal charges shall be owed to the District. Applying the policy set forth above, the Superintendent shall determine if further collection efforts are in the best interest of the District. Any payments collected on debt that has been offset with District funds, shall be credited to the District. All debt collection efforts shall comply with RSA Chapter 358-C, New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act.

Staff Enforcement of Policy/Training

A copy of this policy and refresher training shall be provided annually to all food service and school staff responsible for serving student meals or enforcing this policy. New staff with these responsibilities shall be provided with a written copy of the policy and training on the policy during their initial training or orientation.

In accordance with federal requirements, a record shall be maintained documenting that new staff receive the policy and training. The record must also document that all applicable staff receive a copy of the policy and refresher training annually.

Student with Special Dietary Needs

Nothing in this policy prohibits providing an appropriate meal to a student with special dietary needs such as, but not limited to, diabetes, provided these needs have been documented in a health plan, Sec 504, or IEP. If the meal is medically required, and the student has a negative student meal account balance, or does not have cash to purchase the meal, the necessary dietary needs will be met.

To request meal accommodations for students whose dietary needs qualify them for accommodation under law or to file a school meal program complaint with the District, contact the school office at phone number Hinsdale Elementary School 336-5332 or Hinsdale Middle High School at 336-5984. .

To file a program complaint of discrimination with the USDA, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

This District is an equal opportunity provider.

Nondiscrimination

It is the District's policy that in the operation of child feeding programs; no child will be discriminated against because of race, sex, color, national origin, age, or disability. 7 C.F.R. 245.5(a) (1) (viii). Students will not be denied meals due to the existence of other unpaid charges at the school or for disciplinary reasons.

Assessment for Neglect Reporting

If a student who has been determined to be ineligible for free or reduced cost meals or whose parents have refused to cooperate with filing an application for free or reduced cost meals is consistently not provided with meals, either through

a meal sent from home or the payment for a meal through the school meal program, the Principal will assess whether a report of child neglect is warranted to the New Hampshire Department of Health and Human Services, Division for Children, Youth, & Families, as required by RSA 169-C: 29-31.

Legal References

15 U.S.C. § 1692-1695 federal Fair Debt Collection Practices Act (FDCPA)
42 U.S.C. 1758(b) (6), Use or disclosure of information
Civil Rights Act of 1964 & 7 C.F.R. Part 15, Subpart A & B
2 C.F.R. §200.426
7 C.F.R §210.09
7 C.F.R §210.10
7 C.F.R §210.15
7 C.F.R. §245.5
USDA SP 46-2016 – No later than July 1, 2017, all SFA’s operating the Federal school meal program are required to have a written meal charge policy.
USDA Guidance SP37-2016: Meaningful Access for Persons with Limited English Proficiency (LEP) in the School Meal Programs
RSA 189:11-a
RSA 358-C, New Hampshire's Unfair, Deceptive, or Unreasonable Collection Practices Act;
NH Dept. of Education Technical Advisory – Food and Nutrition Programs
See also Policy:
JLCF – Wellness
EF – Food Service Management
EFA – Availability and Distribution of Healthy Foods
EFE – Vending Machines

First Reading of the Hinsdale School Board 10-11-17
Final Reading of the Hinsdale School Board 11-07-17

EFC - FREE AND REDUCED-PRICE LUNCH POLICY

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

In accordance with federal regulations, the Hinsdale School District shall make available to all children of low economic means and children of moderate-income families experiencing financial difficulties free or reduced-priced lunches through the School Lunch Program in the local school.

Parents who believe their children are eligible may contact the building principal and a determination will be made relative to their eligibility. Parents may appeal a negative determination to the Board and the Superintendent.

Legal Reference:

42-U.S.C. 1751-1769, National School Lunch Act

Reviewed: August 2006

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

EFE - VENDING MACHINES

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

See also JLCF

The installation and use of vending machines in the schools will be to complement the school lunch program, and encourage students in good eating habits. Contents of vending machines will be in compliance with Policy JLCF, Student Wellness Policy.

The service and sale of all food and beverages to students during school hours will be under the control of the school food service department, and the revenue from such sales will be deposited and accrued to the food service revenue budget.

Vending machines may be operated by the school food services department for the sale of beverages in employee lunchrooms. The funds derived from such sales will accrue to the food service program revenue budget. Students will not make purchases from these machines.

Vending machines may also be operated by the school in employee lounges for employee use only. The funds derived from such operation will accrue to the internal accounts fund for the individual school.

Vending machines may be operated after school hours for student use. The profits derived from such operations will accrue to the school's student activities fund or its internal accounts fund.

The Food Services Director and Principal(s) will submit to the Superintendent annual financial reports on each account.

Revised: February 2006

EGAD - COPYRIGHT COMPLIANCE

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempted purpose. Severe penalties may be imposed for unauthorized copying or using audio, visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Legal Reference:

US Code Title XVII, Public Law 94-533, United States Copyright Law of 1976.

Appendix EGAD-R

Reviewed: March 2005

EH - PUBLIC USE OF SCHOOL RECORDS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also EHB

The Superintendent is hereby designated the custodian of all District governmental records, including but not limited to, minutes, documents, writings, letters, memoranda, e-mails, or other written, typed, copied, electronic or developed information received, possessed, assembled, or maintained by this District.

1. All requests for governmental records are to be forwarded to the Superintendent immediately upon receipt. If the requested governmental records exist, are properly disclosed to the public, and are readily available, the requested records shall be promptly made available for inspection or if requested, copies provided. No fee shall be charged to inspect governmental records. A fee may be charged for copies which reflects the actual cost of making a paper copy or the actual cost of the electronic media onto which a copy is placed for delivery.
2. If the existence or location of the requested governmental records is uncertain, if a determination needs to be made as to whether some or all of the requested records are confidential or exempt from disclosure, if legal advice is needed regarding the request, or if redacted copies must be prepared to provide the properly disclosed records while preserving the confidentiality of information which is not properly disclosed, the Superintendent will within five (5) business days of the request respond to the requestor in writing acknowledging receipt of the request and providing a statement of the time reasonably necessary to determine whether the request shall be granted or denied.
3. The Superintendent or designee may contact the person making the request, if the request is unclear or will be time consuming and onerous to fulfill, to determine if the person will clarify the request or agree to narrow the request. Any clarification or narrowing of the request shall be documented in writing and a copy provided to the person making the request.
4. In accordance with RSA 91-A:4, if the Superintendent finds the requested governmental records exist and to be public in nature, he or she shall notify the person making the request and make the records or a copy of the records available for inspection. If requested, copies will be provided at cost. If the requested governmental records do not exist the party requesting the information will be informed in writing that the

requested governmental records do not exist.

5. If the Superintendent finds the information not to be public in nature, he or she shall inform the requesting party in writing that the governmental records requested are not a public record and cannot legally be disclosed.

6. If the Superintendent is unable to ascertain whether or not the information requested is public in nature, or whether the Right-to-Know law requires preparation of a copy of the governmental record that discloses public information while redacting confidential information/information exempt from disclosure, he or she is hereby authorized to request, on behalf of the Board, an opinion from the Board's attorney as to the nature of the information. Such opinion requests will be made promptly following the request for the information. The Superintendent shall notify the person making the request in writing that additional time will be needed to determine if the request will be granted or denied. Upon receipt of an opinion from legal counsel, the Superintendent will promptly notify the person making the request of the outcome of the determination and where legally appropriate make the records available for inspection or copying.

Legal References:

RSA 91-A:4, Minutes and Records Available for Public Inspection

Revised: September 2017

Revised: September 2008

Reviewed: April, 2004

Revised: July 1998, November 1999, October 2005

Note

NHSBA previously categorized this policy as Mandatory/Required by Law, Category P. Upon further research, it is not required by law. NHSBA still recommends you keep this policy in place.

NHSBA note: September 2017: This policy is updated to conform with the current language of the Right-to-Know law, RSA Chapter 91-A. See also sample regulation, BEDG-R, Access to Minutes and Public Records, also updated September 2017.

First Reading of the Hinsdale School Board 12/13/17

Final Reading of the Hinsdale School Board 01/10/18

EHAA - COMPUTER SECURITY, E-MAIL AND INTERNET COMMUNICATIONS

Category Priority-The subject matter of these policies is required by state and or federal law.

See also EGA

The District has established this policy with regard to access and disclosure of electronic data composed, stored, sent, or received by employees using the District computer system. This policy is designed to protect the safety and security of the District's computer systems including e-mail and Internet use.

The District intends to enforce the rules set forth below and reserves the right to change these rules at any time.

1. The computer hardware system, software and e-mail system are owned by the District, and all messages or data composed, stored, sent, or received using the system are and remain the private property of the District. They are not the property of the employee.
2. The computer and e-mail system is to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.
3. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations.
4. The District prohibits discriminatory, harassing, or offensive materials in any form of media. Among those which are considered offensive are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.
5. The electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.
6. The District reserves, and intends to exercise without prior notice, the right to read, review, audit, intercept, access or disclose any and all information on an employee's computer system or messages created,

received or sent over the electronic mail system for any purpose, even if coded or passworded.

7. The confidentiality of any message or data should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. The use of passwords for security does not guarantee confidentiality, or that the District will not retrieve it. All passwords must be disclosed to the computer administrator.
8. Any communications created, sent, or retrieved using e-mail may be read by individuals other than the intended recipient.
9. Notwithstanding the District's right to retrieve and monitor any e-mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail that is not sent to them. Any exception to this policy must receive prior approval by the Superintendent.
10. Any employee who violates this policy or uses the computer system or electronic mail system for improper purposes shall be subject to discipline up to and including discharge.
11. The District has the authority to terminate or limit access to any program at any time.
12. Personal disks cannot be used on the system unless pre-authorized by the computer coordinator.
13. The District will take all necessary measures to maintain student privacy relative to the District's website, online information and storage of student personally identifiable information, as required by state and federal law.

Legal References:

RSA 189:68-a, Student Online Personal Information

RSA 194:3-d, School District Computer Networks

Revised: September 2015

Reviewed: April 2004

Revised: July 1998, November 1999, September 2008

First Reading of the Hinsdale School Board 02/10/16

Final Reading of the Hinsdale School Board 03/09/16

EHAB- DATA GOVERNANCE AND SECURITY

Category Priority-*The subject matter of these policies is required by state and or federal law.*

Related Policies *EHAA, EHB, GBEED, GBEF, IHBH, JICJ, JICL, JICM, KD, & KDC*

To accomplish the District's mission and comply with the law, the District must collect, create and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. All persons who have access to District data are required to follow state and federal law, District policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information – Information that the District is prohibited by law, policy or contract from disclosing or that the District may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information – Information that is determined to be essential to District operations and that must be accurately and securely maintained to avoid disruption to District operations. Critical data is not necessarily confidential.

B. Data and Privacy Governance Plan - Administrative Procedures.

1. Data Governance Plan. The Superintendent, in consultation with the District Information Security Officer ("ISO") (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30 each year.

The Data Governance Plan shall include:

- (a) An inventory of all software applications, digital tools, and extensions.
The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;

(b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;

(c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);

(d) A response plan for any breach of information; and

(e) A requirement for a service provider to meet or exceed standards for data protection and privacy.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan.

C. Information Security Officer.

The Director of Technology is hereby designated as the District's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the District's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of District data. The ISO will work with the both District and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the District's data.

The Network Administrator is the District's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

D. Responsibility and Data Stewardship.

All District employees, volunteers and agents are responsible for accurately collecting, maintaining and securing District data including, but not limited to, Confidential and/or Critical Data/Information.

E. Data Managers.

All District administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the District's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the District and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing District policies and procedures regarding data management.

F. Confidential and Critical Information.

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist the District in promptly and appropriately addressing a security breach.

Likewise, the District will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All District staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections,

encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications.

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training.

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion.

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on District technology resources. The retention schedule should comply with, and be incorporated into the data/record retention schedule established under Policy EHB and administrative procedure EHB-R, including but not limited to, provisions relating to Litigation and Right to Know holds as described in Policy EHB.

J. Consequences

Employees who fail to follow the law or District policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the District. The District will end business relationships with any contractor who fails to follow the law, District policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The District may suspend all access to data or use of District technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the District.

Any attempted violation of District policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

District Policy History:

First reading: December 12, 2018

Second reading/adopted: January 9, 2019

District revision history:

Legal References:

*15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA)*

*20 U.S.C. § 1232g * Family Educational Rights and Privacy Act (FERPA)*

*20 U.S.C. § 1232h * Protection of Pupil Rights Amendment (PPRA)*

*20 U.S.C. § 1400-1417 * Individuals with Disabilities Education Act (IDEA)*

*20 U.S.C. § 7926 * Elementary and Secondary Education Act (ESSA)*

*RSA 189:65 * Definitions*

*RSA 186:66 * Student Information Protection and Privacy*

*RSA 189:67 * Limits on Disclosure of Information*

*RSA 189:68 * Student Privacy*

*RSA 189:68-a * Student Online Personal Information*

*RSA 359-C:19-21 * Right to Privacy/Notice of Security Breach*

EHB- DATA/RECORDS RETENTION

Category Priority-The subject matter of these policies is required by state and or federal law.

Related Policies: EH, EHAB, JRA, & JBJ
See also: EHB-R (Records Retention Schedule)

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations, and also addresses retention/destruction of all other records which are not subject to specific statutes or regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy shall apply to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc..

K. Special Education Records.

1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
2. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
3. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
4. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
5. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
6. The District shall provide public notice of its document destruction policy at least annually.

L. Litigation Hold.

On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

M. Right-to-Know Request Hold.

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

Board Policy History:

First reading: December 12, 2018

Second reading/adopted: January 9, 2019

District revision history:

Legal References:

- *RSA 91-A, Right to Know Law*
- *RSA 189:29-a, Records Retention and Disposition*
- *NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention*
- *NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention*
- *NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements*
- *20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)*

EI - RISK MANAGEMENT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Hinsdale School Board recognizes its responsibility for properly managing the resources of the school system. This responsibility includes concern for the safety of students, employees and the public, as well as concern for protecting the system's property from loss. No new policy or procedure will be adopted or approved by the board without first giving careful consideration to the school system's risk exposure.

The Superintendent or, by designation, the Business Administrator, shall be responsible for establishing a risk management and insurance program covering all property and program risks related to the performance of the educational and service missions of the system. This risk management and insurance program shall include means for identifying, eliminating, reducing, retaining, or transferring risk. Only when a particular risk cannot be eliminated or feasibly retained by the system shall it be transferred by the purchase of insurance.

The Board realizes that the assumption of some predictable risks is the most economically feasible method of treating certain exposures. When it is in the apparent best interest of the system, the board may budget for and retain limited and predictable risks of financial loss, through the use of contingency funds, deductibles, etc. or participation in pooled risk management programs with other School Districts.

When the purchase of commercial insurance is deemed necessary, such purchase will be made on the basis of service offered by the insurer, the reliability and financial stability of the insurer, and the price of the insurance as competitively determined.

The Board does not recognize any obligation to purchase insurance from a particular agent, broker, or insurer representative or from any group of agents, brokers, or insurer representatives other than an obligation based on the above stated considerations.

The Board charges the Superintendent with the responsibility for preparing an annual risk management audit report for review by the board. The report shall include a description of the system's current risk management program and a summary of the existing insurance coverages. Minimum information to be maintained for planning, budgeting, loss control and overall financial management, includes at least the following: 1) policy roster; 2) losses incurred and paid; 3) property valuations; 4) inspection and maintenance records for all property; 5) emergency plans.

The Board authorizes the Superintendent to seek professional risk management

advice, if necessary, in order to develop, implement, maintain, and audit an effective risk management program for the system.

Legal Reference:

RSA 194:3,III, Powers of Districts

Reviewed: April, 2004

Revised: July, 1998

EIB - LIABILITY INSURANCE

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The School Board may procure liability insurance to protect against such risks of loss, cost or damage to itself, its employees or its pupils, or other loss. Such insurance may include general liability coverage, automobile liability coverage, errors and omissions liability coverage, and other coverage as the Board may determine. Liability limits for all coverage will correspond to those limits established by applicable law.

The Board may also participate in a pooled risk management program. The pooled risk management program may be utilized for: the defense of claims and indemnification for losses arising out of the ownership, maintenance, and operation of real or personal property and the acts or omissions of school officials, school employees, or agents of the school district; the provision of loss prevention services including, but not limited to, inspections of property and the training of personnel; and the investigation, evaluation, and settlement of claims by and against the school district. Membership in a pooled risk management program will conform to the provisions set forth in RSA 5-B and related statutes.

Legal References:

RSA 5-B, Pooled Risk Management Programs

RSA 507-B:4, Limit of Liability

Marcotte v. Timberlane/Hampstead School Dist., 143 N.H. 331 (1999)

Revised: September 2008

Reviewed: April 2004

Revised: July 1998, November 1999, August 2007

Reviewed and approved by the Hinsdale School Board February 11, 2009

EID - INSURANCE

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Hinsdale School Board shall procure and maintain fidelity bonds in reasonable amounts, in order to protect against the loss of money, securities, and checks by actual destruction, disappearance, or wrongful abstraction from within all premises and also while off any premises. Such coverage will include a commercial blanket bond covering employee dishonesty, and may include a comprehensive dishonesty, disappearance and destruction bond, with optional coverage's depending on the exposures at various locations.

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

SECTION F: FACILITIES PLANNING AND DEVELOPMENT

Section F contains policies on the Hinsdale School Board on facility planning, financing, construction, and renovation.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
FA	O	Facilities Development Goals/ Priority Objectives
FBB	R	Enrollment Projection
FE	O	Facilities Construction
FEA	O	Education Specifications for Construction
FEB	O	Architect/Engineer/Construction Manager
FEE	O	Site Acquisition
FEH	O	Supervision of Construction/ Clerk of the Works

Categories:

P= Priority	The subject matter of these policies is required by state and or federal law
R= Recommended	While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.
O= Optional	These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

FA - FACILITIES DEVELOPMENT GOALS/PRIORITY OBJECTIVES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

As the Hinsdale School Board seeks to incorporate the most appropriate and cost-effective risk management techniques for less prevention and control, and to overcome deficiencies in its physical plant, it will strive to provide new and remodeled facilities that will offer the best possible physical environment for learning and teaching. The Board specifically recognizes the need and importance of regular and substantial capital maintenance, renovation, improvement and expansion consistent with realistic fiscal constraints.

The Board aims specifically toward:

1. Facilities, including buildings, ground, and playing fields, that will accommodate organization and instructional patterns that support the district's educational philosophy and instructional goals.
2. Meeting all safety requirements through the remodeling and renovation of older structures.
3. Providing building renovations to meet requirements on the availability of public school facilities to handicapped persons whenever possible.
4. Building design, construction, and renovation that will lend themselves to low maintenance costs and the conservation of energy.
5. Facilities that will also lend themselves to utilization by the community in ways consistent with the overall goals of the district.
6. Keeping the community informed about the condition of district facilities as well as the perceived needs in the areas of capital improvement expansion and acquisition.

Decisions pertaining to education specifications of new buildings and those undergoing extensive remodeling will be developed with the input of teachers, students, parents, and the community.

New Policy: May, 2004

FBB - ENROLLMENT PROJECTIONS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Enrollment projections will be prepared on a 5-year basis under the direction of the Superintendent will be reviewed annually.

The projections will take into consideration the following:

1. Figures from the latest school census.
2. School registration figures.
3. Review of forthcoming changes in town planning and zoning.
4. Review of current and planned community land development and housing.

Whenever construction of new school facilities or the closing of any school buildings is being contemplated, the Board may authorize outside studies made of population trends and school enrollment.

Reviewed: April, 2004

Revised: July, 1998

FE - FACILITIES CONSTRUCTION

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Changing educational needs require the planning, design, and construction of new educational facilities as well as to renovate or make additions to existing schools. The size, complexity, and potential cost for such a program requires that the Superintendent develop a comprehensive plan in the following areas:

1. Educational program spatial requirements and assessment of the adequacy of existing facilities to accommodate present or proposed educational programs.
2. Cost/benefit considerations relating to facility modernization, renovation, or new construction.
3. An annual six-year capital improvements program showing population projections, new capital projects needed, and associated costs. Use of a community-based advisory committee is encouraged to assist in the creation and review of this program.
4. Community use of schools and school-related facilities.
5. An annual report reviewing projects underway or completed.

Construction plans, requests for bond money, and all other documents required to begin and/or complete needed school construction projects will be submitted to the appropriate local and state agencies in a timely manner

New Policy: May, 2004

FEA - EDUCATIONAL SPECIFICATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Board shall require the Superintendent to develop a set of comprehensive educational specifications for the architect. These specifications, which shall then be discussed in conferences with the architect, shall include:

1. Information concerning the plan of school organization and estimated enrollment in the proposed building.
2. A description of the proposed curriculum and the teaching methods and techniques to be employed.
3. A schedule of space requirements, including an indication of relative locations of various spaces.
4. A desired layout of special areas and the equipment needed for such areas.
5. An outline of mechanical features and special finishes desired.

Reviewed: April, 2004

Revised: July, 1998

FEB - SELECTION OF A DESIGN PROFESSIONAL

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature*

The State Board of Education requires that a design professional must be employed to design the plans of the proposed building to make the project eligible for state building aid. The designer contributes to the building program as follows:

1. Advice and assistance in the selection of a site.
2. Assistance in determining the physical requirements of the project and developing preliminary budgets.
3. Preparation of preliminary sketches and studies incorporating educational specifications.
4. After thorough review, preparation of detailed drawings, plans, specifications, and contracts for the project, to be in full accord with all local state and federal laws and regulations.
5. Assistance in obtaining approval by: the State Department of Education for building aid, Fire Marshal, water supply and pollution control, and all other governmental agencies as required.
6. Preparation of necessary forms and information to advertise the project for bid, assistance in bid opening, advice to the committee on awarding the contract.
7. Supervision and administration of the construction phase of the project.
8. Certification of payments to the contractor, advice as to final acceptance of the building.
9. Authoritative, professional presentation of the building program to the public, especially with regard to costs and details of construction.

Legal Reference:

RSA 310-A, Professional Engineers, Architects, Land Surveyors, etc.

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

FEE - SITE ACQUISITION PROCEDURE

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Priorities based upon student population, location, and education needs shall be established well in advance in order that proper locations for school sites might be acquired. Sites shall be acquired in advance of time for construction to allow adequate time for the completion of topography studies and other preliminary work.

Eminent domain action for the acquisition of property for school site purposes shall be executed only after negotiations fail.

Legal References:

RSA 31:92, Taking of Land

RSA 195:16-b, Cooperative Districts Only; Power of Eminent Domain

RSA 498-A, Eminent Domain Procedures Act

RSA 199:1-3, Schoolhouses: Location and Building

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

FEH SUPERVISION OF CONSTRUCTION -Clerk of the Works

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board will employ a Clerk of the Works who shall be directly responsible to the Board for review of the architect and contractor's activities in his/her supervision of building construction. This review shall include adequacy of field inspection of the contractor's operations, administrative activities of the architect relating to construction, and any other matters relating to the interest of the District. The District's representative shall make periodic reports certifying by his/her personal knowledge that the work of the construction contractor and the architect is being performed in accordance with plans, specifications, and contracts.

The Clerk of the Works will recommend change orders to the Superintendent who will determine whether it is a matter for Board consideration. If the Superintendent decides Board consideration is not necessary, then the signature of the Superintendent shall be considered Board action. The Superintendent will develop a procedure to use relative to the need for the Hinsdale School Board review of change orders.

Upon completion of building construction and after a final inspection of all its aspects by the design professional, contractors, and school officials, a recommendation for its acceptance will be made to the Board by the design professional and the Clerk of the Works.

Legal Reference:

RSA 199:3, 4, 4a, Transfer of Building

Reviewed: April, 2004

Revised: November, 1999

Revised: July, 1998

SECTION G: PERSONNEL

Section G contains policies on all school employees except for the Superintendent/Superintendent (policies on the school chief are located in Section C, General Administration) The category is divided into three main divisions: GB has policies applying to all school employees or to general personnel matters; GC refers to instructional and administrative staff; and GD refers to support or classified staff

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
GA	R	Personnel Policies and Goals
GAA	O	Summer Hiring Policy
GAAA	O	Paid Leave Policy
GADA	P	Employment References
GBA	R	Equal Opportunity Employment (also AC)
GBAA	P	Sexual Harassment and Sexual Violence (also JBAA)
GBB	O	Employee Involvement in Decision Making
GBCD	P	Background Investigation and Criminal Records
Check (also IJOC) GBD	O	Board Employee Communications (also BHC)
GBE	R	Employee Rights and Responsibilities
GBEA	R	Staff Ethics/Employee Conflict of Interest
GBEAA	R	Confidential Student Information
GBEB	R	Staff Conduct
GBEBA	R	Staff Dress Code
GBEBB	O	Employee-Student Relations(also JICDAA)
GBEBC	O	Employee Gifts and Solicitations (also KH)
GBEBD	O	Employee Use of Social Networking Web Sites
GBEC	R	Drug- Free Workplace (also ADB, ADC, GBED, & JICH)

GBED	P	Tobacco Products Ban: Use and Poison in and on School Facilities and Grounds (also ADB, ADC, GBEC & JICG)
GBEF	P	School District Internet Access for Staff
GBG	R	Employee Protection
GBGA	R	Staff Health
GBGAA	R	HIV/AIDS (also IHAMC & JLCCA)
GBGBA	R	Use of Automated External Defibrillators (also JLCEA & KFD)
GBGD	R	Workmen's Compensation Temporary Alternative Work Program
GBI	O	Staff Participation in Political Activities
GBJ	P	Personnel Records
GBJA	R	Health Insurance Portability and Accountability Act (HIPAA) (also GBJ & JRA)
GBK	O	Staff Concerns, Complaints and Grievances
GCA	R	Professional Staff Positions
GCAA	R	Highly Qualified Teachers
GCB	R	Professional Staff Contracts
GCCAB	O	Emergency Disaster Leave
GCCAD	O	Military Leave
GCCAE	O	Professional Staff Visitations and Conferences
GCCBC	R	Family Medical Leave Act
GCEB	O	Professional Staff Recruiting
GCF	R	Professional Staff Hiring
GCG	R	Part-time and Substitute Professional Staff Employment (Substitute Teachers)/Substitutes Pay
GCH	O	Professional Staff Orientation
GCI	R	Professional Staff Development Opportunities
GCID	O	Professional Activities of Teachers
GCK	O	Professional Staff Assignments and Transfers
GCM	O	Professional Staff Work Load
GCNA	R	Supervision of Instructional Staff
GCO	R	Evaluation of Professional Staff
GCP	O	Professional Staff

GCQ	O	Promotion/Reclassification
Certified Staff		Termination and Dismissal of
GCQA	R	Reduction in Instructional
		Staff Work Force
GCQC	R	Resignation of Instructional
		Staff Member
GCQE	O	Retirement of Professional Staff
		Member
GCR	R	Non-School Employment by
		Professional Staff Members
GCRC	R	Professional Personnel Consulting
GCRD	O	Tutoring for Pay
GDB	R	Employment of Non Certified
		Personnel
GDF	R	Hiring of Non Certified Personnel
GDJ	R	Non-Certified Personnel
		Assignment and Re-Assignment
GDM	O	Non Certified Staff Development
		Opportunities
GDO	R	Evaluation of Support Staff(also
		GDB)
GDQ	R	Termination of Non Certified
		Personnel (also GDB)
GDS	O	Recognition of Bargaining
		Units
GEA	O	Athletic Team Coaches

Categories:

P= Priority

The subject matter of these policies is required by state and or federal law

R= Recommended

While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.

O= Optional

These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

GA - PERSONNEL POLICIES GOALS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Hinsdale School Board recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The Board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of the staff.

The Board's specific personnel goals are:

- To recruit, select, and employ the best-qualified personnel to staff the School system.
- To provide staff compensation and benefits programs sufficient to attract and retain qualified employees.
- to provide an in-service training program for all employees to improve their performance, and to improve the overall rate of retention and promotion of staff, including a work-site wellness program that encourages health promotion and disease prevention for employees and their families through attention to their physical, mental, and emotional well-being.
- To conduct an employee appraisal program that will contribute to the continuous improvement of staff performance.
- To assign personnel to ensure they are utilized as effectively as possible.
- To effectively administer negotiated collective bargaining agreements.
- To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.

Reviewed: June 2004

Revised: July, 1998

GAA: Summer Hiring Policy

To allow the Superintendent of Schools to do the summer hiring when positions are open to fill the necessary positions.

First Reading 06/14/06

2nd Reading 10/11/06

Final Reading 11/08/06

GAAA Paid Leave Policy

The Hinsdale School Board may extend paid leave in instances where a life threatening medical situation involves the employee, spouse or minor child.

Such leave shall not exceed three weeks at 60% pay.

To be considered for such leave, an employee must have used all available leave time.

The employee must seek such leave in writing to the Superintendent of the Hinsdale School District, who will bring the request to the Hinsdale School Board for consideration. This consideration will be made on a case-by-case individual basis.

First Reading 06/14/06

2nd Reading 10/11/06

Final Reading 11/08/06

GADA- EMPLOYMENT REFERENCES AND VERIFICATION (PROHIBITING AIDING AND ABETTING OF SEXUAL ABUSE)

Category Priority-The subject matter of these policies is required by state and or federal law.

Related Policies: GBCD, GBJ, GCF, GDB

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

- A.** The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction;
- B.** The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and
- C.** At least one of the following conditions applies:
 - a. The matter has been officially closed;
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed;
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
 - d. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

Current policy/version adoption:

First reading: January 9, 2019

Second reading/adopted: February 13, 2019

Legal References:

20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act

GBA - EQUAL OPPORTUNITY EMPLOYMENT

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

See also AC

The District will recruit and consider candidates without regard to gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability.

When there are opportunities for promotions and qualifications are equal, consideration will be given first to employees. The District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job without regard to gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability, except for reasons related to ability to perform the requirements of the job.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee.

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

Legal References:

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

Appendix: AC-R

Revised: September 2014

Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 10-08-14

Final reading of the Hinsdale School Board 11-12-14

GBAA -SEXUAL HARASSMENT – EMPLOYEES/STAFF

Category: *Category Priority*-The subject matter of these policies is required by state and or federal law.

See also JBAA

I. PURPOSE

The purpose of this policy is to maintain a learning environment that is free from sexual harassment or other improper and inappropriate behavior that may constitute harassment as defined below.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited. It is a violation of this policy for any employee or third party to harass any person through conduct or communication of a sexual nature as defined by this policy.

“Employee” shall include, but not be limited to all school district staff, teachers, non-certified personnel, administrators, volunteers, coaches and/or other such personnel whose employment or position is directed by the school district.

“Third parties” include, but are not limited to parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control.

The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any employee who sexually harasses or is sexually violent toward another person.

II. SEXUAL HARASSMENT DEFINED

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexual physical conduct, and /or conduct of a sexual nature when:

- (1) Submitting to the unwelcome conduct is made a term or condition of an individual's employment, either explicitly or implicitly.
- (2) Submitting to or rejecting the unwelcome conduct is used as the basis for decisions affecting a person's employment; or
- (3) The unwelcome conduct has the purpose or effect of unreasonably interfering with a person's work performance or creating an intimidating, hostile, or offensive working environment.

-
- (4) Sexual violence.

Sexual harassment may include, but is not limited to:

1. Verbal harassment and/or abuse of a sexual nature;
2. Subtle pressure for sexual activity;
3. Inappropriate patting, pinching or other touching;
4. Intentional brushing against an employee's body;
5. Demanding sexual favors accompanied by implied or overt threats;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment;
7. Any sexually motivated unwelcome touching; or
8. Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURES

1. The Superintendent or his/her written designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any employee who believes he or she has been the victim of sexual harassment should report the alleged act(s) to the building Principal. If the alleged perpetrator is the Principal, the alleged victim may report the allegation to any other district employee. That employee shall then report the allegation to the Superintendent. The Board encourages the reporting employee to use the Report Form available from the Principal or Superintendent.
3. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify the Superintendent immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.
4. The Board designates the Superintendent as the District Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint

involves the Superintendent, the complaint shall be filed directly with the School Board. The District shall post the name of the Human Rights Officer in conspicuous places throughout school buildings, including a telephone number and mailing address.

5. Submission of a complaint or report of sexual harassment will not affect the employee's standing in school, future employment, or work assignments.

6. The use of formal Reporting Forms provided by the District is voluntary. The District will respect the confidentiality of the complainant and the person(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

The Human Rights Officer will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by District officials or by a third-party designated by the School Board.

If District officials conduct the investigation, the investigation should consider the surrounding circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Board determines that a third-party designee should conduct the investigation, the District agrees to assent to that party's methods of investigation.

Upon completion of an investigation conducted by either District officials or a third-party, the Board and the Superintendent will be provided with a written factual report and recommended action.

V. SCHOOL DISTRICT ACTION

If investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending employee. Such discipline may include, but is not limited to, a warning, training, temporary suspension or dismissal. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

VI. APPEAL OF INVESTIGATOR'S RECOMMENDATION

Either the complainant or the accused may appeal the investigator's recommendation and subsequent District action, if any, to the School Board.

After a hearing, the School Board will vote to either accept or deny the investigator's recommendation and resulting discipline.

Either party may then appeal the Board's decision in accordance with applicable law.

VII. REPRISAL

The School District will discipline any employee who retaliates against any other employee who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all applicable laws.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

X. BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal References:

Ed 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy
Ed 306.04(a)(9), Sexual Harassment
RSA 354-A:7, Unlawful Discriminatory Practices

Appendix: GBAA-R, BBA-R

Revised: April 2015

Revised: November 1999, December 2004, February 2008, April 2011, May 2014

First reading of the Hinsdale School Board 05-13-15

Final reading of the Hinsdale School Board 06-10-15

GBB - EMPLOYEE INVOLVEMENT IN DECISION-MAKING

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Superintendent shall establish channels for open communications with employees for ideas regarding the operation of schools.

The Superintendent may involve professional and support staff employees for the ready inter-communication of ideas regarding the operation of the schools. He/she will consider with care the counsel given by employees when appropriate, and shall inform the Board of all such counsel in presenting reports of administrative action and in presenting recommendations for Board action.

Reviewed: June 2004

Revised: July, 1998

GBCD - BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK

Category Priority-The subject matter of these policies is required by state and or federal law.

See also IJOC

Background Investigation

The Superintendent, or his/her designee, will conduct a thorough investigation into the past employment history, criminal history records, and other appropriate background of any applicant as defined in this policy. This investigation shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, or approving the assignment of an employee of a contractor, a student teacher, or designated volunteer to work within the District.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done. For the purposes of this policy the term "applicant" shall include an applicant for employment by the District, an individual with whom the District may contract to provide services directly to students, any person identified by a contractor with the District whom the contractor proposes to assign to provide services directly to students, student teachers who are proposed to be placed in a District school, and designated volunteers. All applicants will be subject to a criminal records history check meeting the minimum requirements of law, however, the Superintendent's protocol may specify additional background check steps for specific groups of employees, such as verifying the educational achievements and employment history of an applicant for a teaching position. The Superintendent's protocol shall include a list of felonies and misdemeanors, in addition to those specified in RSA 189:13-a, V, convictions of which shall be disqualifying. The protocol shall require that an analysis be conducted of any pending charges or convictions for crimes not on the statutory list of disqualifying offenses to determine whether the applicant should be disqualified. The protocol shall take into consideration the time which has passed since the conviction, the facts and circumstances of the charge or conviction, evidence of successful rehabilitation and an extended period of lawful behavior. For charges pending disposition for offenses not on the statutory list of disqualifying offenses, which the applicant discloses or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent shall consider all reliable information in assessing the applicant's suitability. The Superintendent shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant's suitability for the position.

As part of the application process, each applicant shall be asked whether he/she

has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The applicant will also be directed to report any criminal charges brought against him or her after the application is submitted and until either hired or notified that he or she will not be hired. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Any applicant for whom the Board requires a criminal history records check or their employer in the case of an employee of a contractor shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.

Criminal History Records Check

Each applicant must submit to a background check and a criminal history records check with the State of New Hampshire, including FBI national records. Refusal to provide the required criminal history records release form and any other required releases to authorize a background check will result in immediate disqualification and no further consideration for the position.

Volunteers

Designated Volunteers are subject to a background investigation/criminal records check and the provisions of this policy. "Designated Volunteers" are defined and so designated pursuant to Policy IJOC. Volunteers not categorized as "Designated Volunteers" per Policy IJOC will not be subject to a background investigation or criminal records check.

Conditional Offer of Employment

Persons who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the background check, the State and FBI criminal history records check, and a determination that there are no disqualifying pending charges or convictions.

No applicant selected for employment shall be extended a conditional offer of employment until the Superintendent, or his/her designee, has initiated the formal State and FBI criminal history records check process and a background investigation.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her employment or approval to work within the District as a contractor or employee of a contractor is entirely conditioned upon the results of a criminal history records check and background check being satisfactory to the District.

Final Offer of Employment

A person who has been extended a conditional offer of employment or conditional approval to work within the District as a contractor or employee of a contractor may be extended a final offer of employment or final approval upon the completion of a criminal history records check and a background check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of any crime listed in RSA 189:13-a, V; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

In addition to the felonies listed as disqualifying in pertinent and applicable law, a person may be denied a final offer of employment if he/she has charges pending or has been convicted of any crime, either a misdemeanor or felony, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity. Such determination will be made by the Superintendent in accordance with the established protocol and on a case-by-case basis. If the Superintendent chooses to nominate an applicant who has a history of conviction of a crime or with pending charges for a position that must be approved by the School Board, the School Board shall be informed of that history in non-public session.

The Superintendent, or designee, will transmit each applicant's Criminal Record Release Authorization Form and, where inked cards are used, the applicant's fingerprint cards to the State Police. The State Police will then conduct the criminal history records check and will provide the Superintendent with the applicant's criminal history record or confirmation that the individual does not have a record of being charged with or convicted of a crime. In accordance with RSA 189:13-a, III, only the Superintendent will review the criminal history record received from the State Police and shall destroy that document as required by law.

When the District receives a notification of an employee, contractor, contractor's employee, or volunteer being charged with or convicted of a disqualifying offense under RSA 189:13-a, the Superintendent's protocol, or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment agreement or contract to address the individual's ongoing relationship with the District.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position

involved. Such determinations shall be made on a case-by-case basis.

Additional Criminal Records Checks

The Board may require a criminal history records check of any employee, an individual with whom the District has contracted to provide services directly to students, any person identified by a contractor with the District who has been assigned to provide services directly to students, student teachers who are placed in a District school, and designated volunteers at any time.

Legal References:

*RSA 189:13-a, School Employee and Volunteer Background Investigations
Appendix GBCD-R: Sample Background Check, Criminal History Records
Check Protocol*

Revised: September 2017

Revised: September 2016

Revised: November 1999, December 2004, August 2007, September 2010

First Reading of the Hinsdale School Board 12/13/17

Final Reading of the Hinsdale School Board 01/10/18

GBD - BOARD-EMPLOYEE COMMUNICATIONS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.
Also BHC*

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent of Schools.

Staff Communications to the Board

All communications or reports to the Board or any Board committee from Principals, supervisors, teachers, or other staff members shall be submitted through the Superintendent.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns, and actions.

Visits to Schools

Individual Board members interested in visiting schools or classrooms will inform the Superintendent of such visits and make with the Superintendent arrangements for visitations through the Principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of the Superintendent and Principals.

Social Interaction

Staff and Board members share a keen interest in the Schools and in education generally, and it is to be expected that, when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general District problems. However, individual Board members have no special authority excepting when they are convened at a legal meeting of the Board or vested with special authority by Board action. Therefore, discussions by either party of personalities or personnel grievances will be considered as evidence of unethical conduct.

Reviewed: June 2004
Revised: November, 1999
Revised: July, 1998

GBE -EMPLOYEE RIGHTS AND RESPONSIBILITIES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

In an effort to maintain successful school district and educational operations, all staff members are expected to fulfill their legal and moral responsibilities. Such responsibilities include, but are not necessarily limited to:

1. Faithfulness and promptness in attendance at work.
2. Adherence, support and enforcement of all School Board policies and administrative regulations.
3. Adherence, support and enforcement of all education related statutes and Department of Education regulations.
4. Care and protection of school property.
5. Fulfill other responsibilities as may, from time to time, be implemented or established by the School Board or administration.

The School Board will respect all employee rights established by law, School Board policy, and collective bargaining agreements, if applicable.

Revised: April 2011
Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 01-11-12
Final Reading of the Hinsdale School Board 02-15-12

GBEA -STAFF ETHICS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. District employees will:

- Make the wellbeing of students the fundamental value of all decision-making and actions.
- Maintain just, courteous, and proper relationships with students, parents, staff members, and others.
- Fulfill their job responsibilities with honesty and integrity.
- Direct any criticism of other staff members toward improving the District. Such constructive criticism is to be made directly to the building administrator.
- Obey all local, state, and national laws.
- Implement the School Board's policies, administrative rules and regulations.
- Avoid using position for personal gain through political, social, religious, economic, or other influence.
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
- Honor all contracts until fulfillment or release.
- Maintain all privacy and confidentiality standards as required by law.
- Exhibit professional conduct both on and off duty.

Employees are put on notice that this list is not intended to be exhaustive or complete. Employees who fail to abide by the terms of this policy may be non-renewed and/or face discipline up to and including termination. Any action taken regarding an employee's employment with the District will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

Legal References:

RSA 189:13, Dismissal of Teacher

RSA 189:14-a, Failure to Be Re-nominated or Re-elected

RSA 189:14-d, Termination of Employment

RSA 189:31, Removal of Teacher

NH Code of Administrative Rules, Section Ed 511, Denial, Suspension or
Revocation of Certified

Personnel

Revised: April 2011

Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 02-15-12

Final Reading of the Hinsdale School Board 03-14-12

JRB and GBEAA - CONFIDENTIAL STUDENT INFORMATION

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Intent

It is policy of the School District to respect the privacy and/or confidentiality of all students and staff within the District. It is the policy District that personally identifiable information should only be viewed or received by District employees who have a legitimate educational or business interest or purpose in viewing or receiving private and/or confidential information.

Confidential Information

As part of the job performance of the District, employees may produce and receive information that must be kept confidential. Confidential information includes information obtained during the course of employment relating to the conduct of School District internal affairs. It shall also include information relating to students that is otherwise protected by applicable state and federal privacy laws. School District employees shall not disclose nor transmit such confidential information concerning students or others, or confidential internal information and shall use extreme care to protect against negligent or inadvertent disclosure of such information.

Upon termination of employment or involvement in such internal affairs, or at any time that the District requests, all memoranda, notes, records, reports, lists and other documents containing, describing or relating to confidential information, together with all copies of the same, obtained by School District employees or entrusted to them during the course of their employment, shall be surrendered to the District at the time of such termination or request.

Observations:

During the course of carrying out activities as an employee or volunteer of the District, an individual may make certain observations that may disclose personally identifiable information about a student. These observations may indicate the nature of disabilities and/or accommodations that are made in response to such disabilities. These observations, by their very nature, may result in the employee or volunteer receiving information in which they neither have a legitimate educational interest nor a "need to know." To the degree that such observations disclose personally identifiable information, the employee or volunteer in question making such observations must respect the privacy and confidentiality of the student involved and not disclose such information in violation of this policy.

Violations:

The dissemination of personally identifiable information by employees or volunteers to individuals who have neither a legitimate educational interest nor a "need to know" is prohibited. Employees and volunteers are not to disclose such information to individuals not affiliated with the School District without specific written authorization from District administrators and the affected student/parent.

Volunteers who violate this policy may have their services terminated. District employees who violate this policy may face discipline up to and including termination, in accordance with applicable law, board policies and/or collective bargaining agreements.

Legal References:

20 USC 1232g, Family Educational Rights and Privacy Act (FERPA)

First Reading of the Hinsdale School Board

01/13/16

Final Reading of the Hinsdale School Board

02/10/16

GBEB - STAFF CONDUCT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

All employees have the responsibility to make themselves familiar with, and abide by, the laws of the State of New Hampshire as they affect their work, the policies and decisions of the Board, and the administrative regulations designed to implement them.

All employees shall be expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect District property, oversight of students and contribute to the education and development of the District's students.

All Employees shall obey the rules and decisions of their supervisors.

New Policy: August 2006

GBEBA - STAFF DRESS CODE

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board expects all staff members to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion. The board retains the authority to specify the following dress and grooming guidelines for staff, within law, that will prevent such matters from having an adverse impact on the educational process.

All staff members shall, when assigned to district duty:

- A. Be physically clean, neat and well groomed;
- B. Dress in a manner reflecting their assignments;
- C. Dress in a manner that does not cause damage to district property;
- D. Dress and be groomed in such a way so as not to cause a health or safety hazard.

Staff members may not wear the following attire: blue jeans, sweat suits, t-shirts, tank tops and casual shorts. Staff may wear dressy Bermuda knee-length shorts or Capris. Skirts or dresses must come to within three and one half inches of the top of the knees. Tops must appropriately cover so that there is no cleavage showing. Leggings are not appropriate for staff without a fingertip length top or dress.

Notwithstanding these prohibited items, the Board recognizes that the nature of certain teaching assignments (i.e. Industrial Arts, Art, Physical Education, field trips, etc.) may require exceptions to the above policy and will be dealt with on an individual basis.

If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the chief school administrator.

First Reading of the Hinsdale School Board 06-12-13

Final Reading of the Hinsdale School Board 08-21-13

GBEBB -EMPLOYEE-STUDENT RELATIONS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

See also: GBEBD, JICDAA

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

Unless necessary to serve an educational or health-related purpose:

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students are discouraged.
3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance

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11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.

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

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

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

First Reading of the Hinsdale School Board 12-14-11
Final Reading of the Hinsdale School Board 01-11-12

GBEBC - EMPLOYEE GIFTS AND SOLICITATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Also KH

Gifts

All employees are prohibited from accepting things of material value from companies or organizations that do business with the District. Exceptions to this policy are the acceptance of minor items that are generally distributed by the companies through public relations programs.

Solicitations

No organization may solicit funds from staff members within the Schools, nor may anyone distribute flyers or other materials related to fund drives through the Schools, without prior approval of the Superintendent. Staff members will not be made responsible, nor will they assume responsibility for, the collection of any money or distribution of any fund drive within the Schools unless such activity has the Superintendent approval.

The Board expects such activities to be kept to a minimum. The Superintendent shall seek direction from the Board in instances where prior practice offers no guidance about a particular fund drive.

Revised: August 2006

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GBEBD -EMPLOYEE USE OF SOCIAL NETWORKING WEBSITES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also GBEBB, JICDAA

The School Board strongly discourages school district staff from socializing with students outside of school on social networking websites.

All school district employees, faculty and staff who participate in social networking websites, shall not post any school district data, documents, photographs or other district owned or created information on any website. Further, the posting of any private or confidential school district material on such websites is strictly prohibited.

School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, school board policies, or other standards of conduct. Employees who violate this policy may face discipline and/or termination, in line with other school board policies and/or collective bargaining agreements, if applicable.

Staff members should not use social media website for school/class related purposes. Any use of electronic, internet-based instructional media must be approved by the Superintendent or designee.

Access of social networking websites for individual use during school hours is prohibited.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media
RSA 275:72, Use of Social Media and Electronic Mail

Revised: September 2015
Revised: September 2014
New Policy: April 2009

First reading of the Hinsdale School Board 02/10/16
Final reading of the Hinsdale School Board 03/09/16

GBED/JICG/ADC TOBACCO PRODUCTS BAN USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

Category Priority-The subject matter of these policies is required by state and or federal law.

Same Policy: GBED & JICG

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions.

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

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time-to-time.

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

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

B. Students

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

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

C. Employees

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

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

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

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

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting

disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

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

District Policy History:

First reading: November 14, 2018

Second reading/adopted: December 12, 2018

District revision history:

Legal References:

- RSA 155:64 – 77, Indoor Smoking Act
- RSA 126-K:2, Definitions
- 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

GBED - TOBACCO PRODUCTS BAN USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

Category Priority-The subject matter of these policies is required by state and or federal law.

Also ADB, ADC, GBEC & JICG

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

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

“Tobacco products” means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form. **It also includes electronic vapor products (e.g. e-cigarettes, vape pipes and hookah pens.**

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

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products **and electronic vapor products** are 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 **and electronic vapor products.** After this request is made, if any person refuses to refrain from using tobacco products **and electronic vapor 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 **or electronic vapor products** in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

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

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

Employees

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

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

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

Revised: February 2004-

Revised: November, 1999

Revised: July, 1998

First Reading of the Hinsdale School Board 03-09-16

Final Reading of the Hinsdale School Board 04-13-16

GBEF -SCHOOL DISTRICT INTERNET ACCESS FOR STAFF

Category Priority-The subject matter of these policies is required by state and or federal law.

See also EHAA, JICL

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

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

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

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

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all staff. Staff shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

Legal References:

RSA 194:3-d, School District Computer Networks

47 U.S.C. §254, Requirements For Certain Schools – Internet Safety

20 U.S.C. §6777, Enhancing Education Through Technology – Internet Safety

Appendix: GBEF-R

New Policy: April 2010 (replaces EGA and IINDB)

First Reading of the Hinsdale School Board 08-10-11

Final Reading of the Hinsdale School Board 09-14-11

GBG - EMPLOYEE PROTECTION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Hinsdale School Board will indemnify and hold harmless District employees against claims that may be entered against them as a result of carrying out their assigned responsibilities, as provided under RSA 31:105 and 31:106. To protect the District's financial resources, as well, the Board will provide for liability coverage for all personnel through policies structured to maintain the statutory immunities as provided in RSA 31:107; professional liability insurance as needed, workers' compensation, and unemployment compensation coverage.

Workers' Compensation

All employees of the Board are covered by workers' compensation insurance paid for and provided by the Board. This insurance coverage is provided for employees in accordance with the provisions of the insurance carrier.

Unemployment Compensation

All employees of the Board are covered by unemployment compensation insurance paid for and provided by the Board. This insurance coverage is provided for all employees regardless of assignment, length of assignment, and/or hours worked per day. Benefits afforded are for wage loss due to temporary unemployment through no fault of the individual, for those who meet eligibility requirements as provided for in state law. District employees with reasonable assurance of employment after a regularly scheduled vacation break are ineligible for benefits during such breaks.

Legal References:

RSA 31:105, Indemnification for Damages
RSA 31:106, Indemnification; Civil Rights Suits
RSA 31:107, Purchase of Insurance
RSA 281-A:2, IX, Definitions
RSA 281-A:9, Termination Notices
RSA 281-A:11, Self-Insurance for Public Employers

Revised: May 2006
Reviewed: June 2004
Revised: November 1999
Revised: July 1998

GBGA - STAFF HEALTH

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

I. Medical Examination of School Personnel

All school personnel may be required to have a pre-employment post offer medical examination by a licensed physician. Any person who objects to all or part of any medical examination because of religious beliefs shall be exempt from said examination, except that no such exemption shall be granted if state or local authorities determine that such exemption would constitute a hazard to the health of persons exposed to the unexamined individual.

II. Additional Examinations

The Superintendent may request a medical examination for any employee if at any time he/she has reason to believe that the employee's physical or mental health may be inimical to the welfare of pupils or other employees. The cost of such examination will be borne by the District.

III. Responsibility

It is the responsibility of the school nurse assigned to each School to report any violation of the above policy through the Principal to the Superintendent of Schools and to keep accurate records as evidence of compliance with the above policy.

The principal of each School is instructed to take such action as is required to implement this policy and to supervise the necessary record keeping to substantiate test results.

Legal Reference:

RSA 200:36, Medical Examination of School Personnel

RSA 200:37, Medical Examination of School Bus Operators

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GBGAA - HIV/AIDS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Also IHAMC & JLCCA

Preamble. Human Immunodeficiency Virus (HIV) progressively destroys the body's ability to fight infections and certain cancers. The term acquired immunodeficiency syndrome (AIDS) is used to mean the later stages of an HIV infection. To assist the District and infected persons, the District adopts the following policy.

I. General Principles:

- (A) HIV is not spread by casual, everyday contact. Therefore, absent a serious secondary infection that may be transmitted to others or a significant health problem that restricts the infected person's ability to attend School, a student who is infected with HIV or AIDS shall attend the School and classroom to which he or she would be assigned, and shall receive the rights, privileges and services to which he or she would be entitled if not infected, free of physical and verbal harassment.
- (B) There shall be no discrimination in employment against a person infected with HIV or AIDS based solely upon said infection. No District employee shall be terminated, non-renewed, demoted, suspended, transferred or subjected to adverse action based solely upon his/her infection with HIV or AIDS, or the perception that he or she is so infected. However, the District may take whatever action is appropriate as to an employee who, despite reasonable accommodation, is unable to perform his/her duties due to an illness, including an illness related to HIV or AIDS.
- (C) The School District shall provide a sanitary environment and shall establish procedures for handling bodily fluids, pursuant to Section V.
- (D) The District shall administer a program of education about HIV or AIDS for students, their families, and School District employees to ensure that they are informed about the following:
 - (1) The nature and effects of HIV including current information about how it is transmitted and prevented in ways that are scientifically, legally, and educationally sound;
 - (2) District policies and procedures relating to employees and students with diseases such as HIV or AIDS;
 - (3) Resources within the School District and elsewhere for obtaining

additional information or assistance; and

(4) Procedures to prevent the spread of communicable diseases at School.

II. Evaluation of Infected Students and Staff

(A) HIV is not transmitted casually. Accordingly, infection with HIV or AIDS is not, by itself, sufficient reason to remove a student or staff member from the School. When the Superintendent has been notified that a student or staff member is infected with HIV or AIDS, the Superintendent shall act appropriately to ensure the safety of persons in the School setting and to plan to support the infected person.

(B) When the District learns that a student is infected with HIV or AIDS, the appropriate procedures under State and Federal Law with regard to evaluation and educational programming shall be followed if the student is or may be educationally handicapped.

(C) (1) When notified that an employee is infected with HIV or AIDS, the Superintendent shall determine whether the infected person has a significant health problem that will restrict his/her ability to work and shall determine whether the infected person has a secondary infection (e.g., tuberculosis) that poses a medically recognized risk of transmission of disease. The Superintendent shall make this determination by consulting with the infected person's physician and the infected person.

The Superintendent also may consult with public health officials and other persons, subject to the confidentiality provisions in this policy. The Superintendent shall consider methods in which the School District may anticipate and meet the needs of persons infected with HIV or AIDS.

(2) Absent a secondary infection, which creates a medically recognized risk of transmission of disease, or a significant health problem that restricts the infected person's ability to work, the Superintendent shall not alter the job assignment of the infected person. However, the Superintendent shall periodically review the case with the persons described in Section II(C) (1).

(3) If the Superintendent determines that a secondary infection poses a medically recognized risk of transmission of disease in the School setting or that a significant health problem restricts the infected person's ability to work, the Superintendent shall consult with the persons described in Section II(C) (1). After said consultation, the Superintendent shall, if necessary, develop an individually tailored plan to accommodate the staff member if possible. Additional persons may be consulted if necessary for gaining additional information, but the infected person must approve of the notification of any additional persons who are informed of the infected person's identity. The Superintendent may consult with legal counsel to

ensure that any official action is consistent with state and federal law. If an individually tailored plan is necessary, said plan should be medically, legally, educationally and ethically sound.

(D) Infected students who are aggrieved by the education plan determinations may appeal said determinations pursuant to state and federal special education law if the infected student is eligible for or claims that he is eligible for special education or special education and related services. Infected persons who do not claim that they are eligible for special education or special education and related services, but who are aggrieved by the Superintendent's determinations, may appeal said determinations to the Board.

(E) Confidentiality shall be observed throughout the foregoing process.

III. Confidentiality

(A) The identity of a student or staff member who is infected with HIV or AIDS may be disclosed to those persons who determine whether the infected person has a secondary infection that poses a medically recognized risk of transmission of disease in the School setting or whether a significant health problem will restrict the infected person's ability to work or attend class. These persons include:

(1) The Superintendent or a person designated by the Superintendent to be responsible for the determination, or, in the case of a student who is identified as educationally handicapped or who is claimed or believed to be educationally handicapped, the special services team.

(2) The physician of the infected person.

(3) Public health officials, to the extent that their knowledge of the infected person's identity is necessary.

(B) The persons listed in Section III (A) (1) - (2) and the infected person (or his/her parents or guardians) shall determine whether additional persons to know the identity of an infected person. The identity of an infected person shall not be disclosed to persons who are not listed in Section III (A) without the consent of the infected person, or the infected person's parents or guardians. The persons to whom the infected person's identity may be disclosed with the aforementioned consent include the School nurse, the School Principal or other persons necessary to protect the health of the infected person or to evaluate and monitor the case.

(C) All staff members who know the identity of persons infected with HIV or AIDS shall treat said information as confidential. No information will be divulged directly or indirectly to any individuals or groups, except as noted in Section III (A) - (B). All medical information and written documentation of discussions, telephone conversations, proceedings, and meetings concerning the HIV or AIDS infection shall be maintained in a

locked file. Access to said file shall be granted only to those persons who have the written consent of the infected person or his/her parents or guardians. The names of infected persons shall not be used in documents, except when essential. No document containing the name or other information that reveals the identity of an infected person may be shared with any person for any purposes without the consent of the infected person or the infected person's parents or guardians. Any School staff member who violates the confidentiality provisions of Section III shall be subject to discipline. Test results and medical records shall be disclosed only with the consent of the infected person (or that person's parent if he is a minor), pursuant to a subpoena or order of a court or administrative agency, or otherwise in accordance with law.

IV. Testing

Mandatory testing for communicable diseases that are not spread by casual, everyday contact (e.g., HIV or AIDS) shall not be a condition for School entry or attendance, or for employment or continued employment.

V. Control of Infections

(A) HIV cannot penetrate unbroken skin, and there is no evidence that HIV has been transmitted through contact with vomit, nasal discharge, saliva, urine, or feces. However, said body fluids commonly transmit infections such as Hepatitis, colds and flu. Accordingly, direct skin contact with body fluids should be avoided whenever possible.

(B) Staff members shall follow the universal precautions in handling body fluids in the Schools.

(C) The District shall cooperate with local, state and federal health agencies in controlling infections.

(D) If a person in a school setting has been exposed to blood-to-blood contact, the district should counsel the person to seek medical testing and attention.

VI. Health Education

The Board recognizes that HIV/AIDS education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas.

The District's HIV/AIDS education program must address, at a minimum, the nature, transmission, prevention, and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the pupils and the subject matter of the course.

Development of the program should take into account the instructional needs of all pupils in the District and be scientifically, legally, and educationally sound.

The Superintendent shall ensure that the information presented as a part of the HIV/AIDS program is articulated in such a way that transition from grade to grade in the elementary Schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent shall ensure that all staff involved in teaching the HIV/AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided. All employees shall have training in Universal Precautions.

Legal References:

RSA 186:11, IX, Instruction as to Intoxicants and Venereal Disease

RSA 186:11, IX-a, AIDS Instructional Material

RSA 189:1-a, Duty to Provide Education

RSA 186-C, Special Education

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

RSA 193:3, Change of School or Assignment, Manifest Educational Hardship or Best

Interest, Excusing Attendance

National Association of State Boards of Education, Someone at School Has AIDS, 2001

www.aids.gov/basic/index.html

Revised: February 2007

Reviewed: October 2004

Revised: November 1999

Revised: July 1998

GBGBA - USE OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also JLCEA & KFD the Board authorizes the use of Automatic External Defibrillators (AED) in emergency situations. The use, administration, and maintenance of the AED is subject to the following conditions:

1. **Location of the AEDs:** The Superintendent, building principal and school nurse shall select and approve the locations for the AEDs.
2. **Authorized Employees/Training of Users:** AEDs will be administered only by those employees designated by the principal, in consultation with the school nurse. Employees will be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use. Such training may be provided by the school nurse or from another source acceptable to the school nurse and principal.
3. **Maintenance:** AEDs will be maintained by the school nurse or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The school nurse will maintain a record of all maintenance that has been performed on the AEDs.
4. **Registration of AEDs:** In accordance with RSA 153-A: 33, the school nurse or designee shall register the AEDs with the New Hampshire Department of Safety. Sample registration forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.
5. **Incident Reporting:** The school nurse or designee shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.
6. **Liability Limited:** The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153: A-31, as well as other sources of law.

All employees of the District are expected to comply with the administration of this policy. Any violation of this policy shall constitute grounds for disciplinary action, up to and including termination of employment.

Legal References:

*RSA 153-A:28-33, Automated External Defibrillation
State of NH, Bureau of Emergency Medical Services, 271-4568*

*Appendix KFD-R
Revised: February 2007
New Policy: September 2003*

GBGD - WORKERS' COMPENSATION TEMPORARY ALTERNATIVE WORK PROGRAM

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

I. Policy

In compliance with RSA 281-A: 23-b, the School District will provide temporary alterative/transitional work opportunities to all employees temporarily disabled by a work-related injury or illness.

II. Purpose

The School Board adopts the principle that it is important to provide meaningful work during the time of healing following a work-related illness or injury in order to assist employees in their transition back to full duty.

III. Procedure

The Temporary Alternative Work Program will be available to employees for a period of time extending as long as the circumstances of the illness/injury requires, but not longer than four (4) months, as dictated by the treating physician and as such duties are available.

The program is not intended to address those situations in which an employee has been deemed to be permanently disabled and unable to resume his or her previous position.

- A. An ill/injured employee will be responsible to obtain a New Hampshire Workers' Compensation Task Analysis and a copy of his/her current position when reporting the injury. Forms may be obtained from the Superintendent's office. If the nature of the injury or illness is such that emergency need for care precludes obtaining the above forms, then the employee shall, as soon as possible call the Superintendent's office to request that an analysis and position description be mailed to the employee or his/her treating physician.
- B. The treating physician and the ill/injured employee will share the responsibility of providing the School District the NH Workers' Compensation Medical Form. This form provides information relating to the employee's capabilities necessary to structure a temporary duty program.

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- C. The Superintendent or designee will work with the employee to facilitate a safe return to work program within limitations listed by the treating physician. If necessary, the Superintendent or designee may contact the treating physician for additional information.
 - D. After each subsequent visit, the ill/injured employee will be responsible for providing an updated medical form completed by the treating physician and returned to the Superintendent's office.
 - E. Additional modifications will be made to the return to work program as required. The Superintendent or designee will be responsible for reviewing the appropriateness of continuing the program or duty assignments, including, but not limited to, extending the program beyond four (4) months, as necessary.
 - F. Upon release by the treating physician, the employee will assume normal duties of his or her regular position.

IV. Summary

A notice summarizing all employees' rights shall be posted in **Hinsdale SAU Central office** for inspection by all employees.

The provisions of this policy are intended to comply with RSA 281-A: 23-b. To the extent that this policy is ambiguous or contradicts the RSA or NH Department of Labor Regulations, the language of the RSA or Regulations will apply.

See also Appendix GBGD-R

First Reading of the Hinsdale School Board 04-13-11
Final reading of the Hinsdale School Board 05-11-11

GBI - STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The School Board recognizes that employees of the School District have certain civic rights. Employees, as citizens, have a right to engage in political activities and to speak as a citizen on matters of public concern. Nevertheless, this right to engage in political activities and to speak as a citizen on matters of public concern may be reasonably conditioned by the School Board as an employer when the employee is engaged in his or her work as an employee and is speaking pursuant to the employee's official duties. This policy defines the types of conduct that are not permitted. The US Supreme Court has held that when public employees make statements pursuant to their official duties, they are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline.

Employees will not advocate their personal political views or engage in political activities as defined in this policy when speaking pursuant to the employee's official duties during hours of official employment. Employees will not exploit students in any way to promote the employee's personal political views. Employees will not misrepresent their political views as those of the School District. Examples of activities that are not permitted include:

1. Representing personal political views as those of the School District; employees should always take adequate precautions to distinguish between their personal political views and those of the School District;
2. Interfering with colleague's exercise of political rights, citizenship rights, and responsibilities; and
3. Using School District privileges, School District resources, including but not limited to the District e-mail system or working time to promote political candidates, for partisan political activities, or to influence the vote of a voter on any question or office.

It is the intent of this policy that political activities be narrowly defined to mean only "partisan political activities" and influencing the vote of a voter on any question or office. Partisan political activities would include the posting of political circulars or petitions, collection and/or solicitation of campaign funds, solicitations for campaign workers and other activities of a clearly partisan nature, including those activities relating to local, state, or federal elections.

New Hampshire law, RSA 659:44-a Electioneering by Public Employees provides that no public employee, as defined in RSA 273-A:1, IX, shall electioneer while in the performance of his or her official duties. No public employee shall use government property or equipment, including, but not limited to, e-mail systems,

telephones, facsimile machines, vehicles, and computers, for electioneering. For the purposes of this law, "electioneer" means to act in any way specifically designed to influence the vote of a voter on any question or office. A person violating this law may be guilty of a misdemeanor. A "public employee," with limited exceptions including those in a confidential relationship with the School Board, means any person employed by the District. This is a criminal offense. Allegations of violations of this law may be investigated and prosecuted by the Attorney General and law enforcement.

Nothing in this policy is to be construed as precluding discussion of current events or conducting mock elections, debates, conventions or similar simulated political activities, where the activity is primarily intended as an educational experience.

District employees as public employees have a full right to publicly discuss and give opinions as an individual on their own time on all matters concerning any government entity and its policies. This policy recognizes public employee freedom of expression as set forth in RSA Chapter 98-E and other law and is intended to address only employee speech when the employee is engaged in his or her work as an employee and is speaking in furtherance of the employee's official duties.

Legal Reference:

Garcetti et al v. Ceballos, 547 U.S. 410 (2006)

Snelling v. City of Claremont, 155 N.H. 674 (2007)

RSA 659:44-a, Electioneering by Public Employees

RSA Chapter 98-E, Public Employee Freedom of Expression

Revised: September 2017

New Policy: August 2006

First Reading of the Hinsdale School Board 12/13/17

Final Reading of the Hinsdale School Board 01/10/18

GBJ - PERSONNEL RECORDS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Superintendent is authorized and directed to develop and implement a comprehensive, confidential and efficient system of personnel records that is in full compliance with all state and federal requirements.

The District will not disclose any teacher personally identifiable data or information to any person outside of the District, except as may be required by law. Such data or information may be shared to District employees, as necessary.

Legal Reference:

RSA 91-A:5, Access to Public Records

RSA 189:65, VII-a, Student and Teacher Information Protection and Privacy

RSA 189:67, Limits on Disclosure of Information

Appendix GBJ-R

Revised: September 2015

Revised: July 1998, April 2004, May 2012

First reading of the Hinsdale School Board 10-14-15

Final Reading of the Hinsdale School Board 11-04-15

GBJA - HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also GBJ & JRA

The Hinsdale School Board directs the Superintendent or designee to take steps to ensure compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), which grants individuals the right to receive notice of the uses and disclosures of their protected health information that may be made by the District, and sets forth the individual's rights and the District's legal obligations with respect to protected health information.

Confidentiality of Individually Identifiable Health Information

The District and its employees will not use or disclose an individual's protected health information for any purpose without the properly documented consent or authorization of the individual or his/her authorized representative unless required or authorized to do so under state or federal law or this policy, unless an emergency exists or unless the information has been sufficiently de-identified that the recipient of the information would be unable to link the information to a specific individual.

Prior to releasing any protected health information for the purposes set forth above, the District representative disclosing the information shall verify the identity and authority of the individual to whom disclosure is made. This verification may include the examination of official documents, badges, driver's licenses, workplace identity cards, credentials or other relevant forms of identification or verification.

All employees of the District are expected to comply with the administration of this policy. Any violation of the HIPAA privacy or security standards or this policy shall constitute grounds for disciplinary action, up to and including termination of employment.

Any employee of the District who believes that there has been a breach of the integrity or confidentiality of any person's protected health information shall immediately report such breach to his/her immediate supervisor or the Board appointed Privacy/Security Officer. Any employee involved in retaliatory behavior or reprisals against another individual for reporting an infraction of this policy is subject to disciplinary action up to and including termination of employment.

If the Privacy/Security Officer determines that there has been a breach of this privacy policy or of the procedures of the District, he/she shall make a determination of the potentially harmful effects of the unauthorized use or

disclosure and decide upon a course of action to minimize the harm. Any individual responsible for the unauthorized use or disclosure is referred to the Superintendent or his/her designee for appropriate disciplinary measures

Notice

The District shall distribute a Notice of Privacy Practices within one month of the initial adoption of this policy, and thereafter to all employees at the time of their enrollment in the health plan and within 60 days of any material revision. The notice shall also be posted in a clear and prominent location in each facility in the District and be printed in staff handbooks and the health plan booklet. The District will also notify individuals covered by the health plan of the availability of and how to obtain the notice at least once every three years.

Training

All employees shall receive training regarding the District's privacy policies and procedures as necessary and appropriate to carry out their job duties. Training shall also be provided when there is a material change in the District's privacy practices or procedures.

Documentation

Documentation shall be required in support of the policies and procedures of the District and all other parts of the HIPAA privacy regulations that directly require documentation, including, but not limited to, all authorizations and revocations of authorizations, complaints and disposition of complaints. All documentation shall be kept in written or electronic form for a period of six years.

Legal Reference:

Public Law 104-191, Health Insurance Portability and Accountability Act of 1996

Appendix GBJA-R, EHB-R and JRA-R

Cross-Reference: Policies GBJ and JRA

Revised: December 2004

New Policy: April 2004†

GBK - STAFF CONCERNS AND COMPLAINTS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

It is the Board's desire that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal. The Board encourages the resolution of employee concerns prior to entering the concern communication procedure, which is defined below.

A "concern" or "complaint" is defined as an alleged material violation Board policies or administrative procedures that apply to all employees.

The process designated for the resolution of "grievances" is established in the collective bargaining agreement, if applicable.

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to non-renewal of contracts, transfer, assignment, dismissal or any other employment decision relating to school personnel.

All employment decisions remain within the sole and continuing discretion of the administration and/or Board of Education, as appropriate, subject only to the conditions and limitations prescribed by law.

In order to promote efficiency in the administration of schools and to avoid misunderstandings and misinterpretations, all personnel must observe a chain of command when bringing staff concerns or complaints to the administration's attention.

In order to promote such efficiency, the following guidelines should be followed:

1. All personnel employed by the District shall be responsible to the Board through the Superintendent. No dispute or other personnel issue shall be brought to the Board without first having gone to the Superintendent for determination. No personnel issues will be brought to the Board unless the affected employee has a right to a hearing before the Board, as established by law or collective bargaining agreement.
2. No dispute or other personnel issue shall be brought to the Superintendent

without first having been presented to the building Principal for determination.

3. Building personnel working under the immediate direction and/or supervision of someone other than the building Principal will inform their immediate superior of any dispute or personnel issue s/he intends to bring to the principal.

It is the Board's policy not to involve itself in personnel complaints or disputes until the matter has properly followed these guidelines.

Unless the affected employee has a right to hearing before the Board, administrative decisions shall be final. An employee's failure to adhere to such decision or directive may be considered insubordination and may lead to adverse employment action

Legal References:

RSA 189:13, Dismissal of Teacher

RSA 189:14-a, Failure to be Renominated or Reelected

Appendix: GBK-R

Revised: April 2016

Revised: August 2006

First Reading of the Hinsdale School Board 5-11-2016

Final Reading of the Hinsdale School Board 06-14-16

GCA- PROFESSIONAL STAFF POSITIONS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Responsibilities and Duties of Teachers

The Teacher shall be academically qualified in the area he/she is to instruct and should demonstrate a competence at transmitting learning to the student and the manner and means of accumulating, assimilating, and evaluating the knowledge associated with his/her academic field. The Teacher should demonstrate an awareness of other academic fields and should possess a reasonable and responsible attitude toward the education of the whole field.

The teacher shall constantly be alert to the example presented to students, parents, community, and fellow workers, striving to consistently exemplify the good. Relationships shall avoid personal attachments, which detract from the obligation to constantly lead and critically evaluate the individual and the situation.

The teacher must be aware of various instructional trends and participates in exploration of possible changes in method or content of instruction.

The teacher shall demonstrate an ability to control the situations encountered in the performance of duties while exhibiting the proper respect for the dignity and worth of each individual.

The teacher shall demonstrate the ability to define the objectives of instruction and the ability to assess the results of the efficiency and effectiveness of the instruction.

A basic teaching assignment is described as follows: The teacher will instruct regular classes; properly prepare lessons and tests; properly correct all assigned work; evaluate student work, use care in filling out requested forms and reports; supervise bus arrivals and departures, playground, cafeteria, hallways as special assignments, and as a general phase of daily work; make use of the extra help periods; accept and adequately perform duties as advisor to classes or clubs (including chaperoning occasional nighttime activities) and report to the assigned building on days as schedule by the Superintendent and attend other affairs which are periodic in nature, such as teachers' meetings, department meetings, and community affairs directly related to the Hinsdale Schools and to actively participate in the School's programs. Each teacher is required to carry out assignments from the building Principal or other responsible Administrator in conformance with Hinsdale School Board policies and regulations of the Board and the Superintendent.

Reviewed June 2004

GCAA- HIGHLY QUALIFIED TEACHERS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Pursuant to federal law, the Hinsdale School District will strive to ensure that all teachers who teach core academic subjects will satisfy “Highly Qualified Teacher” requirements set forth in the No Child Left behind Act of 2004 and defined by the State of New Hampshire.

Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

Because standards for satisfying Highly Qualified Teacher requirements differ between elementary school and secondary school, the Superintendent and the building principals are responsible for:

1. Making sure all teachers who are required to do so meet or exceed Highly Qualified teaching requirements;
2. Properly documenting necessary paperwork and, if necessary, providing such paperwork to the New Hampshire Department of Education; and
3. Providing notice to parents/guardians whose children are not being instructed by a teacher who satisfies Highly Qualified Teacher requirements, as required by No Child Left Behind.

Legal References:

Pub. L. 107-110, No Child Left Behind Act of 2001
20 U.S.C. 7801(23), Definitions, Highly Qualified Teacher
34 C.F. R. 200.55. Qualifications of Teachers

New Policy: May 2006

GCB - PROFESSIONAL STAFF CONTRACTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Contracts are designed to protect the interests of the employee and the District. Every permanent professional employee shall be required to execute a contract with the District. The contract shall be signed by the employee and the Chairperson of the Board.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCCAB - EMERGENCY DISASTER LEAVE POLICY

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

An employee may be granted a Leave of Absence for a Natural Disaster with pay, a maximum of five days per fiscal year, if the employee or his/her immediate family is directly affected by a declared natural disaster.

For purposes of this Policy, a "natural disaster" means a tornado, hurricane, flood, fire, earthquake, or similar event. "Immediate family" shall include spouse, parents, grandparents, children, grandchildren or siblings. "Directly affected" shall mean personal injury or substantial loss of personal property as a result of the natural disaster.

Advance approval by the Superintendent is required for such leave. An eligible employee may file an application for natural disaster leave with the Superintendent. The application must include documentation to support the employee's eligibility for leave under this Policy. A determination of eligibility lies solely within the discretion of the Superintendent. The Superintendent may approve extensions of this leave and may allow the employee to use accrued sick leave or unpaid leave for the time granted for the extension.

New Policy: August 2006

GCCAD- MILITARY LEAVE

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

An employee will be eligible for all considerations of military leave in accordance with applicable state statutes and the federal Uniformed Services Employment and Reemployment Rights Act (USERRA).

Uniformed Services consists of Army, Navy, Air Force, Coast Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve, Coast Guard Reserve, Army National Guard, Air National Guard, State National Guard, and any other category of persons designated by the President of the United States in time of war or emergency.

The employee must provide to the Superintendent advance written notice, except in cases of emergency assignment or other conditions that make notice impossible or unreasonable. The employee must provide either written documentation evidencing performance of military duty or identify the military command in order for the school to verify the request.

Any employee who is a member of a reserve component of the United States armed forces, or a member of the National Guard shall be entitled to a Leave of Absence without loss of pay or time.

Applicable state law and applicable provisions of the USERRA will govern any employee's re-employment with the school district. Notwithstanding those provisions, the school district may still exercise its rights under RSA 189:14-a.

Legal References:

38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act

RSA 110-C, National Guard; Rights and Protections

RSA 112, Public Officers or Employees; Military Leave

GCCAE - PROFESSIONAL STAFF VISITATIONS AND CONFERENCES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Teachers attending out-of-state conventions or conferences shall, upon their return, file brief written summaries of such conventions or conferences with the Superintendent's office.

Reviewed: June 2004

Revised: July, 1998

GCCBC - FAMILY AND MEDICAL LEAVE ACT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

Consistent with the federal Family and Medical Leave Act of 1993, the Hinsdale School District recognizes that eligible employees have access to unpaid family and medical leave for up to twelve (12) weeks during any twelve (12) month period. The intent of this policy is to summarize the Act as it applies to eligible employees of the School District. Employees should consult regulations that implement the Act for more specific definitions and criteria for use. It is not the intent of this Policy to provide additional or different provisions than those specified in the Act and its implementing regulations.

To be eligible for family or medical leave, an employee must have been employed for at least twelve (12) months, have worked at least 1,250 hours during the prior twelve months, and be employed at a work-site where at least 50 employees are employed by the District within a 75-mile radius of that work-site.

Family leave shall be provided when a son or daughter is born to the employee or when one is placed with the employee for adoption or foster care. Medical leave shall be provided for the serious health condition of the employee, or in order for the employee to take care of a spouse, child, or parent who has a serious health condition rendering him/her unable to perform the functions of his/her job.

An employee may elect, or the District may require, an employee to use accrued paid vacation, personal, or family leave for purposes of family leave. An employee may elect, or the District may require, an employee to use accrued vacation, personal, or medical/sick leave for purposes of medical leave.

The employee shall notify the District of his/her request for leave, if foreseeable, at least thirty (30) days prior to the date when the leave is to begin. If such leave is not foreseeable, then the employee shall give such notice as is practical. The District may require a certification from a health care provider if medical leave is requested. When an employee returns following a leave, he/she must be returned to the same or equivalent position of employment. The Superintendent, or his/her designee, may reassign a teacher consistent with the teacher's agreement, to a different grade level, building, or other assignment, consistent with the employee's certification.

The District shall post a notice prepared or approved by the Secretary of Labor stating the pertinent provisions of the Family and Medical Leave Act, including information concerning the enforcement of the Act.

The user of this policy is also directed to the applicable provisions of any Collective Bargaining Agreements in the district

Legal Reference:

Title 29 § 2601 et. seq.

Revised: August 2006

Revised: November 2004

Reviewed: June 2004

Revised: November, 1999

GCEB - ADMINISTRATIVE STAFF RECRUITING

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature*

Staff recruitment is the responsibility of the Superintendent. Principals and other staff will assist the Superintendent as needed.

First consideration will be given to those applicants seeking permanent rather than temporary employment.

All teachers must be recommended by the Superintendent and approved by the Hinsdale School Board.

The Superintendent shall ensure a thorough check is made of the candidate's prior record, prior to nomination to the Board.

Legal Reference:

*RSA 189:13-a, School Employee and Volunteer Background Investigations
RSA 189:39, How Chosen*

Reviewed: March 2005

GCF - PROFESSIONAL STAFF HIRING

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

In accordance with RSA 189:39, the Superintendent will present to the Board a listing of teacher nominations for the coming school year. Such presentation will occur on or before April 15th of each school year. The Board shall then elect teachers to be employed in the district for the coming school year.

Legal References:

RSA 189:39, How Chosen

RSA 189:14, Liability of District

RSA 189:14(a), Failure to be Renominated or Re-elected

RSA 189:14(b), Review by State Board

Revised: May 2006

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCG PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT (Substitute Teachers)

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

The Superintendent shall maintain a list of qualified substitute teachers who may be called on to replace regular teachers who are absent. Such a list shall be filed with the principal of each school.

Insofar as possible, the Principal or designee will call teachers on the substitute list for the grades and/or subjects for which they are listed. A teacher whose name does not appear on the substitute list may not be employed in the District except when specifically approved by the Superintendent. Principals will be responsible for seeing that the work of the substitute is as effective as possible and will provide him/her with a planned program.

SUBSTITUTES PAY

The rate of pay for a substitute shall be set by the Hinsdale School Board and be subject to periodic review.

All part-time and substitute employees must undergo a Criminal History Records Check prior to any employment.

See policy GBCD for Criminal History Records Check information.

Legal Reference:

RSA 189:13-a, School Employee and Volunteer Background Investigations

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCH - PROFESSIONAL STAFF ORIENTATION

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Superintendent, or his/her designee, will provide for an annual orientation of all professional staff members.

The orientation of returning personnel will focus on the changes which have occurred during the previous year, and the general goals for the coming year.

Orientation of personnel new to the school system may extend over a longer period of time and may provide a broadly-based effort to supply information and background details which will improve the new teacher's understanding of the District's framework -- including policies of the Board, rules and regulations, and the instructional program.

The building principal or the immediate supervisor shall orient all teachers to formulate evaluation procedures.

All employees will also receive orientation in school safety procedures and crisis management. The Superintendent or designee will be responsible for providing the orientation.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCI - PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

A program of in-service training will be established to provide an opportunity for the continuous professional and technical growth of the professional staff.

Staff members will become knowledgeable regarding new developments and changes in their specialized fields, and will utilize new and improved methods in practice.

It shall be the responsibility of the Superintendent to implement appropriate staff development training and activities.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCID - PROFESSIONAL ACTIVITIES OF TEACHERS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

IN-DISTRICT

It is assumed that lectures, demonstrations or related activities performed by teachers within the District are to be considered a service to the community and are to be performed without fee. No teacher shall charge a fee for activities within the District directly related to his/her professional position. No teacher may advertise or sell educational materials within the District not specifically authorized or approved by the Board.

OUT-OF-DISTRICT

The Board encourages participation in professional and related activities. Arrangements for attendance and/or participation in such activities shall be cleared with the administration in advance.

When a staff member is invited to speak, serve on a panel, or similar assignment, all costs shall be borne by the District or organization sponsoring the event, unless other arrangements are approved by the Superintendent, upon the recommendation of the principal.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCK - PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The assignment and/or transfer of all instructional personnel will be upon the approval of the Board following the recommendation of the Superintendent. All such assignments and/or transfers will be in the best interest of the Schools in keeping with the training and experience of the personnel.

The responsibilities and duties of all instructional personnel will be established by the Superintendent in conjunction with the Principal.

Note: Assignment may be subject to specific terms of the Collective Bargaining Agreements.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCM - PROFESSIONAL STAFF WORK LOAD

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The responsibilities and duties of all permanent personnel will be established by the Superintendent in conjunction with the Principal.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCNA - SUPERVISION OF INSTRUCTIONAL STAFF

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Classroom visits are for several purposes: to encourage the growth and exchange of new ideas in teaching techniques and use of materials, to discover ways and means of coordinating the curriculum, to observe pupil conduct and pupil progress, to keep the administration informed about what is going on in the school program, and to evaluate teaching effectiveness, particularly as a basis for recommendation for re-appointment in the case of teachers in the probationary period.

Conferences between the principal/supervisor and teacher shall be held to promote the above purposes. Some conferences shall be formal and result in a written record. Informal conferences may occur frequently and will be summarized in the written record of the formal conference. The written record will be signed by both teacher and principal/supervisor, each of whom will retain a copy.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCO - TEACHER PERFORMANCE AND EVALUATION SYSTEM

Category Priority-The subject matter of these policies is required by state and or federal law.

The School Board will adopt and the superintendent will implement a teacher performance and evaluation system. The performance and evaluation system will include procedures, evaluation criteria and other components necessary to evaluate certified teaching personnel. Such procedures, criteria and components may be included as an appendix to this policy.

The School Board will involve teachers and principals in the development of this policy and its corresponding appendix by providing such teachers with notice and an opportunity to comment on their provisions. However, all final decisions relative to evaluation procedures, criteria and components will remain with the School Board.

Legal References:

RSA 189:1-a, Duty to Provide Education

RSA 189:14-a, Failure to be Renominated or Reelected

N.H. Code of Administrative Rules, Section Ed. 302.02(n), Substantive Duties of Superintendents

N.H. Code of Administrative Rules, Section Ed. 304.01(b), Substantive Duties of School

Principals

Revised: September 2013

Revised: July 1998, May 2006, September 2011

First reading of the Hinsdale School Board 10-09-13

Final reading of the Hinsdale School Board 11-13-13

GCP - PROFESSIONAL STAFF PROMOTION/RECLASSIFICATION

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

All personnel shall be notified, through several postings, of any opening of increased responsibility that might exist. As with all other opportunities in the District, the qualifications, performance and suitability of the applicant shall be the primary criteria for selection.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCQ -NON-RENEWAL, TERMINATION AND DISMISSAL OF CERTIFIED STAFF

Category: Optional

The purpose of this policy is to provide guidance for school boards and superintendents in matters pertaining to the non-renewal, termination and/or dismissal of certified staff. For purposes of this policy, the term “teacher” means a school district teacher, principal, assistant principal, librarian, and guidance counselor. This policy is not intended to provide statutory dismissal and/or non-renewal rights to any employee who is not entitled to those statutory rights.

The school board may non-renew a teacher’s contract, terminate a teacher’s contract and/or dismiss a teacher from employment if such teacher: engages in immoral acts; fails to maintain competency standards established by the school board or administration; does not conform to or abide by school district policies, regulations, or directives; or engages in any other action that the superintendent and school board believe disqualifies the teacher for employment within the district.

For purposes of this policy, “immorality” is defined as:

- Conviction of a crime;
- Actions that might place students in potential physical or emotional jeopardy;
- Misconduct or unprofessional conduct, on or off duty;
- Other situations where the nature or circumstances of the conduct so detract from the educator’s professional standing as to render the educator unfit for continued certification based on the educator’s inability to perform assigned duties.

For purposes of this policy, “failure to maintain competency standards” means:

- Lack of requisite ability or sustained failure to perform assigned duties;
- Lack of knowledge of subject area;
- Inability or failure to convey the teacher’s knowledge of the subject area;
- Inability or failure to effectively plan and present an organized lesson plan;
- Inability or failure to maintain a safe, organized and orderly learning environment;
- Inability or failure to properly store or secure potentially dangerous materials or personal belongings;
- Inability to maintain control in the classroom;

-
- Neglect of duties;
 - Misconduct; or
 - Poor performance evaluations.

For purposes of this policy, “the failure to conform to regulations prescribed” means:

- Failure to conform to state regulations;
- Insubordination;
- Failure to follow directives;
- Failure to conform with school board policies and administrative regulations.

The Board and administration recognize that the definitions of “immorality”, “failure to maintain competency standards”, and “the failure to conform to regulations prescribed” included herein are not intended to be exhaustive and are not intended to limit the Board or administration from taking such employment action as may be warranted in any given circumstance with any given set of facts. Teachers may be non-renewed, dismissed and/or terminated for other reasons that fall outside of this policy.

Due Process:

Teachers will be afforded all due process as they may be entitled to receive.

Mandatory Dismissal:

Employees of a school administrative unit or school district who have been convicted of homicide, child pornography, aggravated felonious sexual assault, felonious sexual assault, or kidnapping, in this state or under any statute prohibiting the same, will have their employment terminated by the school administrative unit or school district after it receives notice of the conviction.

Teachers who fall under this category are not entitled to a hearing, per state law.

First Reading of the Hinsdale School Board 06-14-16

Final Reading of the Hinsdale School Board 08-17-16

Legal References:

RSA 189:13, Dismissal of Teacher

RSA 189:14-a, Failure to be Renominated or Reelected

RSA 189:14-d, Termination of Employment

Ed 511.02, Grounds for Suspension or Revocation of Educator’s License

Revised: April 2016

New Sample Policy: September 2013

GCQA - REDUCTION IN INSTRUCTIONAL STAFF WORK FORCE

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

When the Board finds it necessary to reduce the number of certified full-time and/or part-time positions for reasons of declining enrollments, budget reduction, change in or consolidation of Board-authorized programs or for any other reason determined necessary or desirable by the Board, the following reduction-in-force policy will be implemented.

A. Notice

1. As soon as a reduction in force is seriously contemplated, the Superintendent shall notify the President of the Teachers' Association.

For the purposes of this policy, classifications are defined as follows:

K through third grade; fourth through sixth grade; seventh through ninth grade; tenth through twelfth grade. In secondary Schools (grades 7 through 9 and grades 10 through 12), classifications will be defined by major teaching subject areas. For each secondary School, the classifications in each School are further defined according to the courses of study being offered: English, Social Studies, Math, Art, Science, Foreign Language, Business, Home Economics, Physical Education, Vocational Arts, Industrial Arts, Special Education, Music, Alternative Education, Guidance, and Library.

2. The decision to implement the reduction in force shall be made at the sole discretion of the Hinsdale School Board.

3. The Board will abide by the provisions of RSA 189:14-A when non-renewing a teachers individual contract (see Article VIII, D of teachers contract). Date for notification of non-renewal is April 15.

B. Procedures for Determining Reduction in Force:

1. If reductions in staff are necessary or desirable, the Board should retain those teachers who, at its sole discretion, will be the best teachers for the School system and the students it serves.
2. The Board does not condone "bumping." The best teachers shall be retained, regardless of whether the teacher is probationary or not. A teacher with more than three years of employment in the District shall not have the right to displace another teacher with less than three years of service in the School District.

3. In identifying which teachers to release, the Board shall consider the following factors: teaching performance, teaching assignment, certification status and years of service in the district.

4. There will be no recall rights for terminated employees. However, the School administration shall consider the applications of terminated employees for such positions which may become available in subsequent years provided that said terminated employees submit a seasonable and timely application at the time the position becomes vacant. A previously employed teacher who returns to a teaching position within a three-year period shall resume employment by the District at no less than the step occupied when the teaching position previously held was terminated.

5. Any transfer, assignments, or re-assignments resulting from or involved with a reduction in staff will be made at the sole discretion of the Superintendent. In the event of a change of assignment or transfer as a result of the reduction in force, the teacher involved shall be notified of such change.

6. This reduction-in-force procedure is the only procedure that may be used in a reduction in force. No other personnel action, other than a reduction in force, may be considered under this policy.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

Reviewed and approved by the Hinsdale School Board 03/10/10

GCQC - RESIGNATION OF INSTRUCTIONAL STAFF MEMBER

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

All staff members who sign a contract are expected to honor the contract.

Resignations tendered between the time the employee signs the contract and July 1 of a given year will not be accepted unless and until a suitable and fully qualified replacement is hired. Resignations tendered after July 1 of the year of the contract will not be accepted nor will the employee be released from his/her contractual duties.

However, the Board recognizes that extenuating circumstances may arise which warrants it giving special consideration to a resignation request. In these instances, the Board may make exceptions to this Policy, on a case by case basis.

If an employee under contract breaches his/her contractual obligations to the District, or fails to abide by the terms of this Policy, the Board may initiate such legal actions as it deems appropriate, including monetary damages from the employee.

In addition, if a teacher reneges on his/her contract, the Board shall notify the teacher certification division of the Department of Education.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCQE - RETIREMENT OF PROFESSIONAL STAFF MEMBERS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Teachers shall be eligible for retirement in accordance with the regulations of the New Hampshire Retirement System.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCR - NON-SCHOOL EMPLOYMENT BY PROFESSIONAL STAFF MEMBERS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

When a person is hired on a regular, full-time basis, the Board considers that it has given him/her full-time employment. It expects employees to give the responsibilities of their positions in the District precedence over any type of outside part-time work.

The outside work done by a staff member is of concern to the Board insofar as it may:

1. Prevent the employee from performing his/her responsibilities in an effective manner.
2. Be prejudicial to his/her effectiveness in the position, or might compromise or embarrass the school district.
3. Raise a question of a conflict of interest.

Therefore, an employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that s/he needs to fulfill the responsibilities of the position; nor will an employee use any District facilities, equipment, or materials in performing outside work.

An employee will confer with the Superintendent or his/her designee before accepting any outside employment, and will discuss impact of any outside employment on his/her employment with the District.

The Superintendent will oversee the carrying out of the policy, will advise the Board of any policy abuse, will request any policy exceptions, and will notify the Board if he/she believes this policy should be amended.

Revised: August 2007

Reviewed: June 2004

Revised: July 1998, November 1999

GCRC - PROFESSIONAL PERSONNEL CONSULTING

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Each staff member is expected to restrict his/her outside work to his/her non-District paid hours.

A supervisor who observes that an employee's outside work activities are adversely affecting his/her job performance should advise the employee to resolve the situation. If it cannot be resolved to mutual satisfaction, then the supervisor shall make a report to the Superintendent.

Reviewed: June 2004

Revised: November, 1999

Revised: July, 1998

GCRD - TUTORING FOR PAY

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

No teacher may receive pay for tutoring one of his/her own pupils. A teacher should also avoid tutoring any child from his/her building.

The Superintendent will have the right to make adjustments to the policy in regards to tutoring to facilitate programming such as Title I services or other services on a case by case basis.

The above does not apply to homebound instruction assigned by the school administration.

Reviewed: June 2004
Revised: November, 1999
Revised: July, 1998

Reviewed and accepted by the Hinsdale School Board 04/08/09

GDB -EMPLOYMENT OF NON-CERTIFIED PERSONNEL

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

It is the policy of the School Board to recruit and select for employment the best qualified applicant for each position within the school district without regard to race, color, national origin, religion, age, qualified handicap, marital status or sexual orientation.

The District will employ, as necessary, non-certified personnel to work in non-instructional capacities. Non-Certified personnel are those people whose employment status does not require certification in accordance with rules and regulations of the State Board of Education. Non-certified staff includes, but is not limited to, the following types of positions: secretaries, technology coordinators, driver education instructors, speech therapists, maintenance staff, cafeteria workers, instructional assistance, transportation employees, etc.

Applications

Written application will be made at the SAU office for those persons seeking employment with the school district. The application will contain information concerning job experience, personal references, and other details as may be required. The superintendent will coordinate the hiring procedures for all job applicants. Hiring will be in accordance with Policy GDF, Hiring of Non-Certified Personnel.

Definitions

Salaried Employee: personnel under written contract for a specified period of time, whose compensation is set and determined on a per-pay-period basis, and whose normal workday coincides with that of the regular school day.

Hourly Wage Employee: personnel not under written contract for any specified period, whose compensation is calculated according to time spent on the job, and whose workday may vary according to specific assignment.

Wages

Compensation for salaried non-certified employees will be determined on an individual basis, and will be recommended by the superintendent to the board each year.

Compensation for hourly employees will be according to a salary schedule approved annually by the board.

Workday

Each non-certified employee's supervisor will establish the employee's work schedule, including starting time, break time, lunchtime and ending time. Non-

certified employees working more than 20 hours per week will be provided no less than 2 paid fifteen minute breaks during each regular workday.

Payroll Deductions

Appropriate payroll deductions will be made from the compensation of all personnel. These will include federal income tax and social security. Other deductions may be made on a voluntary basis.

Leave

Requests for leave by non-certified personnel will be handled individually by the superintendent and may be allowed for reasons such as illness, death of a close relative, maternity, personal time and vacation.

Grievances

All grievances should be settled with the employee's immediate superior. Appeal may be made to the Superintendent.

Annual Notice

The Superintendent will notify all educational support staff and non-certified employees by the last day of each school year of the District's intent to continue or not continue their respective employment for the following school year. The notification will be in writing.

The notification may state that the intent to continue or not continue the employee's employment is contingent on special circumstances, including but not limited to fiscal considerations, staffing needs, staff re-organization, student enrollment, and others.

Note: This policy may be affected if non-certified personnel are represented by a bargaining unit established under RSA 273-a.

Legal References:

RSA 189:14-h, Notice to Education Support Personnel and Non-Certified
School District
Employees Required

Revised: September 2010

New policy: February 2006

First reading of the Hinsdale School Board 12-14-11

Final Reading of the Hinsdale School Board 01-11-12

GDF - HIRING OF NON-CERTIFIED PERSONNEL

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also GDB & GBCD

The Superintendent is directed to oversee the recruitment and hiring process for non-certified personnel, and has the authority to hire non-certified employees subject to approval of the Board.

All new employees are subject to a criminal background check, as per Policy GBCD.

This policy may be superseded by a collective bargaining agreement.

Training

It is the responsibility of the Superintendent or designee to coordinate activities and training sessions that will aid non-certified personnel in learning the requirements of their position.

Prior to assuming his/her duties, each non-certified employee will be advised of local policies relevant to their specific responsibilities.

Probationary Period

A probationary period for non-certified personnel is defined as the first ninety days of employment for a new employee or for an employee who has been rehired following a break in service.

The probationary period will be used to allow the immediate supervisor time to closely evaluate the employee, and to encourage effective adjustment to the position. Only employees who meet acceptable standards of work during the probationary period will be retained.

The immediate supervisor must decide before the completion of the probationary period as to whether the employee has successfully passed the probationary period or should be dismissed prior to the end of the ninety days.

Legal References:

NH Code of Administrative Rules, Section Ed. 302.02, Substantive Duties of Superintendents

RSA 189:13-a, School Employee and Volunteer Background Investigations

Revised: February 2006

GDM - NON-CERTIFIED STAFF DEVELOPMENT OPPORTUNITIES

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Non-certified employees are an integral part of the District's total staff. Their training and development are essential to the efficient and economical operation of the Schools.

All non-certified employees are encouraged to grow in job skills and to take additional training that will improve their skills on the job. It is the responsibility of all building principals to assist in the training of non-certified employees assigned to their buildings.

The Superintendent may approve participation by non-certified staff in workshops, conferences, and other educational activities. Non-certified employees who attend approved functions will be reimbursed for expenses incurred according to the Hinsdale School Board's travel allowance policy.

Revised: February 2006

GDO - EVALUATION OF SUPPORT STAFF

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also GDB

The performance of each non-certified person shall be monitored throughout the year. The employee's immediate supervisor is responsible for a formal written assessment of the employee's performance based on her/his specifically assigned duties, which will be submitted according to District procedures.

It will be the responsibility of the Superintendent to implement appropriate evaluation procedures for non-certified staff.

This policy may be superseded by a collective bargaining agreement.

Revised: February 2006

GDQ - TERMINATION OF NON-CERTIFIED PERSONNEL

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

See also GDB

If at any time during the employment of a non-certified employee there is an indication that he or she is not carrying out his or her duties as assigned, he or she may be suspended from that duty immediately, and further action, including dismissal, may be recommended by the superintendent.

Suspension

The Superintendent may suspend a non-certified employee at any time when deemed necessary.

Dismissal

Non-certified personnel may have their employment terminated at anytime pursuant to the dismissal terms of that employee's employment contract, for violation of school policy, for violation of any law, or for other matters deemed appropriate by the Superintendent. Non-certified employees are not entitled to a hearing before the board unless that right is expressly granted in the employee's employment contract. If such an employee is entitled to a hearing, the hearing will be conducted in accordance with the procedures set forth in Department of Education Rule 204.01.

Voluntary Termination

Upon retirement or resignation, non-certified personnel will give the immediate supervisor written notice of resignation at least two (2) weeks in advance of the effective date of voluntary termination. This requirement may be waived by the superintendent upon request for justifiable reasons.

Note: This policy may be affected if non-certified personnel are represented by a bargaining unit established under RSA 273-A.

Legal Reference:

NH Code of Administrative Rules, Section 204.01, Board Hearings

New sample policy: February 2006

GDS- RECOGNITION OF BARGAINING UNITS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The School Board recognizes that certain school district employees may designate an employee organization as their exclusive representative for purpose of collective bargaining. Such bargaining units must have at least ten (10) employees with the same community of interest. The Board will not recognize nor approve any bargaining units with fewer than ten (10) members.

The Board will recognize any such bargaining unit that is established pursuant to the provisions of RSA 273-A.

Legal References:

RSA 273-A, Public Employees Labor Relations

Revised: September 2011

New Policy: September 2008

First Reading of the Hinsdale School Board 05-09-12

Final Reading of the Hinsdale School Board 06-13-12

GEA-ATHLETIC TEAM COACHES

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Selection Process

Notices of all vacancies for athletic coach positions will be posted at the school and will be advertised as necessary, to be determined by the Superintendent. The School Board recognizes that provisions of the collective bargaining agreement may give qualified teachers priority in interviews and selection for vacant coaching positions.

The athletic director and/or principal will screen applications for appropriate qualifications, competencies, and experience. The athletic director and principal will conduct interviews. The principal will check references. The Principal will make the recommendation for hire to the Superintendent for approval.

All persons approved for coaching positions will be subject to criminal background checks, consistent with Board Policies GBCD and IJOC. Persons who have been selected for coaching positions may be hired on a conditional basis, pending a successful completion of the criminal records check.

Coaches Eligibility

Persons selected for coaching positions must meet the “Coaches Eligibility” criteria established by the New Hampshire Interscholastic Athletic Association (NHIAA). Coaches must also receive ongoing and continuing education and training as required or recommended by NHIAA

Additionally, persons selected for coaching positions must be at least 21 years of age, recommendation of possessing a valid driver’s license and have at least a high school diploma.

Compensation

Coaches will be compensated at the rate established in the district’s operating budget and/or collective bargaining agreement, if applicable.

Continuation and Dismissal

All coaching positions may be for one season. The athletic director and principal will make re-appointment proposals for the following seasons. The recommendation for re-appointment will be made by the principal and forwarded to the Superintendent for approval.

A coach may be dismissed from his/her duties at any time for unprofessional conduct, violation of School Board policies, violation of expectations and responsibilities, and/or any unethical behavior that places students in danger or places the District in an unprofessional light.

Code of Ethical Conduct

Coaches are required to adhere to all school board policies relative to codes of conduct, behavior, and expectations. Additionally, coaches are required to adhere to all standards of sportsmanship established in School Board policies and/or by NHIAA.

Violation of any code of conduct may result in immediate termination and/or dismissal.

Legal References:

RSA 189:13-a, School Employee and Volunteer Criminal History Records Check

<http://www.nhiaa.org/PDFs/2147/coacheseligibility.pdf>

First Reading of the Hinsdale School Board 05-09-12

Final Reading of the Hinsdale School Board 06-13-12

SECTION H: NEGOTIATIONS

Section H contains policies of the Hinsdale School Board, on the process of negotiating with Bargaining units recognized by the Hinsdale School Board and authorized under state law.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
HP	R	Employee Job Actions/Actions regarding Work Stoppage
HPA	R	Employee Walkouts, Strikes and Work to rule

Categories:

P= Priority	The subject matter of these policies is required by state and or federal law
R= Recommended	While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.
O= Optional	These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

HP - EMPLOYEE JOB ACTIONS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Strikes and other forms of job action are unlawful, and a violation of Board Policy. However, if a work stoppage occurs, the Board will keep schools open so long as the health and safety of the students and employees can be assured.

Action Regarding Work Stoppage

The initial decision as to whether or not schools will remain open will be made by the Superintendent or his/her designee in consultation with the Chairperson of the Board. If this consultation is not possible, the Superintendent or his/her designee is authorized to make the decision.

There will be an emergency meeting of the Board during the evening the work stoppage has occurred. If prior warning of a possible stoppage is forthcoming, the Superintendent is authorized to call an emergency Hinsdale School Board meeting to be held in the usual meeting place at 6:30 P.M. on the designated date.

It is expressly understood that no Board member other than the Chairperson (or designee) will issue any press release or statements in regard to the work stoppage.

Legal Reference:

RSA 273-A:13, Strikes Prohibited

Reviewed June 2004

Revised: November, 1999

Revised: July, 1998

HPA - EMPLOYEE JOB ACTIONS (*Unauthorized Employee Absences*)

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Any strike, job action or withholding of services by a public employee is illegal.

Any employee of the Board who engages in a strike, job action, withholds services, absents himself without leave or authorization, or declines to perform all of his/her duties and responsibilities will be acting contrary to the law of the state, to the Board policies and to any applicable individual contract.

Any employee who so acts will:

1. Suffer a deduction in salary for every day s/he is absent from work.
2. Have an official reprimand placed in his/her permanent record.
3. Be subject to immediate discharge or other appropriate disciplining action.

Legal Reference:

RSA 273-A:13, Strikes Prohibited

Farrelly v. Timberlane Regional School Dist., 114 N.H. 560 (1974)

Reviewed: August 2006

Revised: November, 1999

Revised: July, 1998

SECTION I: INSTRUCTION

Section I contains Hinsdale School Board policies on the instructional program: basic curricular subjects, special programs, instructional resources, and academic achievement.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
IB	O	Academic Freedom
IC	R	School Year (Also ICA)
ICA	R	School Calendar (Also IC)
IF	R	Instructional Program (also IFA IGA & IJ)
IFA	P	Instructional Needs of Students with Different Talents (also IF, IJO)
IGA	R	Curriculum Development
IGD	R	Curriculum Adoption
IGE	P	Parental Objections to Specific Course Material
IHAЕ	O	Physical Education
IHAH	R	World Languages Program
IHAK	P	Character and Citizenship Education
IHAL	O	Teaching about Religion
IHAM	P	Health Education and Exemption From Instruction
IHAMA	R	Teaching about Alcohol, Drugs and Tobacco
IHAMB	R	Teaching about Self Protection(also JLIF)
IHAMC	R	HIV/AIDS (also GBGAA & JLCCA)
IHBA	R	Programs for Pupils with Disabilities (Also JICD)
IHBAA	P	Evaluation Requirements for Child- Ren with Specific Learning Disabilities
IHBB	O	Programs for Gifted Pupils
IHBBA	R	Limited English Proficiency Instruction

IHBCA	R	Pregnant Students (Also JIE)
IHBG	R	Home Education Instruction
IHBH	R	Extended Learning Opportunities (Also IKF, IMBA, & IMBC)
IHBI	P	Alternative Learning Plans (also IHBH, IKF, IMBA & IMBC)
IHCA	P	Summer Activities
IHCD/LEB	P	Advanced College Placement (Also IK, IKF, IMBA, IMBC, & LEB)
IIB	R	Class Size
IIC	R	Instructional Time Schedule
IJ	P	Instructional Materials
IJK	R	Supplemental Materials Selection and Adoption (Also EGAD & IJ)
IJL	O	Library Materials Selection and Adoption
IJO/KA	P	School, Community, and Home Relations (also KA)
IJOA	R	Field Trips and Excursions (Also IJOC)
IJOC	P	Volunteers (Also ABA & GBCE)
IK	P	Earning of Credit (also IKF& ILBA)
IKA	R	Grading System
IKAA	P	Interdisciplinary Credit (IK & IKA)
IKAD	O	Changing Student Grades
IKB	P	Homework
IKC	O	Academic Honors, Class Ranking
IKE	P	Promotion and Retention of Students
IKF	R	High School Graduation (Also IHBI, IHBH, IKFA, ILBBA, IMBC)
IKFA	O	Early Graduation (Also IMBC)
IKFC	R	Alternative Diploma
IKG	O	Awards and Scholarship
IL	P	Evaluation of Instructional Programs (Also ILBA)
ILBA	P	Assessment (Also IL)
ILBAA	R	High School Competency Assessments (Also IL, ILBA, and IMBCA)
ILD	R	Educational Questionnaires, Survey's and Research

IMAB	O	Teachers Teaching Their Own Children
IMAH	P	Daily Physical Activity
IMBA	R	Distance Education (Also IHBH, IHBI & IMBC)
IMBC	R	Alternative Credit Options (Also IHBH, IHCD, IKF, ILBAA, & IMBA)
IMBD	O	High School Credit for 7 th and 8 th Grade Advanced Coursework (also IKF & ILBA)
IMC	R	Controversial Speakers and Programs
IMDA	R	Patriotic Exercises
IMG	O	Animals in School
IMGA	P	Service Animals

Categories:

P= Priority

The subject matter of these policies is required by state and or federal law

R= Recommended

While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.

O= Optional

These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

IB - ACADEMIC FREEDOM

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The teacher is entitled to freedom in the classroom in discussing his/her assigned subject matter, but shall limit him/herself to comments that are directly related to the curriculum established by the Board.

The teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

Reviewed: July 2004

Revised: November 1999

Revised: July 1998

IC - SCHOOL YEAR

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

See also ICA

The school year shall be a minimum of 190 days, including a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

Alternatively, the school year may consist of the number of hours as required by New Hampshire Department of Education Rules. In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

Legal References:

RSA 189:1, Days of School

RSA 189:24, Standard School

NH Code of Administrative Rules, Section Ed. 306.18, School Year

NH Code of Administrative Rules, Section Ed. 306.19, School Calendar

NH Code of Administrative Rules, Section Ed. 306.27 (q), High School Schedule for

Seniors/Graduation

Revised: September 2011

Revised: July 1998, November 1999, July 2004, July 2005

First reading of the Hinsdale School Board 03-14-12

Final reading of Hinsdale School Board 04-11-12

ICA - SCHOOL CALENDAR

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also IC

The school calendar will be developed by the Superintendent and approved by the Board. Any exceptions or revisions to the calendar must be approved in advance by the Board.

The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, regional special education programs, and other districts in the SAU.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.19, School Calendar

Revised: July 2005

IF - INSTRUCTIONAL APPROACH

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

It is the policy of the Board that instruction will be aligned with the goals, mission and policies of the School District. Additionally, the District's instructional program will comply with the rules of the NH Department of Education and all applicable state statutes and federal law.

Instruction will be focused on meeting the instructional needs of students with different talents, interests, and development.

The instructional program will include:

1. Procedures for diagnosing learner needs
2. Methods and strategies for teaching that incorporate learner needs
3. Resource-based learning opportunities
4. Techniques for evaluating student outcomes
5. The provision of remedial instruction as needed

Instruction will also include, where possible, consideration of all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology to engage each student in achieving the necessary skill and knowledge.

Legal References:

Ed 306.14 (b), Instructional Program (July 1, 2013)

Ed 306.14 (a), Instructional Program (after July 1, 2015)

Revised: May 2014 (only changes are to legal references. Content of policy is unchanged.

Revised: September 2008

New Policy: July 2005

Also IJO

Reviewed and approved by the Hinsdale School Board March 11, 2009

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IFA - INSTRUCTIONAL NEEDS OF EACH INDIVIDUAL STUDENT

Also IF, IJO

Category Priority-*The subject matter of these policies is required by state and or federal law.*

See also IF, IJO

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students' different talents, interests and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

Legal References:

Ed 306.04 (a) (6), Instructional Needs of Each Individual Students

Ed 306.04 (j), Instructional Needs of Each Individual Student

Revised : May 2014 (only changes are to legal references. Content of policy is unchanged.

New Policy: May 2008

First reading of the Hinsdale School Board: July 9, 2008

Final reading and accepted; August 13, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IGA - CURRICULUM DEVELOPMENT

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Curriculum development must be viewed as an encompassing task involving the total community -- students, teachers, parents, -- working cooperatively to develop a curriculum that offers a wide variety of approaches to education and to provide a more flexible and purposeful approach to the search for an increasingly complex world.

The Board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The Superintendent will spearhead curriculum development for the school system. The Superintendent will establish curriculum committees for the study of curriculum improvements, including the selection of new instructional materials, as found necessary and desirable.

The Board will make final decisions on curriculum change. The Superintendent will submit to the Board recommendations developed by the curriculum committees and the professional staff. The Board in reviewing and evaluating curriculum recommendations may solicit community opinion. Recommendations will be submitted to the Board for its consideration and adoption.

All teachers have professional obligations to the school program beyond regular classroom duties, and these obligations include work on curriculum committees. It is expected that all teachers will make contributions to curriculum development.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 302.02(f), Substantive Duties of Superintendents

NH Code of Administrative Rules, Section Ed. 303.01(g), Substantive Duties of Hinsdale School Boards

Revised: July 2004

Revised: November 1999

Revised: July 1998

IGD - CURRICULUM ADOPTION

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

It is the policy of the Board that no basic course of study shall be eliminated or new courses added without approval of the Board, nor shall any significant alteration or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration so that Board members may have opportunity to review the proposed program.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 302.02(f), Substantive Duties of Superintendents

NH Code of Administrative Rules, Section Ed. 303.01(g), Substantive Duties of Hinsdale School Boards

Revised: July 2004

Revised: November 1999

Revised: July 1998

IGE - Parental Objections to Specific Course Material

Category Priority-The subject matter of these policies is required by state and or federal law.

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media posting, or phone call not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building Principal and the parent must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state minimum standards.

School District staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents who wish for particular instructional material be reviewed for appropriateness may submit a request for review in accordance with Board Policy KEC or IHAM.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

Legal References:

RSA 186:11, IX-c & IX-e State Board of Education; Duties.
20 U.S.C §1232h, (c)(1)(C), Protection of pupil rights
Revised: September 2017
New Sample Policy: January 2012

First Reading of the Hinsdale School Board 12/13/17
Final Reading of the Hinsdale School Board 01/10/18

IHAE - PHYSICAL EDUCATION

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

No child shall be excused from regular physical education except on the written notice of a duly licensed physician or on the written request of the parents, subject to Board approval, in which case an alternative program shall be provided. Temporary excuses on a day-to-day basis may be granted by the teacher upon the request of the parents.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.35, Physical Education Program

Revised: July 2004

Revised: July 1998

IHAH- World Languages Program

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

It is the policy of the School Board to provide students with opportunities to explore a broad range of academic fields. In keeping with the developmental needs of students, a world language program will be offered to students in the middle school and high school.

Content will include basic vocabulary as well as an introduction to the culture of countries speaking the studied languages. Instruction will include speaking and listening skills with some writing skills. The world languages teacher(s) and the building principal will develop other curriculum components.

Students who demonstrate content mastery at the exploratory level may be offered the opportunity to participate in a more intensive instructional program in 8th grade with the expectation that they will continue to study the particular world language at the high school level.

As resources permit, the district will also make an effort to teach foreign language in grades kindergarten through eight.

Legal Reference:

Ed 306.26 (d), World Languages, Middle School (applies until July 1, 2014

Ed 306.26 (c), World Languages, Middle School (applies after July 1, 2017)

Ed 306.27 (c) World Languages, High School (until July 1, 2015)

Ed 306.41, World Languages Program, High School (after July 1, 2015)

Revised: May 2014 (only changes are to legal references. Content of policy is unchanged.

New Policy: November 2007

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IHAK - CHARACTER AND CITIZENSHIP EDUCATION

Category Priority-The subject matter of these policies is required by state and or federal law.

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others.
2. Fairness, integrity, and justice.
3. Respect, courtesy, and human worth.
4. Community service.
5. Pursuant to RSA 186:13, the rights and responsibilities of citizenship.
6. Each individual has dignity and worth.
7. A free society requires respect for persons, property, principles and self.
8. Each individual has a right to learn and freedom to achieve.
9. Each individual, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability, has the right to equal opportunity.
10. Each individual has the right to personal liberties.
11. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate.
12. Each individual has a responsibility to the group as well as to the total society.
13. A democratic government is established by majority vote.
14. Democratic societies are based on law.
15. Problems are solved through reason and orderly processes.
16. An individual should be tolerant of another's beliefs and should have the freedom to express his/her own.
17. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(5), Character and Citizenship
NH Code of Administrative Rules, Section Ed 306.04(i), Character and Citizenship
Revised: September 2017
Revised: May 2008
Reviewed: July 2005
Revised: November 1999, July 2004

First Reading of the Hinsdale School Board 1-10-18
Final Reading of the Hinsdale School Board 2-14-18

IHAL - TEACHING ABOUT RELIGION

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Religious education is the responsibility of the home and church. The Board will ensure that any instruction relating to religion within the District shall conform to applicable legal requirements.

Reviewed: July 2004

Revised: July 1998

IHAM - HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Category Priority-The subject matter of these policies is required by state and or federal law.

Consistent with Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, and related topics, will be included in the instructional program.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents/guardians will have the right to inspect health and physical instruction materials which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings or phone call, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

Parents/guardians who wish to review or inspect health and physical education materials may arrange a meeting with the Principal to review the materials.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction.

Parents/guardians who wish to have their child opt-out of such instruction are required to complete the district opt-out form and state the particular unit of curriculum in which the student is not to participate. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with the Principal.

Parents/guardians who do not want their child to participate in a particular unit of health or physical education for religious reasons must complete a Health or Physical Education Opt-Out Form.

Opt-Out Forms are available from either the health education teacher or the Principal.

Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

Legal References:

20 U.S.C §1232h, (c)(1)(C), Protection of Pupil Rights

RSA 186:11, IX-c & IX-e Notice to Parents/Guardian Required

NH Code of Administrative Rules, Section Ed 306.40, Health Education Program

NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program

RSA 186:11, IX-b, Health and Sex Education

Appendix IHAM-R, Health or Physical Education Opt-Out Form

Revised: September 2017

New Policy: September 2008

First Reading of the Hinsdale School Board 1-10-18

Final Reading of the Hinsdale School Board 2-14-18

IHAMA - TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

Category Priority-*The subject matter of these policies is required by state and or federal law.*

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing education on the effects of alcohol, other drugs, tobacco, and dealing with abuse. The District shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community, as a component of the kindergarten through grade 12 health education program. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

Legal References:

RSA 189:10, Studies
RSA 189:11-d, Drug and Alcohol Education
Ed 306.40, (b)(2) a - Health Education Program.

Revised: May 2017
Reviewed: July 2004
Revised: July 1998

First Reading of the Hinsdale School Board 09-13-17
Final Reading of the Hinsdale School Board 10-11-17

IHAMB - TEACHING ABOUT SELF-PROTECTION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also JLIF, IHAMA

The Superintendent in conjunction with the building principal or designee will prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction or exploitation. The school district's K-8 health curriculum will include education on student safety issues, child abuse as established in the definition of "abused child" under RSA 169-C:3, II, as well as age and developmentally appropriate drug and alcohol education based on the needs of students and the community. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and/or students.

Legal Reference:

RSA 169-C, Child Protection Act

RSA 169-C:29, Persons Required to Report

RSA 189:10, Studies

RSA 189:11-d, Drug and Alcohol Education

RSA 651-B:7, Registration of Criminal Offenders

Revised: May 2017

Revised: February 2008

New policy: February 2006

NHSBA, Note: This policy is revised to reflect the enactment of SB 369, establishing RSA 189:11-d, effective August 20, 2016 and SB 460, amending RSA 189:10, effective July 4, 2016.

First Reading of the Hinsdale School Board 10-11-17

Final Reading of the Hinsdale School Board 11-07-17

IHAMC - HIV/AIDS

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

Also GBGAA and JLCCA

Preamble. Human Immunodeficiency Virus (HIV) progressively destroys the body's ability to fight infections and certain cancers. The term acquired immunodeficiency syndrome (AIDS) is used to mean the later stages of an HIV infection. To assist the District and infected persons, the District adopts the following policy.

I. General Principles:

(A) HIV is not spread by casual, everyday contact. Therefore, absent a serious secondary infection that may be transmitted to others or a significant health problem that restricts the infected person's ability to attend School, a student who is infected with HIV or AIDS shall attend the School and classroom to which he or she would be assigned, and shall receive the rights, privileges and services to which he or she would be entitled if not infected, free of physical and verbal harassment.

(B) There shall be no discrimination in employment against a person infected with HIV or AIDS based solely upon said infection. No District employee shall be terminated, non-renewed, demoted, suspended, transferred or subjected to adverse action based solely upon his/her infection with HIV or AIDS, or the perception that he or she is so infected. However, the District may take whatever action is appropriate as to an employee who, despite reasonable accommodation, is unable to perform his/her duties due to an illness, including an illness related to HIV or AIDS.

(C) The School District shall provide a sanitary environment and shall establish procedures for handling bodily fluids, pursuant to Section V.

(D) The District shall administer a program of education about HIV or AIDS for students, their families, and School District employees to ensure that they are informed about the following:

- (1) The nature and effects of HIV including current information about how it is transmitted and prevented in ways that are scientifically, legally, and educationally sound;
- (2) District policies and procedures relating to employees and students with diseases such as HIV or AIDS;
- (3) Resources within the School District and elsewhere for obtaining additional information or assistance; and

(4) Procedures to prevent the spread of communicable diseases at School.

II. Evaluation of Infected Students and Staff

(A) HIV is not transmitted casually. Accordingly, infection with HIV or AIDS is not, by itself, sufficient reason to remove a student or staff member from the School. When the Superintendent has been notified that a student or staff member is infected with HIV or AIDS, the Superintendent shall act appropriately to ensure the safety of persons in the School setting and to plan to support the infected person.

(B) When the District learns that a student is infected with HIV or AIDS, the appropriate procedures under State and Federal Law with regard to evaluation and educational programming shall be followed if the student is or may be educationally handicapped.

(C) (1) When notified that an employee is infected with HIV or AIDS, the Superintendent shall determine whether the infected person has a significant health problem that will restrict his/her ability to work and shall determine whether the infected person has a secondary infection (e.g., tuberculosis) that poses a medically recognized risk of transmission of disease. The Superintendent shall make this determination by consulting with the infected person's physician and the infected person.

The Superintendent also may consult with public health officials and other persons, subject to the confidentiality provisions in this policy. The Superintendent shall consider methods in which the School District may anticipate and meet the needs of persons infected with HIV or AIDS.

(2) Absent a secondary infection, which creates a medically recognized risk of transmission of disease, or a significant health problem that restricts the infected person's ability to work, the Superintendent shall not alter the job assignment of the infected person. However, the Superintendent shall periodically review the case with the persons described in Section II(C) (1).

(3) If the Superintendent determines that a secondary infection poses a medically recognized risk of transmission of disease in the School setting or that a significant health problem restricts the infected person's ability to work, the Superintendent shall consult with the persons described in Section II(C) (1). After said consultation, the Superintendent shall, if necessary, develop an individually tailored plan to accommodate the staff member if possible. Additional persons may be consulted if necessary for gaining additional information, but the infected person must approve of the notification of any additional persons who are informed of the infected person's identity. The Superintendent may consult with legal counsel to ensure that any official action is consistent with state and federal law. If an individually tailored plan is necessary, said plan should be medically,

legally, educationally and ethically sound.

(D) Infected students who are aggrieved by the education plan determinations may appeal said determinations pursuant to state and federal special education law if the infected student is eligible for or claims that he is eligible for special education or special education and related services. Infected persons who do not claim that they are eligible for special education or special education and related services, but who are aggrieved by the Superintendent's determinations, may appeal said determinations to the Board.

(E) Confidentiality shall be observed throughout the foregoing process.

III. Confidentiality

(A) The identity of a student or staff member who is infected with HIV or AIDS may be disclosed to those persons who determine whether the infected person has a secondary infection that poses a medically recognized risk of transmission of disease in the School setting or whether a significant health problem will restrict the infected person's ability to work or attend class. These persons include:

- (1) The Superintendent or a person designated by the Superintendent to be responsible for the determination, or, in the case of a student who is identified as educationally handicapped or who is claimed or believed to be educationally handicapped, the special services team.
- (2) The physician of the infected person.
- (3) Public health officials, to the extent that their knowledge of the infected person's identity is necessary.

(B) The persons listed in Section III (A) (1) - (2) and the infected person (or his/her parents or guardians) shall determine whether additional persons to know the identity of an infected person. The identity of an infected person shall not be disclosed to persons who are not listed in Section III (A) without the consent of the infected person, or the infected person's parents or guardians. The persons to whom the infected person's identity may be disclosed with the aforementioned consent include the School nurse, the School Principal or other persons necessary to protect the health of the infected person or to evaluate and monitor the case.

(C) All staff members who know the identity of persons infected with HIV or AIDS shall treat said information as confidential. No information will be divulged directly or indirectly to any individuals or groups, except as noted in Section III (A) - (B). All medical information and written documentation of discussions, telephone conversations, proceedings, and meetings concerning the HIV or AIDS infection shall be maintained in a locked file. Access to said file shall be granted only to those persons who have the written consent of the infected person or his/her parents or

guardians. The names of infected persons shall not be used in documents, except when essential. No document containing the name or other information that reveals the identity of an infected person may be shared with any person for any purposes without the consent of the infected person or the infected person's parents or guardians. Any School staff member who violates the confidentiality provisions of Section III shall be subject to discipline. Test results and medical records shall be disclosed only with the consent of the infected person (or that person's parent if he is a minor), pursuant to a subpoena or order of a court or administrative agency, or otherwise in accordance with law.

IV. Testing

Mandatory testing for communicable diseases that are not spread by casual, everyday contact (e.g., HIV or AIDS) shall not be a condition for School entry or attendance, or for employment or continued employment.

V. Control of Infections

- (A) HIV cannot penetrate unbroken skin, and there is no evidence that HIV has been transmitted through contact with vomit, nasal discharge, saliva, urine, or feces. However, said body fluids commonly transmit infections such as Hepatitis, colds and flu. Accordingly, direct skin contact with body fluids should be avoided whenever possible.
- (B) Staff members shall follow the universal precautions in handling body fluids in the Schools.
- (C) The District shall cooperate with local, state and federal health agencies in controlling infections.
- (D) If a person in a school setting has been exposed to blood-to-blood contact, the district should counsel the person to seek medical testing and attention.

VI. Health Education

The Board recognizes that HIV/AIDS education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas.

The District's HIV/AIDS education program must address, at a minimum, the nature, transmission, prevention, and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the pupils and the subject matter of the course.

Development of the program should take into account the instructional needs of all pupils in the District and be scientifically, legally, and educationally sound.

The Superintendent shall ensure that the information presented as a part of the HIV/AIDS program is articulated in such a way that transition from grade to

grade in the elementary Schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent shall ensure that all staff involved in teaching the HIV/AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff, training shall be provided. All employees shall have training in Universal Precautions.

Legal References:

RSA 186:11, IX, Instruction as to Intoxicants and Venereal Disease

RSA 186:11, IX-a, AIDS Instructional Material

RSA 189:1-a, Duty to Provide Education

RSA 186-C, Special Education

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

RSA 193:3, Change of School or Assignment, Manifest Educational Hardship or Best

Interest, Excusing Attendance

National Association of State Boards of Education, Someone at School Has AIDS, 2001

www.aids.gov/basic/index.html

Revised: February 2007

Reviewed: October 2004

Revised: November 1999

Revised: July 1998

IHBA - PROGRAMS FOR PUPILS WITH DISABILITIES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also JICD

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 21st birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 21 during the academic year may be allowed to complete the remainder of the school year.

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities

RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities

Appendix JICD-R,

IHBBA - LIMITED ENGLISH PROFICIENCY INSTRUCTION

Category Priority-The subject matter of these policies is required by state and or federal law.

If the District receives federal funding for Limited English Proficiency (LEP) Programs, the following provisions and procedures will apply:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specific program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Teachers within the program are certified to teach bilingual or multilingual education.
4. The program will be evaluated for the academic success and language achievement of the students in the program. Parents will be notified of:
 - A. Their child's level of English proficiency and how such level was assessed.
 - B. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
 - C. A statement as to how the LEP will meet objectives of the child's IEP, if applicable.
 - D. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
 - E. The status of their child's academic achievement.
 - F. Exit requirements for the program.

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

Legal References:

P.L. 107-110, No Child Left Behind Act of 2001

Appendix IHBBA-R

Revised: September 2008

Reviewed: July 2004

New Policy: April 2003

First Reading by the Hinsdale School Board 09-14-16
Final Reading of the Hinsdale School Board 10-12-16

IHBB - PROGRAMS FOR GIFTED PUPILS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Board recognizes the need for programs for gifted and talented pupils.

Reviewed: July 2004

Revised: November 1999

Revised: July 1998

IHBBA - LIMITED ENGLISH PROFICIENCY INSTRUCTION

Category Priority-The subject matter of these policies is required by state and or federal law.

If the District receives federal funding for Limited English Proficiency (LEP) Programs, the following provisions and procedures will apply:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specific program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Teachers within the program are certified to teach bilingual or multilingual education.
4. The program will be evaluated for the academic success and language achievement of the students in the program. Parents will be notified of:
 - A. Their child's level of English proficiency and how such level was assessed.
 - B. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
 - C. A statement as to how the LEP will meet objectives of the child's IEP, if applicable.
 - D. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
 - E. The status of their child's academic achievement.
 - F. Exit requirements for the program.

Legal References:

P.L. 107-110, No Child Left Behind Act of 2001

Appendix IHBBA-R

Revised: September 2008

Reviewed: July 2004

New Policy: April 2003

First reading of the Hinsdale School Board 09-09-15

Final reading of the Hinsdale School Board 10-14-15

IHBCA - PREGNANT STUDENTS

Category: Recommended

See also JIE

Maternal or paternal status shall not affect the rights and privileges of students to receive a public education. Pregnant students shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The Board may require a physician's statement of activity limitations.

In the event a student informs a staff member that the student is pregnant, the following general guidelines will apply.

School staff members are reminded that they do not have the same relationship with students that the student would have in a medical setting.

Any staff member who learns that a student is pregnant or is informed of such by the pregnant student will immediately inform the building principal, school nurse and school/guidance counselor.

Staff members cannot promise that information told to the staff member by the student will remain confidential. Staff members should inform the student that pertinent laws may require the staff member to share the information if the student's health, safety or welfare is at risk.

If a pregnant student is a minor, the school building principal may need to contact state social service agencies. This determination should be made after consultation with the student nurse, school nurse, school/guidance counselor, and other employees whose input is needed.

Any other school district action or response will be made by the building principal, on a case-by-case basis, after consideration of all pertinent information.

School staff may provide the pregnant student with information relative to medical health facilities, mental health resources, and counseling resources.

Revised: April 2016

Revised: July 1998, November 1999

First reading of the Hinsdale School Board 06-14-16

Final Reading of the Hinsdale School Board 08-17-16

IHBG - HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Related Policies: JEA, JG, JH, JJJ

See also: IHBG-R

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 ("Ed. 315"). A parent or guardian may establish a home education program for any child between the ages six (6) and eighteen (18) years of age including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District.

Notices Required for Commencement of Home Education Program.

1. Notice For Students Withdrawing from District.

State school attendance laws apply to each student until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed. Rule 315.04 (e) requires that on or before the date the home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone or in writing, at the parent/guardian's election.

2. Written Notice of Program Required.

In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed. 315 both require that the parent/guardian provide written notice of the commencement of a home education program *either* (at the parent/guardian's election) to the New Hampshire Department of Education, the Superintendent of the resident district, or to any non-public school principal.

The requirements of the notice are set forth in RSA 193-A:5 and Ed. 315.04, both of which can be accessed through the New Hampshire Department of Education's website.

Upon request, the Superintendent shall assist the parent/guardian to assure that the notification complies with the statutory requirements.

3. No Annual Notice Required.

Once established, the home education program remains in effect unless terminated pursuant Ed. 315.04 (k). The parent/guardian is not required to provide annual notification of continuation of a home education program.

Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed. 315.07 provide several options for parents/guardians to meet the statutory evaluation requirements. Some of the evaluation options available to parents/guardians under that statute and rules *can* involve District/Superintendent assistance, including, for instance, any state student assessment used by the District, or any other "valid" measurement tool mutually agreed upon by the parent/guardian and the Superintendent. Other options are available to parents/guardians as provided under RSA 193-A:6 and/or Ed. 315.07.

Parents/guardians seeking to utilize evaluation services through the Superintendent, should contact the Superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

No fee will be required by the District when a parent uses evaluation services provided by the District.*

***NOTE:** RSA 193-A:7, II (a), and Ed. 315.07 (c) each allow a parent/guardian to enter into an agreement for evaluation services with a certified teacher or a teacher teaching in a non-public school. When a parent/guardian chooses to independently contract with an individual teacher to perform evaluation services, the teacher may charge any fee agreed upon by the teacher and the parent/guardian, notwithstanding whether the teacher is also employed by the District. The District shall not be responsible for the evaluation services, nor shall the District receive any part of the fee agreed to between the teacher and the parent/guardian.

Records.

The District shall maintain documents concerning home education programs in a manner consistent with other educational records. Additionally, the Superintendent shall maintain a list of all home education programs for which the Superintendent, as participating agency, has received notice. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom programs were established.

RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. The

parent/guardian is required to preserve the portfolio for 2 years from the date of the ending of the instruction.

For evaluations which are not provided by the District, parents/guardians need only provide copies to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III. *[See also NHSBA sample appendix IHBG-R.]*

Re-enrollment into the School District.

Parents/Guardians deciding to re-enroll their children into the District following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with the School Board policy governing student placements *[NHSBA Sample Policy JG]* and are subject to the same appeal process.

Parents/Guardians should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the District's curriculum.

Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the State to be eligible for a certificate or diploma.

Participation in school curricular and co/extra-curricular activities.

Regulations regarding the participation of home education students (as well as students of non-public or of public charter schools) in District curricular and co/extra-curricular programs are established in *[Appendix IHBG-R]*. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the District.

Legal References:

RSA 193-A, Home Education

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

RSA 193:1-a, Dual Enrollment

RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils

NH Code of Administrative Rules, Section Ed 315, Procedures for the Operation of

Home Education Programs

First Reading of the Hinsdale School Board 9-12/18

Final Reading of the Hinsdale School Board 10/10/18

IHBH - EXTENDED LEARNING OPPORTUNITIES

Category Priority-*The subject matter of these policies is required by state and or federal law.*

See also IHBI, IKF, IMBA, and IMBC

Purpose

The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of *Policy IMBC, Alternative Credit Options*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by *Policies ILBA, Assessment of Educational Programs* and *ILBAA, High School Competency Assessments*. Highly Qualified Teachers must authorize the granting of credit for learning accomplished through extended learning opportunities.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal's office or the Guidance Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork.

The Principal will have primary responsibility and authority for ensuring the implementation of extended learning opportunities and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

The Principal will review and determine credits that will be awarded for extended learning opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the District may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through their school Guidance Counselor. Such requests may be granted if district resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30)

days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.

3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.

5. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Appeal Process

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, Principal's designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities

NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities – Middle School

NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

Appendix IHBH-R

Revised: May 2008

Revised: October 2005, August 2006

New Policy: July 2005

Reviewed and approved by the Hinsdale School Board August 13, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IHBI- ALTERNATIVE LEARNING

Category Priority-*The subject matter of these policies is required by state and or federal law.*

See also IHBH, IKF, IMBA & IMBC

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of *Policies IMBC, Alternative Credit Options* and *IHBH, Extended Learning Opportunities*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by *Policies ILBA, Assessment of Educational Programs* and *ILBAA, High School Competency Assessments*. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives

aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform either the Principal or the Guidance Counselor of the Teacher's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.

The Guidance Counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation.

Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative

learning plan designed to enable the student to remain enrolled in school and complete educational requirements.

2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

Provides for proper administration and supervision of the program or plan

- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards
- Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning
- Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student

Appeal Process

If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that

decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A: 3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Legal References:

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

NH Code of Administrative Rules, Section Ed 306.04(a)(13), Alternative Means of Earning Credit- High School

NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

Ed 306.21, Alternative Program

May 2014: Only changes are to legal references

New Policy: May 2008

First reading of the Hinsdale School Board: July 9, 2008

Final reading and accepted; August 13, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IHCA - SUMMER ACTIVITIES

Category Priority-*The subject matter of these policies is required by state and or federal law.*

The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning.

Legal Reference:

Ed 306-.14 (b) (17) Summer Activities That Support Student Learning (until July 1, 2015)

Ed 306.14 1 (a) (7), Summer Activities That Support Student Learning (after July 1, 2015)

May 2014: Only changes are to legal references.

New Policy: November 2007

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IHCD/LEB – ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES

Category Priority-The subject matter of these policies is required by state and or federal law.

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, or a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

High School and Career Technical Education Center students in grades 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in a course designated by the Community College System of New Hampshire (“CCSNH”) as part of the dual and concurrent enrollment program. The Superintendent shall designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;

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8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
 9. Requires annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

Legal References:

RSA 188-E:25 through RSA 188-E:28
Ed 306.141(a)(6), Advanced Course Work

Revised: September 2017

Revised: May 2014

Reviewed: July 2004

Revised: July 1998, November 1999, October 2005, May 2008

First Reading of the Hinsdale School Board 1-10-18

Final reading of the Hinsdale School Board 2-14-18

IIB - CLASS SIZE

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

The District will adhere to all state laws and regulations pertaining to class size. In the event of scheduling conflicts, staffing shortages, space limitations, fiscal limitations, or other issues that prevent a classroom from adhering class size regulations, the Superintendent or designee will contact the New Hampshire Department of Education and seek alternative compliance allowances through the applicable State procedures.

For kindergarten through grade two (K-2), the District will strive to achieve a class size of no more than 20 students or fewer per teacher. For grades three through five (3-5), the District will strive to achieve a class size of no more than 25 students per teacher. In the middle and high schools, the District will strive to achieve a class size of no more than 25 students per teacher.

Legal References:

N.H. Code of Administrative Rules, Section Ed 306.17, Class Size

New Policy: September 2008

IIC – INSTRUCTIONAL TIME- SCHEDULE

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board directs each Principal to develop and implement a time schedule that specifies the distribution of instructional time for each of the core content areas listed in NH Code of Administrative Rules, Section Ed 306.26(b). The School Board will review and adopt the schedule annually.

Legal References:

N.H. Code of Administrative Rules, Section Ed 306.26(b), Local Time Schedule

New Policy: September 2008

First Reading April 8, 2009

Final reading and Accepted May 13, 2009

IJ- INSTRUCTIONAL RESOURCES AND INSTRUCTIONAL RESOURCES PLAN

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Board is responsible for approving and providing all instructional resources used in the District. All instructional resources will be selected based on their ability to provide quality learning experiences for students in that they:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;
6. Are current;
7. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; and
8. Match the appropriate skill levels of pupils.

Administrators and teachers may select instructional materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media, and instructional technologies. Selection of such materials should be made only after a determination that such materials are developmentally and age appropriate, provide quality learning experiences, and fit within the District's educational goals and philosophies.

Each school shall provide instructional resources, including those available online or through interlibrary loan, which provide instruction in:

- D.** Accessing information efficiently and effectively;
- E.** Evaluating information and sources critically and competently;
- F.** Citing sources and not plagiarizing;
- G.** Using information accurately and creatively;
- H.** Pursuing information related to personal interests;
- I.** Appreciating literature and other creative expressions of information;

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- J.** Striving for excellence in information-seeking and knowledge generation;
 - K.** Recognizing the importance of information to a democratic society;
 - L.** Practicing ethical behavior in regard to information and information technology; and
 - M.** Participating effectively in groups to pursue and generate information.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies shall be reviewed at intervals not exceeding five (5) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.

Instructional resources maintained by the District shall be catalogued and classified in accordance with applicable NHDOE rules, and should be managed under policies and procedures designed to maximize their use.

Instructional Resources Plan.

The Superintendent is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instruction resources necessary to support the needs of the user population and the approved curriculum. The plan shall conform to applicable NHDOE requirements (currently found at NHDOE Ed. 306.08(a)(4) and (b)), and should be presented to the School Board every 3 years for periodic review.

Legal References:

Ed 306.08, Instructional Resources

Ed 306.141(a)(4), Instructional Materials and Resources

First Reading of the Hinsdale School Board 9-12-18

Final Reading of the Hinsdale School Board 10-10-18

IJK - SUPPLEMENTAL MATERIALS SELECTION AND ADOPTION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See Also EGAD, IJ

MOVIES AND VIDEOS

Purpose

The Hinsdale School Board believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director and/or performer, and critical acclaim of the work itself.

Administrator's Authorization

At least five (5) days prior to the showing, the instructor/teacher shall submit to the principal, in writing, the following information on the particular films:

1. Title and brief description
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing
5. When and how parents will be notified, or if necessary, grant consent
6. Audience rating (G, PG, PG-13)

Age Appropriate Movies

Elementary Level: Only G rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Junior High Level/Middle School: Only G rated movies may be shown without parental permission. Any movie with a PG rating to be shown at the junior high/middle school requires parental/guardian notification. Any movie with a PG-13 rating to be shown at the junior high/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R rated movie may be shown. Any segment of an R rated movie to be shown at the high school requires a note signed by a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of any R rated movie in school. However, the Board also recognizes that some segments of certain R rated movies may have a valid educational purpose. Therefore, R rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the video.

Copyright

All District employees must comply with federal copyright laws, as well as publisher licensing agreements. A rented or privately owned movie or video may only be shown in the classroom provided "fair use" exceptions are satisfied:

1. The movie or video is shown in the course of face-to-face teaching activities;
2. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;

See Also Appendix IJK-R

New policy: May 2006

IJL - LIBRARY MATERIALS SELECTION AND ADOPTION

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Materials for school classrooms and school libraries shall be initially recommended by the appropriate professional personnel in consultation with administration and faculty. Final decision on purchases shall rest with the Board.

Reviewed: July 2004

Revised: November 1999

Revised: July 1998

IJO – SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

Category Priority-The subject matter of these policies is required by state and or federal law.

See also KA

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

- District schools are a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- For the purposes of this policy, the term "parent" refers to any adult – mother, father, older sibling, aunt, uncle, grandparent, and guardian, mentor – who plays a significant role in the care of a student or students enrolled in District Schools.
- Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

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- The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions.
 - Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning.
 - Student participation in community service will be encouraged.
 - Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Legal References:

NH Code of Administration Rules, Section Ed 306.04(a)(11), Community Partnerships

NH Code of Administration Rules, Section Ed 306.04(k), Community Partnerships

Revised: May 2014: Change to title only. No other changes.

Revised: May 2008

Revised: November 1999, July 2005, July 2006

Reviewed and accepted by the Hinsdale School Board September 10, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IJOA - FIELD TRIPS AND EXCURSIONS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

Also IJOC

Field trips may be authorized by the Principal.

The teacher, in requesting permission to take his/her class away from school grounds, should submit the details of such a trip to the Principal at least **one month in advance**. A Warning and Consent Form should be sent to the parents of each child participating for a signature and return. **This is to be done after the field trip has been authorized.** No child may leave the school ground on a field trip unless the form has been signed by the parents.

Consent Forms of those attending should be filed with the Principal at least three days before the trip.

Arrangements for financing all field trips must be made prior to the trip. If student contributions are involved, the necessary funds must be in the hands of the Principal before the trip will be taken.

Any overnight field trips must have the approval of the Board.

All field trips over 100 miles from Hinsdale must be approved by the Board

Appendix: IJOA-R

Reviewed: July 2004

Revised: July 1999

First Reading of the Hinsdale School Board 10-10-12

Final Reading of the Hinsdale School Board 11-07-12

IJOC - VOLUNTEERS

Category Priority-The subject matter of these policies is required by state and or federal law.

See also ABA, GBCD

The District recognizes the valuable contribution made by volunteer assistance of parents and other citizens. The Superintendent is responsible for developing and implementing procedures for the selection and utilization of volunteers. School district employees who desire the assistance of a volunteer should request a volunteer through proper administrative channels.

Designated Volunteers

Designated volunteers will be required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who:

1. Comes in direct contact with pupils on a daily basis;
2. Meets regularly with students;
3. Meets with students on a one-on-one basis;
4. Any other volunteer so designated by the School Board or Superintendent.

Designated volunteers are subject to the provisions of Policy GBCD – Background Investigation and Criminal Records Check.

Volunteer Application & Selection

Persons wishing to volunteer at the District should complete a Volunteer Application form describing their skills, interests and availability. Such forms will be made available at the Principal's office.

Volunteer selection shall be made based on the qualifications and availability of the volunteer. Volunteers shall be assigned only to those teachers who have requested volunteer assistance. Staff should request volunteers through administrative channels for selected activities and as resource persons.

Assignment shall be made by the school administrator or designee.

Volunteers shall be provided appropriate training at the building level consistent with their tasks and existing district standards. This training shall be developed under the leadership of the principal. Exceptions would be district-wide programs established by the administration whereby general volunteer programs would be defined.

A volunteer may be asked to terminate his/her services when circumstances in the judgment of the administrator necessitate termination.

Volunteer Duties

Selected volunteers will serve in the capacity of assistants and will not be assigned to roles that require specific professional training. Instructional services shall be rendered only under the supervision of certified staff.

All volunteers will sign a confidentiality agreement and shall refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or other school district who has a legitimate educational purpose for discussing such information.

The Confidentiality Agreement is included as Appendix IJOC-R.

Assignments shall be limited to assisting staff members with duties such as routine supervisory, tutorial, clerical, housekeeping and material preparation tasks. Assignment shall be limited to situations that may be supervised by a certificated staff person.

In some instances, volunteers may perform clerical and material preparation tasks away from the school site.

Volunteers with special talents, hobbies or experiences may share those with students on a scheduled basis in a suitable educational setting.

Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.

Volunteers will Receive orientation, including: (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety and evaluation; (3) work schedule and place of work; and (4) expected relationship to regular staff.

Volunteers will receive appropriate training at the building level, consistent with their tasks and existing District standards. This training shall be developed under the leadership of the Principal in consultation with the volunteer coordinator.

Coaches

Volunteer coaches of individual sports must be certified in that sport and be in compliance with the all other regulations and standards as set by NHIAA

Legal References:

RSA 189:13-a, School Employee and Volunteer Criminal History Records Check

Appendix: IJOC-R

Revised: April 2011

Revised: November 1999, July 2004, August 2007

First Reading of the Hinsdale School Board 10-20-11

Final reading of the Hinsdale School Board 11-09-11.

IK-EARNING OF CREDIT

Category Priority-The subject matter of these policies is required by state and or federal law.

See also IKF, ILBA

Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined as: “a high level of demonstrated proficiency with regard to a competency.”

Student assessment of mastery is the responsibility of the building principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

Legal References:

Ed 306.02 (e) Credit

Ed 306-04 (a) (15), How Credit Can Be Earned

Ed 306-04 (a) (16) How a Credit Used to Track Achievement Of graduation Competencies

Revised: May 2014 Minor change to first paragraph. Changes to legal references.

New Policy: May 2008

First reading of the Hinsdale School Board: July 9, 2008

Final reading and accepted; August 13, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IKA - GRADING SYSTEM

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook. All grading decisions shall be made at the building level and the decision shall be final.

Reviewed: July 2004

Revised: July 1998

IKAA-INTERDISCIPLINARY CREDIT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also IK & IKA

High school students may earn course credit in one content area required for graduation, and apply said credit in a different content area through the awarding of interdisciplinary credit. Interdisciplinary credit may be counted only once in meeting graduation requirements.

The high school Principal is charged with approving courses for interdisciplinary credit if: (1) the course has been adopted by a faculty team/committee; and (2) the course addresses the objectives for the subject area in which the credit is to be counted.

Legal References:

Ed 306-27 (aa) Interdisciplinary Credit

Revised May 2014 Changes to legal references.

New Policy: May 2008

First reading of the Hinsdale School Board: July 9, 2008

Final reading and accepted August 13, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IKAD- CHANGING A STUDENTS GRADES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

CHANGING STUDENT GRADES

Every teacher shall maintain an evaluation record for each student in the teachers' respective classes. Parents/guardians if a student, or the student him/herself if the student is 18 years of age or older, may request to have his/her grade changed only for grades on final exams or grades at the end of a marking period.

Final grades can only be changed for the following reasons:

1. A miscalculation of test scores;
2. A technical error in assigning a particular grade or score;
3. The teacher agrees to allow the student to do extra work that may impact the grade;
4. The inappropriate grading system used to determine the grade; or
5. An inappropriate grade based on an appropriate grading system.

Administrators will not change the final grade assigned by the teacher without first notifying the teacher. Additionally, the Superintendent is charged with promulgating administrative rules to be followed when a request for a change in letter grade is made.

New Policy: April 2009

First reading of the Hinsdale School Board 06-10-09

Final Reading of the Hinsdale School Board 08-12-09

IKB - HOMEWORK

Category Priority-*The subject matter of these policies is required by state and or federal law.*

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Legal References:

Ed 306.14 (b) (1) Policy on Homework (until July 1, 2015)

Ed 306.141 (a) (1), Policy on Homework (after July 1, 2015)

Revised: May 2014 only changes to legal references.

Revised: May 2008

Revised: July, 2004

New policy: November, 1999

Reviewed and accepted by the Hinsdale School Board September 10, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IKC - ACADEMIC HONORS, CLASS RANKING, VALEDICTORIAN AND SALUTATORIAN

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Academic Honors

Honor Graduates will have completed the prescribed course of study in accordance with New Hampshire code and regulations issued by the School Board and the New Hampshire State Board of Education.

Grade Point Average (GPA) to determine valedictorian, salutatorian, and other honor graduates will be computed at the conclusion of the final semester.

A student must achieve a 3.75 G.P.A. to be designated an Honor Graduate.

An Honor Graduate who has completed 24 or more credits, including 3 AP credits, shall be designated as a High Honors Graduate.

District Requirements For Designation As Valedictorian

1. The Valedictorian must be a High Honors Graduate.
2. The Valedictorian must have been a student at the High School for his or her entire sophomore, junior and senior years (six semesters).
3. The student with the highest GPA, computed on the 4-point scale, shall be named Valedictorian.

In the event of a tie the numerical grade average, of all AP classes will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Valedictorian.

If a tie still exists, all those who are tied shall be designated Co-Valedictorians

School District Requirements For Designation As Salutatorian

1. The Salutatorian must be a High Honor Graduate.
2. The Salutatorian must have been a student at the High School for his or her entire sophomore, Junior and senior years (six semesters).

3. The student with the highest GPA after the Valedictorian shall be named Salutatorian.

In the event of a tie the numerical grade average, of the three College/AP classes in which the student received the highest grades, will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Salutatorian.

If a tie still exists, all those who are tied shall be designated Co-Salutatorians

Class Rank For Official High School Transcripts

A graduate's class rank shall be determined by their final grade point average with the ranks being assigned as follow:

1. Class rank shall be composite of grades earned in high school, grades 9-12. Grades transferred from schools where class rank is determined by a different system shall be converted to the School System ranking system. Grades earned in system-sponsored summer school, other principal approved courses offered outside of the School, and principal-approved dual enrollment in programs offered at institutions of higher education (IHEs), shall be included in the calculation of class rank.

2. The class rank is calculated on the following weighted scale:

	Honors	Advanced	General
A+	4.50	4.25	4.00
A	4.50	4.25	4.00
A-	4.25	4.00	3.75
B+	4.00	3.75	3.50
B	3.50	3.25	3.00
B-	3.25	3.00	2.75
C+	3.00	2.75	2.50
C	2.50	2.25	2.00
C-	2.25	2.00	1.75
D+	2.00	1.75	1.50
D	1.50	1.25	1.00
D-	1.25	1.00	0.75
F	0.00	0.00	0.00

Honors weight is given for Advanced Placement (AP) English Literature, (AP) Calculus, (AP) Biology, (AP) World History, Human Anatomy & Physiology and Dual Enrollment only.

First Reading of the Hinsdale School Board 04/13/11
Final Reading of the Hinsdale School Board 05/11/11

IKE - PROMOTION AND RETENTION OF STUDENTS

Category Priority-*The subject matter of these policies is required by state and or federal law.*

See also ILBA

The Superintendent and the building principals shall develop rules for the promotion and retention of students. The rules will be approved by the Board. These rules shall be published in the Parent-Student Handbook.

Criteria to be considered regarding the promotion of students should include, but is not limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's social growth and readiness.

Legal References:

Ed 306.14 (b) (3), Promoting Students (until July 1, 2015)

Ed 306.141 (a) (3) Promoting Students (after July 1,2015)

Revised: May 2014 Only changes are to legal references.

Revised: May 2008

Revised: July 1998, November 1999, July 2004

Reviewed and accepted by the Hinsdale School Board September 10, 2008

Reviewed and accepted by the Hinsdale School Board September 10, 2014

IKF - HIGH SCHOOL GRADUATION POLICY

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also ILBAA and IMBC

Graduation Requirements

4	Credits	English
3.5	Credits	Social Studies (e.g. American Studies I/ NH History
embedded,		American Studies II) and ½ credit of Economics and ½
credit		of World History for all graduates, ½ credit
Civics/Current		Events
3	Credits	Science (including one year of Biology, one year of
Physical		science).
4	Credits	Mathematics (including at least one year of
	Algebra).	4 credits must be taken in grades 9-12.*
1	Credit	Physical Education
0.5	Credit	Information and Communication Technology
		(formerly Computer Science)
0.5	Credit	Health Education
0.5	Credit	Arts Education (may include art, band, chorus,
	aerobic	dance or theater
0.5	Credit	Personal Finance
0.5	Credit	On-line elective course*
6.5	Credits	Open Electives
24.5	Credits total	

All students are required to carry 6 classes per semester.

**Credits required for graduation: 24.5*

- Exceptions to this requirement may be made with the written approval of both the guidance counselor and the principal.

Total Credits needed to graduate are 24.5 credits

Minimum accumulation of course credits must be acquired in the following

manner.

To proceed to the Sophomore year	6 credits
To proceed to the Junior Year	12 credits
To proceed to the Senior Year	18 credits
Minimum Graduation Requirement	24.5 credits
Minimum Graduation Requirements Starting with class of 2014	24.5 credits

The Board reserves the right to require additional academic requirements necessary to graduate from high school.

Awarding of Credit

Credit will be awarded in accordance with *Policy IK, Earning of Credit*. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with *Policy ILBAA, High School Competency Assessments*. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

Alternative Credit Options

The Superintendent may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of *Policy IMBC, Alternative Credit Options* and other applicable Board policies.

Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of *Policy IHBI, Alternative Learning Plans*, shall apply in such an event.

Three-Tier Options for High School Completion

The Hinsdale High School Administration proposes the adoption of a three-tier system when considering high school completion for students.

- ❖ **Tier 1** students will graduate with a Hinsdale High School diploma (23.5 credits) (24.5 beginning with the Class of 2017) after fulfilling all of the academic requirements outlined in the current program of studies.
- ❖ **Tier 2** students may graduate with a Hinsdale High School *State* diploma (20 credits) after completing the requirements set forth by the State Department of Education in ED306.27 Table 306-2. (see attached Table)
- ❖ **Tier 3** students will leave high school with a Certificate of Completion from the school upon reaching their 21st birthday.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(14), How Credit Can Be Earned

N.H. Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit for Required

Subjects and Open Electives

N.H. Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

N.H. Code of Administrative Rules, Section Ed 306.27(m), Credits Required for Graduation

Revised: August 2008

Reviewed: July 2004, August 2006

Revised: November 1999, July 2005, October 2005

First reading of the Hinsdale School Board April 12, 2017

Final Reading of the Hinsdale School Board May 10, 2017

IKFA - EARLY GRADUATION

Category Priority-The subject matter of these policies is required by state and or federal law.

See also IMBC

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

Legal References:

NH Code of Administrative Rules, Section Ed 306.27(s), Early Graduation

Revised: May 2014

Reviewed July: 2004

Revised November 1999, July 2005, September 2008

Reviewed and approved by the Hinsdale School Board April 8, 2009

Reviewed and Approved by the Hinsdale School Board September 10, 2014

Policy IKFC- ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

Related Policies: IHBA, IHBI, IKF

N. PURPOSE. The purpose of this policy is to meet the requirements of the federal *Every Student Succeeds Act* (“ESSA”) to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.

O. INTRODUCTION. Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed. 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

P. ELIGIBILITY.

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and

-
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

Q. DETERMINATION OF AWARD.

The determination to award and the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed. 1109.03.

R. TIME OF AWARD.

The student may choose (individually or through the IEP team) to receive the Alternate Diploma at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age twenty-one (21).

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from his/her peers awarded a regular diploma.

S. EFFECT OF AWARD AND CONTINUED ELIGIBILITY.

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.
- 3.

T. IMPLEMENTATION.

The Superintendent, with the assistance of the [*Director of Special Education/Student Services Director*] is directed to establish, and make available procedures and administrative rules to implement this policy.

History:

First reading: October 10, 2018

Second reading/adopted: November 14, 2018

Legal References:

20 U.S.C. §7801 (23) – Every Student Succeeds Act (§ 8101(a)(23))

34 CFR 300.102 (a)(3); 300.43; and 300.320(b)

RSA 193-E – Adequate Public Education

Ed 306.27(q)(4)- Minimum Standards/High School

Requirements/Equivalency Diplomas

Ed 1109.03- When and IEP is in Effect...Transition Services

IKG - AWARDS AND SCHOLARSHIPS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board may offer a variety of awards and scholarships sponsored by groups and individuals. Any new award or scholarship must be approved by the Board. No offer of award will be accepted which is discriminatory on the basis of race, color, creed, national origin or sex.

Reviewed: July 2004

Revised: July 1998

IL - EVALUATION OF INSTRUCTIONAL PROGRAMS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also ILBA

The Superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. The Superintendent will report annually to the Board on the progress the District is making towards the attainment of its educational goals and improving student performance.

Legal References:

NH Code of Administrative Rules, Section Ed 306:24(c)(4), Evaluation of Curriculum

Revised: May 2008

Revised: July 2005, August 2006

Reviewed and accepted by the Hinsdale School Board September 10, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

ILBA - ASSESSMENT

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

The Superintendent will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

4. Definitions

5. For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

Course Level Competency: the expected content, concepts, and skills to be mastered in a course.

Competency Assessment: the process by which a student demonstrates sufficient evidence of learning.

Mastery: a student presenting sufficient evidence of attainment of the required competencies.

6. Selection of Assessment Instruments

7. The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-based learning, including off-site learning projects; competency-based assessments; and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's best works.

8. Administration and Use of Assessment Instruments

9. The assessment program will include an approximate schedule for when assessment tools will be administered to students. The schedule will be distributed to staff and the Board before the start of each school year. Teachers will not be bound by this schedule and may still administer tests, quizzes and other assessment tools as they deem necessary.

10. Each building principal will provide assurance that test procedures are

followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Readiness assessment shall be administered to all children entering first grade. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

11. Assessment Results

12. Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

13. Interpretation of Assessment Instruments

14. The Superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

15. The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

16. The Superintendent will provide an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

17. Evaluation of Assessment Instruments

18. The Superintendent will evaluate the instructional programs annually in

accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

Legal References:

RSA 193-C, Statewide Education Improvement and Assessment Program
NH Code of Administrative Rules, Section Ed 306.24(b)(1), Local
Assessment
NH Code of Administrative Rules, Section Ed 306.24(c)(4), Evaluation of
Curriculum

Revised May 2014

Revised: May 2008

Revised: August 2006

Reviewed and accepted by the Hinsdale School Board October 8, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

ILBAA - HIGH SCHOOL COMPETENCY ASSESSMENTS

Category Priority-The subject matter of these policies is required by state and or federal law.

See also IL, ILBA, and IMBC

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

Course Level Competency: the expected content, concepts, and skills to be mastered in a course.

Competency Assessment: the process by which a student demonstrates sufficient evidence of learning.

Mastery: a student presenting sufficient evidence of attainment of the required competencies.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal, and shall be responsible for ensuring that all high school courses include one or more appropriate comprehensive exam(s) or other assessment by the start of the 2008-2009 school year. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy ILBA.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be

fair to all students.

Legal References:

Ed 302.02 (d) Competencies

Ed 302.02 (g) District competencies

Ed 306.02 (j) Graduation competencies

Ed 306-02 (i) Mastery

Ed 306-.04 (a) (16) Tracking Achievement of Graduation Competencies

Ed 306.04 (a) (25) , (26) Graduation Competencies

Ed 306-141 (a) (6) Achievement of District and Graduation Competencies

Revised: May 2014

Revised: August 2006

New Policy: October 2005

Reviewed and Approved by the Hinsdale School Board September 10, 2014

ILD-NON-EDUCATIONAL / NON-ACADEMIC QUESTIONNAIRES, SURVEYS & RESEARCH

Category: Priority - Required by Law

See also Appendix ILD-R

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. While similar, the two laws are not co-extensive, with slightly different scope, procedures and exceptions.

U. General.

1. For the purpose of this policy, "non-academic survey" shall include a survey, questionnaire, analysis, evaluation or any other document which seeks any information in the categories listed in sections B (as to state law) or C (as to federal law), below. However, non-academic surveys should not be deemed to include questions directed to an individual student by a school counselor, nurse or appropriate personnel under circumstances indicating such questions are reasonably necessary for such person's compliance with applicable laws or regulations, and the discharge his or her duties.
2. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.
3. Non-academic surveys conducted for other agencies, organizations or individuals must have both the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved non-academic surveys must be shared with the School Board.
4. No non-academic survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.
5. As used below, the consent and notification provisions apply to a child's parent/legal guardian(s), unless the student is an adult or an emancipated minor who consents.

V. New Hampshire Law.

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. A student's social behavior;
 2. family life;
 3. religion;
 4. politics;
 5. sexual orientation;
 6. sexual activity;
 7. drug use;
 8. or any other information not related to a student's academics.

W. Federal Law.

1. Protection of Pupil Rights Amendment. Under the federal Protection of Pupil Rights Amendment, prior written consent is required only if the non-academic survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:
 - a. Political affiliations;
 - b. Mental and psychological problems potentially embarrassing to the student or the family;
 - c. Sexual behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating, and demeaning behavior;
 - e. Critical appraisals of other individuals with whom respondents have close family relationships;
 - f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
 - h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
2. Federal Exception. Non-academic surveys which do not require consent and notice under New Hampshire law (section B) but might otherwise require notice and consent under the federal law (section C.1 above). However, the federal requirement exempts to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or

services for, or to, students or educational institutions, such as the following:

- a. College or post-secondary education recruitment, or military recruitment;
- b. Book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;
- e. The sale of products or services to raise funds for school-related or education-related activities; and
- f. Student recognition programs.

Caution: *This exception only applies if the non-academic survey is otherwise exempt under New Hampshire law (section B, above).*

X. Notification and Inspection.

When school personnel intend on administering a non-academic survey the school shall provide ten (10) day notice to parents/guardians. Included in the notice will be information regarding the purpose of the non-academic survey; how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the school's administrative office. Parents/guardians may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

Y. 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.

History:

First reading: August 22, 2018

Second reading/adopted: September 12, 2018

Legal References:

*20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment
RSA 186:11, IX-d*

2017 CDC YRBS Guidance Manual

IMAB - TEACHERS TEACHING THEIR OWN CHILDREN

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

In the event that a parent of a child attending the same school is also a teacher, the Principal shall adjust teaching assignments in order to minimize the amount of time that the teacher spends during any school day instructing his/her child. Ideally, the amount of classroom time that a teacher spends instructing his/her own child will be eliminated completely. Recognizing that this will not always be possible, a goal of not more than one instructional period per day will be acceptable. Exceptions will be made based on extenuating circumstances. Such exceptions shall require the approval of the Board.

Reviewed: July 2004

Revised: July 1998

IMAH - HEALTH EDUCATION - DAILY PHYSICAL ACTIVITY

Category Priority-*The subject matter of these policies is required by state and or federal law.*

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in developmentally appropriate physical activity and exercise at for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

- (1) Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
- (2) Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
- (3) Integrate health and physical activity across the school curriculum;
- (4) Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
- (5) Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
- (6) Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
- (7) Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
- (8) Encourage physical activity recess periods; and
- (9) Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

Legal References:

Ed 306-04 (a) (17) Daily Physical Policy
Ed 306-.04 (10, daily Physical Activity
Ed 310, daily Physical Activity
Revised may 2014
Revised: September 2008
Revised: August 2007
New Policy: February 2007

Reviewed and approved by the Hinsdale School Board May 13, 2009

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IMBA - DISTANCE EDUCATION

Category Priority-The subject matter of these policies is required by state and or federal law.

See also *IHBH* , *IHBI*, *IMBC*

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in *Policy IHBH*, *Extended Learning Opportunities* and *Policy IHBI*, *Alternative Learning Plans*.

If the course is to be taken for credit, then *Policy IMBC*, *Alternative Credit Options*, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district

representatives and the virtual school or online teacher, information shared between the school district and online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and *Policy EGA/IJNDB, School District Internet Access for Students*, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:

Ed 306-04 (a) (12), Distance Education
Ed 306.22, Distance Education

Revised May 2014
Revised: September 2008
Revised: October 2005, August 2006
New Policy: July 2005

Reviewed and approved by the Hinsdale School Board April 8, 2009
Reviewed and Approved by the Hinsdale School Board September 10, 2014

IMBC -ALTERNATIVE CREDIT OPTIONS

Category: *The subject matter of these policies is required by state and or federal law.*

See also IHBH, IHCD, IKF, IKFA, ILBAA, IMBA

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year – school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress

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- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
 - Assurance of student safety including physical and technological
 - Assurance of equal access for all students
 - Assurance that approved alternative learning opportunities are consistent with all policies of this board
 - The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school or a home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- College Credit/Dual Credit
- Early Graduation
- Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Legal References:

Ed 306-04 (a) (13) Alternative means of earning Credit

Ed 306-.14 (a) (14) Alternative Means of Demonstrating Achievement of Graduation

Ed 306.21, Alternative Programs

Revised: May 2014

Revised: May 2012

Revised: October 2005

New Policy: July 2005

First Reading of the Hinsdale School Board 06-13-12

Final Reading of the Hinsdale School board 08-15-12

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IMBD High School Credit for 7th and 8th Grade Advanced Coursework

Category Priority-The subject matter of these policies is required by state and or federal law.

Students in 7th or 8th grade may take advanced courses and apply the credit of those courses toward high school graduation, provided the course demonstrates content requirements consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply.

The high school principal shall approve such course work and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.

Legal References:

Ed 306.26 (f) Granting High School Credit for 7th/8th Grade Coursework (until July 1 2017)

Ed 306.26 € Granting High School Credit for 7th/8th Grade Corsework (after July 1, 2017)

Revised; May 2014

Revised: September 2008

New Policy: November 2007

Reviewed and approved by the Hinsdale School Board January 13, 2009

Reviewed and Approved by the Hinsdale School Board September 10, 2014

IMC - CONTROVERSIAL SPEAKERS AND PROGRAMS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

A goal of education is to prepare our students to participate constructively in a democratic, pluralistic society in which many different opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem unfamiliar to them. It is also important that students develop judgment and the capacity to discern the difference between fact and opinion. Books, files, and other media are valuable for giving students exposure to many differing ideas; but for effective learning, it is also useful to invite appropriate guest speakers to meet with groups of students as part of the educational process.

The Board, in an effort to uphold the students' freedom to learn, while also recognizing obligations and responsibilities that the exercise of this freedom entails, establishes the following guidelines:

1. All guest speakers must be invited through the school principal and an attempt shall be made to engage speakers for both sides of the issues. In no instance shall a speaker who advocates unconstitutional or illegal acts or procedures be permitted to address students. The teacher/sponsor and principal are expected to exercise judgment and to fully investigate proposed guest speaker.
2. An appropriate record shall be made of each guest speaker and of his/her presentation.
3. The ideas presented and the guest speaker invited to present them shall have a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.
4. Prior to his or her appearance or participation, the guest speaker shall be given, in writing, and shall agree to abide by the following Board regulations:
 - A. Profanity, vulgarity, and lewd comments are prohibited.
 - B. Smoking is not permitted.
 - C. The teacher/sponsor responsible for inviting the guest speaker, or any member of the school administration, has the right and duty to interrupt or suspend the proceedings if the conduct of the guest speaker is judged to be in poor taste or interfering with the legitimate educational purpose and goals of the school district.

Revised: May 2006

Reviewed: July 2004

Revised: July 1999

IMDA- PATRIOTIC EXERCISES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Constitution and Citizenship Day.

In accordance with federal law, the District shall offer an education program(s) each year on Constitution Day and Citizenship Day to commemorate the September 17, 1787 signing of the United States Constitution and recognize all who, by coming of age or by naturalization, have become citizens. The Superintendent or his/her designee shall establish administrative guidelines ensuring that the District observes Constitution Day and Citizenship Day properly and in a manner befitting the importance of the event.

During the weeks of Memorial Day and Veterans Day, the District will devote time for exercises of a patriotic nature, including a discussion of the words, meaning, and history of the Pledge of Allegiance and the Star Spangled Banner.

Pledge of Allegiance.

Every school shall establish a period of time during each school day for the recitation of the Pledge of Allegiance. Pupil participation shall be voluntary. Pupils who do not participate in the recitation may sit or stand as they choose, but shall respect the rights of those pupils electing to participate.

General John Stark Day.

New Hampshire observes General John Stark day on the second Monday in April. Schools in the District shall commemorate the day with appropriate educational activities.

History:

First reading: October 10 , 2018

Second reading/adopted: November 14, 2018

Legal References:

RSA 4:13-l, General John Stark Day

RSA 189:18, Patriotic Exercises

RSA 194:15-c, New Hampshire School Patriot Act

36 U.S.C. § 106, Constitution Day and Citizenship Day

Section 111 of Division J of Public Law 108-447 (2004)

IMG - ANIMALS IN THE SCHOOL

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following guidelines are adopted for use in all schools in the district.

1. The bringing of animals into the classroom must not violate city/state/federal ordinances.
2. The only animals and animal products (e.g., owl feces for dissection) allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. Precautions should be taken to minimize transmission of all diseases and injuries (e.g., Salmonella, rabies, ringworm, bites, scratches, etc.)
4. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs, cats, and ferrets require proof of current rabies vaccination. Animals are to be kept clean and free of intestinal parasites, fleas, ticks, mites, and lice.
5. Certain groups of people may be more susceptible to diseases, including infants, children, pregnant women, and those with weakened immune systems. Consult with parents to determine special considerations needed for children who are immune-compromised, who have allergies, or who have asthma.
6. The teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container, supervising human-animal contact, and handling fecal material in a sanitary manner.
7. No animals are to be allowed to run freely in the classrooms, food areas, or activity areas.
8. Areas should be designated for animal contact. Such areas should be properly cleaned regularly and after animal contact. Food or drink should not be consumed in these areas.
9. All fecal material must be cleaned from the cage of any mammal or bird on an as needed basis (at a minimum of one time per week), and appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Persons cleaning cages must wear gloves, masks, and glasses or goggles. Cleaning should be performed by people older than 5 years and under the supervision of an adult. Ideally, cleaning should be performed when other children are not in

the room.

10. Wash hands after contact with animals, animal products, or their environment. Hand hygiene should be stressed, using verbal and written educational materials.

11. Certain animals pose additional risks and contact should not be permitted with young children.

12. Wild or exotic animals are not permitted in classrooms, unless under the control of a professional.

It will be the responsibility of the teacher to provide for a plan of care for classroom-housed animals in the event of an emergency school closing which might cause disruption of the routine care of the animals. In each school where these animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals' presence and see to their care. If no staff member visits the school daily in such circumstances, the teacher is responsible for the daily care of the animal(s).

Teachers must be contacted prior to having animals in their classroom. No animal shall be at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of that animal and of any potential dangers caused by that animal. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the well being of the individual students in that particular classroom.

The principal shall be advised of any animals to be housed in the classroom. At the principal's discretion, permission to keep the animal may be denied based on these considerations: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal, and/or (3) the past practice in the classroom.

Unauthorized Animals on School Grounds

Unauthorized animals are not allowed in school buildings or on school grounds. Children and staff will be instructed to keep their own animals off the school grounds. The appropriate town official will be called and requested to impound all animals taken into custody by school personnel.

The Superintendent shall develop procedures stating which animals are unauthorized as well as proper handling and caging procedures of animals in buildings or on school grounds.

Legal References:

*National Association of State Public Health Veterinarians, Inc.,
Compendium of measures to Prevent Disease Associated with Animals in
Public Settings, 2006. <http://www.nasphv.org/documentsCompendia.html>
Revised: February 2007
Revised: July 2004
New: June 2001*

IMGA-SERVICE ANIMALS IN SCHOOLS

Category: Priority – Required by Law

Related Policy: IMG

A. General Conditions.

1. Use of a service animal by a person with a disability will be allowed in or upon District property when the animal is required to perform work or tasks directly related to the individual's disability.

Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the School.

2. "Service animals":
 - a. "Service Animal" for the purposes of this policy shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal shall be construed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under Paragraph B.2, below.

Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal". However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the Superintendent or his/her designee, who in addition to the above will take into consideration the provisions of Paragraph B.2, and Section C, below. If a miniature horse is approved, all the conditions in this policy shall apply.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

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- b. The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include, but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of the law.
 3. "Comfort" animals/pets: Animals which do not meet the definition of Service Animal as provided above, are not entitled to protection under this policy and are subject to such other applicable policies or administrative regulations of the District or school.
 4. The District will have no responsibility for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.3.a, below. It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.
 5. All service animals must be kept on a harness, leash or tether (unless this prevents the animal from performing his/her specific work or tasks with the individual), or must otherwise be under the control of the individual with a disability or designated handler at all times.
 6. The individual (in the case of a student, the student's parent/guardian(s)) is liable for any damage to District property or other personal property, and for any injuries to individuals caused by the service animal, consistent with any applicable laws.
 7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.

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8. As used in this policy, “service animal trainer” shall have the same definition as that provided under RSA 167-D:1 as the same may be amended or replaced from time-to-time. As of February 1, 2017 that statute defines "service animal trainer": (i) as any person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities, (ii) or an individual trainer who helps a person with disabilities to train his or her own service animal, (iii) or an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tag.

B. Administrative Review of Service Animals.

1. Whenever a service animal is in the school or on District property (and it is not obvious that the animal qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized District personnel may ask:
 - a. Whether the service animal is required because of a disability;
 - b. What work or task(s) the animal has been trained to perform;
 - c. In the case of a service animal trainer, documentation of the individual’s affiliation with a recognized organization as described in RSA 167, and section A.7 above.
2. If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive FAPE, then the animal shall be a service animal for the purposes of this policy.
3. When it is anticipated that a service animal is going to be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer or other frequent visitor to the school), the individual using the service animal (or in the case of a student, the student’s parent/guardian(s)) are strongly encouraged to notify the Superintendent or the Principal in advance.
 - a. The school will not provide any staff support to care for or control a service animal, but may provide support to a student

using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve itself).

- b. Any handler (service animal trainer, parent/guardian or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo the State criminal background check.
- 4. Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).

C. Additional Considerations Relative to Service Miniature Horses.

In making a determination as to whether to allow a specific miniature horse as a service animal, the Superintendent/designee will consider pertinent factors, including, without limitation:

- a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- b. Whether the handler has sufficient control of the miniature horse;
- c. Whether the miniature horse is housebroken; and
- d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.

D. Removal or Exclusion of Service Animals from School.

- 1. The Superintendent, Principal or other authorized school official may require that the service animal be removed from the school or other District property under any of the following circumstances:
 - a. The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;

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- b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);
 - c. The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;
 - d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or
 - e. The service animal is not housebroken (i.e., demonstrates that it is not sufficiently trained to relieve itself outside in appropriate locations).
2. If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.

History:

First reading: August 22, 2018

Second reading/adopted September 12, 2018

Legal References:

Section 504 of the Rehabilitation Act – 29 U.S.C. 794;

Americans with Disabilities Act – 42 U.S.C. 12101 et seq.;

Nondiscrimination on the Basis of Disability, Title 28 CFR Part 35-36;

NH RSA 167-D and 466;

SECTION J: STUDENTS

Section J Contains Hinsdale School Board policies on students- Admission, attendance, rights and responsibilities, conduct, discipline, health and welfare, and school related activities.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
JBAA	P	Sexual Harassment and Sexual Violence (Also GBAA)
JBAB	P	Transgender and Gender Non-Conforming Students
JCA	P	Change of School or Assignment (Also JEC & JFAB)
JEA	O	Compulsory Attendance Age
JEB	R	Age of Entrance
JEC	P	Manifest Educational Hardship (Also JCA)
JF	O	Enrollment
JFA	R	Residency
JFAA	R	Admission of Resident Students
JFAB	P	Admission on Non Resident Students (and Tuition)
JFABB	R	Foreign Exchange Students
JFABD	P	Admission of Homeless Students
JG	P	Assignment of Students to Classes and Grade Levels
JH	P	Student Absences and Excuses
JHC	R	Student Release Precautions
JI	P	Student Rights and Responsibilities (Also JIA, JIC, & JICD)
JIA	R	Student Due Process (also JI, JIC & JICD)
JIB	O	Student Involvement in Decision-Making
JIBA	O	Student Government
JIC	R	Student Conduct (Also JICD)
JICA	R	Student Dress Code
JICC	R	Student Conduct on School Buses (also EEA, EEAEC, & JIC)

JICD	R	Student Conduct, Discipline and Due Process (safe School Zone) (Also IHBA, JI, JIA, & JIC)
JICDAA	O	Employee- Student Relations (Also GBEBB)
JICDD	R	Student Discipline Out-of School Actions
JICE	R	Student Publications (Also KDC)
JICEA	O	Student Productions
JICF	R	Gang Activity
JICFA	P	Hazing
JICG	P	Tobacco Products Ban: Use and Possession In and On School Facilities and Grounds (Also ADB, ADC, GBEC, & GBED)
JICH	R	Drug and Alcohol Use by Students (Also ABD, GBEC, & GBED)
JICHA	O	Breathalyzer at Student Social Events (Also ADB, GBEC, & JICH)
JICI	R	Weapons on School Property
JICJ	R	Unauthorized Communications Devices
JICK	P	Pupil Safety and Violence Prevention (Also JBAA, JIC, JICD, & IHBA)
JICL	P	Student Internet Policy
JIE	R	Pregnant Students (Also IHBCA)
JIH	R	Student Searches and Their Property
JIHB	R	Searches of Student Automobiles on School Property
JIHC	R	Use of Metal Detectors
JIHD	O	Student Interviews and Interrogations
JIJ	O	Student Protests, Demonstration and Strikes (Also JIA, JIC, & JICD)
JJA	O	Student Activities, Organizations
JJC	O	Student Productions
JJE	O	Student Fund-Raising Activities
JJF	R	Student Activities Fund Management
JJG	O	Non-School Sponsored Contest for Students
JJIB	O	Interscholastic Athletics
JJIC	R	Eligibility for School Athletics
JJIF	R	Guidelines for Proper Sportsmanship
JJJ	R	Access to Public School Programs by Nonpublic, Charter and Home Educated Pupils
JKA	R	Corporal Punishment
JKAA	P	Use of Restraints
JKB	R	Detention of Students

JLA	O	Student Insurance Program
JLC	P	Student Health Services (also EBBC & JLCE)
JLCK	P	School Physical Health Needs
JLCA	R	Physical Examinations of Students
JLCB	R	Immunizations of Students
JLCC	R	Communicable Diseases
JLCCA	R	HIV/ AIDS (Also GBGAA & IHAMC)
JLCD	P	Administering Medications to Students
JLCDA	O	Administering Medication-After School Programs
JLCE	P	First Aid and Emergency Medical Care (also EBBB & EBBC)
JLCEA	R	Use of Automated External Defibrillator(s) (Also GBGBA & KFD)
JLCF	P	Wellness
JLCG	R	Exclusion of Students from School for Illness
JLCH	R	Do Not Resuscitate Orders
JLCI	O	Coordinated School Health Program
JLCJ	P	Concussion and Head Injuries
JLCK	P	Physical Educations Needs of Students
JLD	R	School Guidance Programs and Services
JLDBA	P	Behavior Management and Intervention (Also JIC, JICD, & JLD)
JLF	R	Reporting Child Abuse or Neglect
JLI	P	Safety Program (also EB)
JLIA	R	Supervision of Students
JLIE	R	Student Automobile Use
JLIF	O	Receipt and Use of Sex Offender Registry Information (also EEA, GBCD, IHAM, & JLIA)
JM	O	Student Awards
JQ	O	Student Fees, Fines, and Charges
JRA	R	Student Record and Access (FERPA) (Also GBJ & EHB)
JRB	P	Confidential Student Information

Categories:

P= Priority

The subject matter of these policies is required by state and or federal law

R= Recommended

While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.

O= Optional

These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature

JBAA -SEXUAL HARASSMENT – STUDENTS

Category Priority-The subject matter of these policies is required by state and or federal law.

See also GBAA

I. PURPOSE

The purpose of this policy is to maintain a learning environment for students that is free from sexual harassment or other improper or inappropriate behavior that may constitute harassment as defined below.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.

It is a violation of this policy for any student to harass another student through conduct or communication of a sexual nature as defined by this policy.

The District will investigate all complaints, either formal or informal, verbal or written, of sexual harassment and will discipline any student who sexually harasses another student.

II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or opportunities; or creates an intimidating, offensive or hostile educational environment.

Relevant factors to be considered will include, but not be limited to: did the student view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment

occurred; and other incidents of sexual harassment at the school involving the same or other students.

Examples of sexual harassment may include, but not be limited to: physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

III. REPORTING PROCEDURES

1. The Superintendent or his/her written designee is responsible for implementing all procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any student who believes he or she has been the victim of sexual harassment should report the alleged act(s) immediately to any District employee or the building Principal. If a student initially reports the alleged act to a District employee, that employee shall immediately notify the building Principal, who shall then immediately notify the Superintendent.
3. The Board encourages all students and staff members to use the Report Form available from the Principal or Superintendent.
4. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify the Superintendent immediately without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Superintendent. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.
5. The Board designates the Superintendent as the District Human Rights Officer to receive any report or complaint of sexual harassment. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board.
6. Submission of a complaint or report of sexual harassment will not affect the student's standing in school, grades, work assignments, eligibility for extra-curricular activities or any other aspect of the student's educational program.

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7. The use of formal Reporting Forms provided by the District is voluntary. The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

The Superintendent, as the designated Human Rights Officer, will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by District officials or by a third-party designated by the School Board.

If District officials conduct the investigation, the investigation should consider the surrounding circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Board determines that a third-party designee should conduct the investigation, the District agrees to assent to that party's methods of investigation.

Upon completion of an investigation conducted by either District officials or a third-party, the Board and the Superintendent will be provided with a written factual report and recommended action.

V. SCHOOL DISTRICT ACTION

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent or Principal may discipline the offending student. Such discipline may include, but is not limited to, detention, in-school suspension, out-of-school suspension, or expulsion. Discipline will be issued in accord with

other applicable Board policies. Due to FERPA and other privacy-related laws, the victim will not be informed of what discipline was imposed.

If the investigating party determines that the alleged conduct did not constitute sexual harassment, both the complaining party and the accused will be informed of such. No disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the policy, but is nonetheless inappropriate or is in violation of other Board policies, will be addressed on a case-by-case basis by the Superintendent or Principal, who may still impose discipline or order the offending student to engage in some remedial action.

VI. REPRISAL

The School District will discipline any student who retaliates against any other student who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, threats, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any student to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with all pertinent laws.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

IX. AGE-APPROPRIATE SEXUAL HARASSMENT POLICY

Per the requirements of Ed 303.01(j), the School Board is required to establish a policy on sexual harassment, written in age appropriate language and published

and available in written form to all students. This policy is intended to apply to middle-school and high-school aged students.

The Superintendent and building Principal(s) are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the District's elementary schools.

X. BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to bypass this Policy and accompanying regulation and proceed directly to: N.H. Commission on Human Rights, at 2 Chenelle Dr., Concord, NH 03301, phone 603-271-2767 or US Department of Health & Human Services, Office for Civil Rights, Region 1, JFK Building, Room 1875, Boston, MA 02203, phone 617-565-1340.

Legal References:

Ed 303.01 (j) Substantive Duties of School Boards; Sexual Harassment Policy
Ed 306.04 (a) (9) Sexual Harassment

Appendix: GBAA-R, BBA-R

Revised May 2014

Revised: April 2011

Revised: November 1999, December 2004, February 2008

First Reading of the Hinsdale School Board 10-20-11

Final Reading of the Hinsdale School Board 11-09-11

Reviewed and Approved by the Hinsdale School Board September 10, 2014

JBAB -TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature

I. PURPOSE

District policy requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and district staff to address the needs of transgender and gender nonconforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender nonconforming students, and the needs of each transgender or gender nonconforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender nonconforming student while maximizing the student's social integration and minimizing stigmatization of the student.

II. DEFINITIONS

The definitions provided here are not intended to label students but rather are intended to assist in understanding this policy and the legal obligations of District staff. Students might or might not use these terms to describe themselves.

“Gender identity” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.

“Transgender” describes people whose gender identity is different from their gender assigned at birth.

“Gender expression” refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

“Gender nonconforming” describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous.

III. GUIDANCE

A. Privacy

The Board recognizes a student's right to keep private one's transgender status or gender nonconforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential information. School personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

B. Official Records

The District is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

C. Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

D. Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their gender identity.

E. Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

F. Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

G. Physical Education Classes & Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

H. Interscholastic Competitive Sports Teams

Transgender and gender nonconforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

I. Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

J. Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

First reading of the Hinsdale School Board 05-13-15

Final reading of the Hinsdale School Board 06-10-15

JCA-CHANGE OF SCHOOL OR ASSIGNMENT

Category Priority-*The subject matter of these policies is required by state and or federal law.*

Related Policies: JEC & JFAB

In circumstances where the best interests of a pupil warrant a change of school or assignment, the Superintendent is authorized to reassign a pupil from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a pupil from a school district that is not part of the SAU, under the following conditions and procedures.

A. Manifest Educational Hardship Change of Assignment Distinguished.

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with provisions of RSA 193:3, I, as the same may be amended or replaced from time-to-time, and Board Policy JEC - Manifest Educational Hardship.

B. Conditions and Procedures for Reassignment Based upon Best Interests.

1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.
2. The Superintendent will fully consider this written request, will meet with the parent/ guardian, if necessary, and will make a determination concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
4. If the Superintendent determines that the best interests of the pupil warrant a reassignment, he/she will present the matter to the school board. The board must vote to approve the re-assignment before the reassignment can occur. Upon school board approval, the Superintendent may reassign the pupil to: (a) another school within the same school district; (b) another school district within the same SAU; or (c) a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU and approval of the school boards of both the sending and receiving school districts.

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5. The Superintendent will issue a written decision to the parent/guardian.
 6. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the school board votes to exceed this limit.
 7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.

C. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation.

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

D. Notice to the Department of Education.

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

E. Special Education Placements.

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

District Policy History:

First reading: January 9, 2019

Second reading/adopted February 13, 2019

District revision history:

Legal References:

- RSA 193:3, III, Change of School Assignment
- RSA 193:14-a, Change of School Assignment; Duties of State Board of Education

JEA - COMPULSORY ATTENDANCE AGE

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Compulsory attendance shall be required of all children in accordance with RSA 193:1.

Legal Reference:

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

Reviewed: October, 2004

Revised: July, 1998

JEB - AGE OF ENTRANCE

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

A student may enter grade one if his/her chronological age will be six before September 30 of the year of entering school.

A student may enter kindergarten if his/her chronological age will be five before September 1 of the year of entering school.

A Student may enter the four year pre-school if his/her chronological age will be four before September 30 of the year of entering school.

A Student may enter the three year pre-school if his/her chronological age will be three before September 30 of the year of entering school.

A birth certificate must be presented upon registration as proof of the date of birth.

In-coming transfer students in grades 2-8, inclusive, will be initially placed in accordance with the data forwarded by the sending District. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee.

In-coming transfer students in grade 1 will only be initially admitted to grade 1 if their chronological age will be six before December 31 of the year of entering school or if previously enrolled in grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Superintendent.

Legal Reference:

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

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

First reading of the Hinsdale School Board 05-11-16

Final reading of the Hinsdale School Board 06-14-16

Reviewed by the Hinsdale School Board 01-09-19

JEC- CHANGE OF SCHOOL OR ASSIGNMENT – MANIFEST EDUCATIONAL HARDSHIP

Category Priority-The subject matter of these policies is required by state and or federal law.

Related Policy: JCA

The Superintendent will assign resident students to a public school within the District.

The Board recognizes that in unusual and extraordinary circumstances, a parent, guardian or other person having custody ("parent/guardian") may wish to request a change in the student's school assignment to another public school within the District or a public school in another district.

A. Procedure for Consideration of a Manifest Educational Hardship Request.

The following procedures will be utilized when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment for his/her child from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will submit a written application to the Superintendent's office detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship. Through the application, the parent/guardian may request that the child:
 - a. Attend another public school or public academy in the District; or
 - b. Attend a public school or public academy in another school district.
2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
3. Prior to the hearing, the Superintendent shall provide the Board his/her recommendations regarding the parent/guardian's request. Such recommendations may be provided orally at the hearing, or in writing at or before the hearing, with a copy to the parent/guardian.
4. At the hearing, the parent/guardian may use whatever information he/she deems is necessary and appropriate to support the request.

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5. In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.
 6. The Board may find that a manifest educational hardship exists provided that parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child's education, and that another public school or public academy, either within the District or in another district, can reasonably meet the child's educational needs.
 7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that:
 - a. A compelling amount of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;
 - b. The attendance at the assigned school will impair the educational progress of the child; and
 - c. Another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.
 8. The Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.
 9. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board, and will forward its written decision to the parents or guardians via means producing third party proof of delivery (e.g., Certified, FedEx, UPS, etc.).
 10. If a parent or guardian is aggrieved by the decision of the Board, he/she may appeal to the State Board of Education within thirty (30) days of receipt of the local board in accordance with the provisions of Ed 200.

B. Children with Disabilities.

Children with disabilities as defined in RSA 186-C:2 shall be accorded a due process review pursuant to rules adopted under RSA 186-C:16.

C. Tuition and Transportation.

If the child is assigned to attend school in another district ("receiving district"), tuition to be paid by the Hinsdale District to the receiving district shall be computed as provided in RSA 193:4. Some or all of the tuition may be waived by the Superintendent/board of the receiving district.

The cost of transportation shall be the responsibility of the parent/guardian.

District Policy History:

First reading: January 9, 2019

Second reading/adopted: February 13, 2019

District revision history:

Legal References:

- RSA 193:3, Change of School or Assignment; Manifest Educational Hardship
- NH Code of Admin. Rule, Section Ed 320, Manifest Educational Hardship
- NH Code of Admin. Rule, Section Ed 200, Rules of Practice and Procedure

JF - ENROLLMENT POLICY

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Just as it is the District's responsibility to provide an education to all resident pupils between the ages of six years and eighteen years, it is the responsibility of resident parents to enroll their children in school, consistent with this policy and with all applicable state laws.

Consistent with the provisions of Policy JEB – Age of Entrance - a student may enter kindergarten if his/her chronological age will be five before September 30 of the year of entering school. A student may enter grade one if his/her chronological age will be six before September 30 of the year of entering school.

Students may attend school part-time, consistent with the provisions of RSA 193:1-a, Dual Enrollment. If a student is a resident of the District and is attending a school within the District on a part-time basis, the District will ensure that the student is satisfying compulsory attendance requirements. If a student is not a resident of the District, but is attending a school within the District on a part-time basis, it shall not be the District's responsibility to ensure that the student is satisfying compulsory attendance requirements.

Students participating in alternative learning programs established, offered and approved by the District shall be considered enrolled in the District. Alternative learning programs may include but are not limited to extended learning opportunities, alternative learning programs, independent studies, private instruction, or others.

Resident students who participate in a home education program pursuant to RSA 193-A will not be considered to be enrolled in the District, even if such students access educational programs through the District.

Revised September 2009
Reviewed: October, 2004
Revised: November, 1999
Revised: July, 1998

JFA - RESIDENCY

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Residency for the purpose of enrollment in a District school shall be defined by RSA 193:12.

Legal Reference:

RSA 193:12, Legal Residence Required

Appendix JFA-R, Technical Advisory

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

JFAA -ADMISSION OF RESIDENT STUDENTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The school district of residence of a student is defined by RSA 193:12, II.

New Resident Students

All new resident students, accompanied by a parent/guardian, should register at school before opening day and as early as possible.

Children entering school for the first time must have proof of physical examination, immunization records, a copy of the child's birth certificate and proof of residency satisfactory to the Superintendent or his/her designee. Principals or their designees will meet with new children and parents to explain school programs.

Legal References:

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

RSA 193:12,II Legal Residence Required

RSA 110-D, Interstate Compact on Educational Opportunities for Military Children

Revised: September 2014

Revised: July 1998, November 1999, June 2001, September 2008

First reading of the Hinsdale School Board 11/12/14

Final reading of the Hinsdale School Board 1/14/15

JFAB - ADMISSION OF TUITION AND NON-RESIDENT STUDENTS

Category: Priority/Required by Law

Non-resident students may only attend district schools when their attendance has been approved by the Board. If the Board agrees to enroll a non-resident student, the District will either charge tuition to the parent or, alternatively, the Superintendent may seek to enter into an agreement for the payment of tuition with the school district in which the student resides.

If a student's parents are divorce and the student lives primarily out-of-district, student may nonetheless attend schools within the District and considered a resident of the District for school attendance purposes provided: (1) the divorce decree allows the student to attend the District; (2) or provided the parents have agreed in writing that the student may attend the District and such written agreement is provided to the District. Students in this situation will not be charged tuition.

In a divorce decree, or parenting plan developed pursuant to RSA 461-A, a child's legal residence for school attendance purposes may be the school district in which either parent resides, provided the parents agree in writing to the district the child will attend and each parent furnishes a copy of the agreement to the school district in which the parent resides. Transportation will not necessarily be provided for students admitted under this provision and under corresponding law. The Superintendent or designee will make all determinations as to whether transportation will be provided in such circumstances. The Superintendent or designee's decision will be final.

Upon the admission of a non-resident student to the District, the Superintendent or designee will immediately notify the student's school district of residence of the student's name, date of birth, address, and grade assignment of the student. This notification shall also be made at the beginning of each school year for which the student is enrolled.

The Board acknowledges the provisions of RSA 193:3 which state that the district in which the student resides shall retain all responsibility for the provision of special education and related services pursuant to RSA 186-C.

The Board's decision on whether to enroll a non-resident student will not be based, in whole or in part, on whether that student is a student with a disability, as defined by applicable state or federal law.

Tuition rates will be charged at a rate set by the Board and billed quarterly in advance to the district of residence or parent responsible for payment. When a district of residence is responsible for tuition, approval must be that district's

school board.

Under normal circumstances, the district will not provide transportation to and from school for non-resident and tuition students at district expense. However, the district may assist parents in finding and procuring transportation services for their children.

The provisions of this policy may be modified on a case-by-case basis, as needed, pursuant to separate contracts, agreements and other binding arrangements.

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

Legal References:

RSA 186-C:13, Special Education; Liability for Expenses

RSA 193:3, Change of School or Assignment

RSA 193:12, Legal Residence Required

Revised: September 2013

Revised: July 1998, November 1999, November 2007, September 2010,
September 2012

First reading of the Hinsdale School Board 09-14-16

Final Reading of the Hinsdale School Board 10-12-16

JFABB - FOREIGN EXCHANGE STUDENTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations*

Purpose

In order to promote cultural awareness and understanding and to provide diverse experiences to district students, the board shall admit foreign exchange students into the schools of the district.

Authority

The board shall accept foreign exchange students who meet the established guidelines for admission to district schools.

The board may accept exchange students on a J-1 Visa who reside within the district as participants in group-sponsored exchange programs approved by the board. The board may waive tuition for these exchange student(s).

The board shall accept privately sponsored exchange students on an F-1 Visa for attendance in secondary schools upon payment of tuition at the established district rate; tuition payments may not be waived. The period of attendance shall not exceed twelve (12) months.

The board reserves the right to limit the number of foreign exchange students admitted to the school.

Delegation of Responsibility

The Superintendent or designee shall be responsible for determining the visa status and eligibility of foreign exchange students applying for admission to district schools.

Foreign exchange students shall comply with all immunization requirements for students. Once admitted, all exchange students shall be subject to all district policies and regulations governing students.

See appendix JFABB-R

Revised: February 2005

JFABD - ADMISSION OF HOMELESS STUDENTS

Category Priority-The subject matter of these policies is required by state and or federal law.

The district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Per the No Child Left Behind Act of 2002, homeless students are defined as those students lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in previous examples.

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

If there is an enrollment dispute between the child's parent/guardian and the school district, the student shall immediately be enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian shall be informed in writing of the district's final decision and the parent/guardian's appeal rights. Unaccompanied youth will also be enrolled pending resolution of a

dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment, consistent with district policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If a homeless student is living in another district but will attend his or her school of origin, both districts will make reasonable efforts to coordinate the transportation services necessary for the student.

The district's liaison for homeless students and their families shall coordinate with: local social service agencies that provide services to homeless children and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may eliminate barriers to the enrollment of homeless students.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students

RSA 193:12, Legal Residence Required

No Child Left Behind Act, 2002

McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.

Revised; May 2014

Revised: May 2008

Revised: February 2005

Reviewed: October 2004

New Policy: April 2003

Adopted by the Hinsdale School Board 07/09/08

Reviewed and Approved by the Hinsdale School Board September 10, 2014

JG- Assignment of Students to Classes and Grade Level

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Students will be enrolled in grades and classes in which they can be expected to master established district instructional and learning objectives. All students who are included under the compulsory attendance law must be enrolled and required to attend all classes prescribed by the state and the district unless exempt by the school authorities.

Students will be placed in the grade level and class that best meets the student's academic needs, after consultation between the building principal and the student's parent/guardian.

Students transferring into the school district will be placed in the grade level and class that best meets the student's needs, after review of the records from the student's prior school, and after consultation between the building principal and the student's parents.

Students receiving special education services will be placed in accordance with applicable law.

The decision of the building principal regarding student placement may be appealed to the Superintendent, and then to the School Board. The School Board will give significant consideration to the principal's and Superintendent's recommended placement.

Legal References:

Ed 302-.02 (l) Duties of Superintendent

Revised: May 2014

Revised: May 2008

New Policy: November 2007

Adopted by the Hinsdale School Board July 9, 2008

Reviewed and Approved by the Hinsdale School Board September 10, 2014

JH -ATTENDANCE, ABSENTEEISM AND TRUANCY

Category Priority-The subject matter of these policies is required by state and or federal law.

Absences

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

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

The Board considers the following to be excused absences:

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

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

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

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

the reasons for non-attendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

Generally, absences other than for illness during the school year are discouraged.

Family vacations are NOT ACCEPTABLE under recent state student requirements on needing to attend school. The District will take specific action, if student absences are based on family vacations not taken during regular school calendar vacation dates.

Truancy

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

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

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

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

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

Intervention Process to Address Truancy

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

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

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

parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention

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

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

Developing and Coordinating Strategies for Truancy Reduction

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

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

Parental Notification of Truancy Policy

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

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

Legal References:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

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

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

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

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

Reviewed: September 2013

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

First Reading of the Hinsdale School Board 02/12/14

Final Reading of the Hinsdale School Board 03/12/14

JHC - STUDENT EARLY RELEASE PRECAUTIONS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

School district staff will not permit a student to leave school during the school day unless the student is accompanied by the student's parent/guardian, or other person so authorized by the school district and the student's parents/guardians. In all situations, the Principal shall approve the early release.

School officials will presume that each parent has equal authority to exercise rights of visitation, removal of the student from school, the right to inspect and review educational records, and all other rights and privileges extended to parents. Requests from parents asking the school to restrict the release of a student to the other parent will not be honor unless accompanied by a court order or other legally binding document which corroborates the request.

The Principal is authorized to establish additional procedures necessary to ensure the proper and safe release of students. Such procedures must adhere to the following rules:

1. Students will only be released to the parent, guardian, or written designee of the parent or guardian, or to other individuals or agencies as permitted or required by law.
2. The District will release a student to either parent unless the District has a valid court order directing otherwise or unless the parent requesting the release is only entitled to supervised visitation. If district staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken, including, but not limited to, verifying custody orders, contacting the other parent or contacting appropriate authorities.
3. Students who are 17 years old and living independently and students 18 years old or older must validate their own attendance and dismissal.
4. Telephone requests for early dismissal o a student shall be honored only if the caller can be positively identified as the student's parent or guardian. The parent or guardian will still be required to enter the school building and sign the student out.
5. If it is determined that a student who is ill or sick should be taken home, the school nurse will contact the student's parent or

guardian to arrange for an early release. The school nurse will also notify the Principal.

Revised: September 2009
Reviewed: October 2004
Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 05/11/11
Final Reading of the Hinsdale School Board 06/08/11

JI - STUDENT RIGHTS AND RESPONSIBILITIES

Category Priority-The subject matter of these policies is required by state and or federal law.

See also JIA, JIC JICD

Student rights and responsibilities shall be published in the Parent-Student Handbook, and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to the provisions of Board Policies JIA and JICD.

Legal References:

RSA 189:15, Regulations

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline

NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

Revised: May 2008

Reviewed: October 2004

Revised: July 1998, November 1999, October 2005

Reviewed and accepted by the Hinsdale School Board October 8, 2008

JIA - STUDENT DUE PROCESS RIGHTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also JI, JIC & JICD

Students facing discipline will be afforded all due process rights given by law. The Superintendent or his/her written designee is authorized to suspend any student for ten days or less for violations of school rules or policies. Should the Superintendent desire to suspend a student for more than ten days, such student will be afforded a hearing before the school board. In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.

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.

Legal References:

RSA 189:15, Regulations

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Policy Development, Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline

NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures

Appendix: JICD - R

Revised: September 2008

Reviewed: October 2004

Revised: July 1998, November 1999, October 2005

Reviewed and approved by the Hinsdale School Board April 8, 2009

JIB - STUDENT INVOLVEMENT IN DECISION - MAKING

Category- Optional- *These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The role of the school is to create a stimulating learning climate which develops Active involvement of students in their education and develops a spirit of inquiry. The Board believes that a student should:

1. Be encouraged to participate in planning classroom activities and in improving courses of studies;
2. Feel free to express, without fear, his or her own opinions, recognizing that every privilege and right has a corresponding responsibility.
3. Be involved in the planning of assembly programs and school-sponsored forums of interest;
4. Be encouraged to participate in student government organizations that provide students with a voice in school affairs; and
5. Be encouraged to participate in a variety of extra-curricular activities to broaden their educational experiences.
6. The Board may choose to add a nonvoting student member from a high school in the District to the Board.

Legal Reference:

RSA 189:1-c, Student Member

RSA 194:23 (f), High School Student as School Board Member

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

JIBA - STUDENT GOVERNMENT

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The Board sanctions and recommends the organization of student government bodies in the middle and high schools.

Members to student councils shall be elected democratically. The rights and responsibilities of the council shall be clearly set forth. A staff advisor for each student council shall be chosen by the Principal.

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

JIC - STUDENT CONDUCT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Related Policies: JIA, JICD, JICDD, JICK

See also Appendix: JICD-R

A. General Conduct Standards and Disciplinary Concepts.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other Board policies or is otherwise inappropriate is prohibited. Students are expected to maintain appropriate classroom behavior that allows teachers and staff to perform their professional duties effectively and without disruption.

Students will conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration for the rights of others, while on School District property or on property within the jurisdiction of the School District; while on school owned and/or operated school or chartered vehicles; and/or while attending or engaged in school activities. Students may also be disciplined for off-campus behavior in accordance with the provisions of Policies JICDD and JICK.

Terms, and levels of discipline are established in Policy [JICD](#), as are the due process procedures to be afforded relative to each level of discipline. Disciplinary measures as defined in that policy include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.

Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.

B. Implementation and Notice.

The School Board delegates to the Superintendent the responsibility of adopting and implementing such age-appropriate rules and regulations for each school as he/she, in consultation with the appropriate building Principal, deems necessary to implement this policy.

The content of RSA 193:13, this policy, and any such rules and regulations adopted hereunder, shall be printed in the student handbook(s) and distributed to all students, and parents/guardians. The Superintendent shall also assure that this

policy, the content of 193:13, and any such rules and regulations adopted under this policy are made available on the District's website, with additional notice provided to the student body as the Superintendent or building Principal deems appropriate (e.g., periodic postings and notices).

Rules and regulations adopted and published under this policy will be deemed to be regulations and policies of the School Board and maintained as School Board records. The Superintendent shall provide to the School Board copies of all student handbook(s), and other rules and the regulations adopted under this policy. The School Board retains the authority to modify, supersede, or suspend any such rules and regulations consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures.

C. Parental Notification of Simple Assaults.

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

D. Disciplinary Removal of Students with Disabilities.

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

District Policy History:

First reading: February 13, 2019

Second reading/adopted: March 13, 2019

Legal References:

RSA 193:13, Suspension and Expulsion of Pupils

RSA 193-D:4, Written Report Required

RSA 631:2-a, Simple Assault

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate

NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

JICA - STUDENT DRESS CODE

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board recognizes that student individual dress is primarily a parental responsibility that should reflect concern for health and safety of students, staff and others. When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

Students whose appearance interferes with the educational process by drawing undue attention of other students or school personnel, by posing a potential safety hazard to themselves or others, or by being interpreted by school personnel to be offensive or divisive in either the message that is implied or the parts of the body that are revealed will be asked to change their clothing into something more appropriate, or will be sent home to change.

Simple guidelines for school appropriate dress are:

- No hats (including hoods) are to be worn in the school buildings.
- No items depicting drugs, alcohol, tobacco or any other inappropriate messages.
- No heavy chains or spiked jewelry.
- Tube tops and tops with spaghetti straps are not allowed. Straps of outer garments must be wide enough to completely cover any undergarments.
- Muscle shirts must be worn with a sports bra or other appropriate secondary garment and may not be cut lower than the secondary garment.
- Tops must appropriately cover so that there is no cleavage showing.
- Bare-midriff blouses, sheer garments that reveal under garments, short-shorts, etc., are also not acceptable in a school setting.
- Skirts, dresses, or shorts must reach the tip of a student's extended fingertip when the arm is held straight down to the student's side or come to within three and one half inches of the top of the student's knees.

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- Con Skirts (body conforming skirts that are tight and short) are not allowed.
 - Pants need to be worn at the waist. Pants with revealing holes above the extended finger tips, and pajama pants are not allowed.
 - Sandals or open-toed shoes are not allowed in chemical lab classes.
 - ‘Jeggings’, ‘Leggings’, ‘Yoga Pants, or any other tight-fitting fashion item, must be worn with a top that complies with the extended arm and fingertip/3 ½” above the knee cap rule.
 - If someone is sent to the office for a dress code violation, they will be required to change regardless of whether they can pull the garment down or up to comply.
 - Sneakers are required for participation in Physical Education classes.

Additional information for Elementary School Parents:

- School wear should be appropriate to the weather at all times; “layering” (for example: wearing a short sleeve shirt with a sweater) is advised in spring and fall as weather is unpredictable. Winter wear should include a warm coat with working fasteners, snow pants, boots, hats, mittens or gloves.
- Shoes that may cause a child to fall, such as clogs, flip-flops, house slippers, high heels, skate-shoes or untied shoes, are not permitted in school.
- It is recommended that students bring gym shoes to keep at school. Sneakers are required for participation in Physical Education classes.

Students who violate this policy will be given an opportunity to correct the situation by either changing the clothing, removing the clothing (if appropriate), wearing it inside-out, or other means as determined by the principal so the student is in compliance with this policy.

Students whose clothing does not meet the school dress code will not be allowed to attend class until the students clothing is in line with the dress code regulations. A student who misses class as a results of non-compliance with the dress code shall have that absence considered as an unexcused class absence and will fall under that provision of the student handbook.

If a student is unable to address the concern, parents or guardians, shall be called to bring appropriate clothing to the school. A student will not be permitted to attend class until the issue is appropriately addressed.

Students who repeatedly violate this policy may face more severe punishment, including detention, in-school suspension, or out-of-school suspension.

First Reading of the Hinsdale School Board 06-12-13

Final Reading of the Hinsdale School Board 08-21-13

Reviewed by The Hinsdale School Board 09-12-18

JICC - STUDENT CONDUCT ON SCHOOL BUSES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also EEA, EEAEC, & JIC

Students using District transportation must understand that they are under the jurisdiction of the School from the time they board the bus until they exit the bus.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. The driver of the bus shall be held responsible for the orderly conduct of the students transported. Each driver has the support of the Board in maintaining good conduct on the bus.

Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a student to be denied the privilege of transportation in accordance with the regulations of the Board. If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct.

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, and made available in another language or presented orally upon request.

Legal Reference:

RSA 189:6-a, School Bus Safety

NH Code of Administrative Rules, Section Ed. 306.04(d)(1), School Safety

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

Appendix: EEA-R & JICC-R

Revised: October 2005

JICD-STUDENT DISCIPLINE AND DUE PROCESS

Category: Priority - Required by Law

Related Policies: JI, JIA, JIC, JICDD & JICK

See also Appendix JICD-R

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC 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.

A. Disciplinary Measures – "Definitions".

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

1. "Removal from the classroom" means a student is sent to the building Principal's office. It is within the discretion of the person in charge of the classroom to remove the student.
2. "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 employee disciplining the student or the building Principal.
3. "In-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten (10) consecutive school days.
4. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct, for neglect, or refusal to conform to school rules or policies.
 - a. "Short-term suspension" means a suspension of ten (10) school days or less. Ed 317.04(a)(1).
 - b. "Long-term suspension" means the continuation of a short-term suspension under RSA 193:13, I (b)-(c), and also means a suspension in excess of ten (10) school days under Ed 317.04(a)(2).
5. "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.

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6. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.
 7. "Expulsion" means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

B. Standards for Removal from Classroom and Detention.

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.

Likewise, classroom teachers may assign students to detention for similar conduct.

The building Principal may assign students to detention under the same standard.

C. Standards for In-School Suspension, Restriction of Activities, and Probation.

The building Principal is authorized to issue in-school suspensions, restrictions of activities, or place a student on probation 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.

D. Process for Out-of-School Suspension.

The power of suspension is authorized for gross misconduct, for neglect, or refusal to conform to School District policies and rules as follows:

1. Short-term Suspensions. The *building Principal* (as designee of the Superintendent) is authorized to suspend a student for ten (10) school days or less. The Principal shall consult with the Superintendent prior to issuing any suspension.

As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.

Due process standards for short-term suspensions (ten (10) days or less) **will adhere to the requirements of Ed 317.04(f)(1).**

2. Long-term Suspensions. The Superintendent *[note: 193:13 and Ed. 317 both authorize the School Board to designate a representative to issue long term suspensions.* is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that 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.

Prior to a long-term suspension, the student will be afforded an informal hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing before the School Board, but **the process must comply with the requirements of Ed 317.04 (f)(2) and Ed 317.04 (f)(3)(g),** including, without limitation, the requirements for advance notice and a written decision.

Any suspension in excess of ten (10) school days, as described in Paragraph 2 of this Section, is appealable to the School Board, provided the Superintendent receives the appeal in writing within ten (10) days after the issuance of the *Superintendent's* decision described in Paragraph 2. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending.

E. Process for Expulsion.

1. Any pupil may be expelled by the School Board for (a) an act of theft, destruction, or violence as defined in RSA Chapter 193-D, (b) for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, or (c) for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school. An expulsion under this paragraph will run until the School Board 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. The Board will determine whether and in what manner it will consider any such request.
2. Additionally, any pupil may be expelled by the School Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than twelve (12) months.
3. **Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) are followed.**

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4. Any decision by the Board to expel a student may be appealed to the State Board of Education.
 5. The Superintendent of Schools is authorized to modify the expulsion or suspension requirements of Sections E.1 and E.2 above on a case-by-case basis.
- F. Sub-committee of Board.** For purposes of sections D and E 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.

G. Disciplinary Removal of Students with Disabilities.

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

H. Notice.

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. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04(d).

History:

First reading: August 22, 2018

Second reading/adopted: September 12, 2018

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils

RSA Chapter 193-D, Safe Schools Zones

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

JICDAA -EMPLOYEE-STUDENT RELATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See also: GBEBB, GBEBD

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

Unless necessary to serve an educational or health-related purpose:

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.

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11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.

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

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

Revised: September 2009

Reviewed: October 2004

Revised: July 1998

First reading of the Hinsdale School Board 02-15-12

Final Reading of the Hinsdale School Board 03-14-12

JICDD -STUDENT DISCIPLINE/OUT-OF-SCHOOL ACTIONS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See Also JIA, JIC, JICK

The Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property, or school staff.

Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline may be imposed if such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions.

Out-of-school and off-campus student conduct that may subject a student to discipline includes, but is not limited to:

1. Damaging school property;
2. Violence at or near the school's bus stop, either before or after the school day;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;
4. Damaging the private property of school staff or employees; or
5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.

Cyber-Bullying and Internet Threats

Reports and/or allegations of cyberbullying will be addressed in accordance with the provisions of Board policy JICK.

Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account.

However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Revised: September 2015

Revised: May 2006, August 2007, August 2008, September 2010

First Reading of the Hinsdale School Board 10-14-15

Final Reading of the Hinsdale School Board 11-04-15

JICE - STUDENT PUBLICATIONS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also KDC

The board may authorize school-sponsored publications, such as annual yearbooks, student newspapers, and Internet web-sites. All publications will conform to rules established by the Superintendent and the building principal. Any publication not approved by the Board will not be considered a school publication and shall not be distributed on school property. Further, school district resources shall not be used for the production, printing, posting, or assembly of any non-approved publication.

All school publications will be under the supervision of the school principal or his/her designee. The principal or his/her designee has the right to limit or edit the contents of any school publication. There is the assumption that nothing published in student publications will be libelous, slanderous, and obscene, advocate illegal activities, infringe on copyrighted material, or otherwise cause substantial disruption to school activities and functions. The school principal or his/her designee will review all school-sponsored publications before they are printed, posted or distributed to ensure the publication conforms to these standards.

Legal References:

Hazelwood School District et al. v. Kuhlmeier et al., 484 U.S. 260 (1988)

Revised: May 2006

Revised: February 2005

Reviewed: October 2004

Revised: July 1998

JICEA - STUDENT PRODUCTIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Student productions are encouraged when such productions contribute positively to the educational goals of the District. All such productions will conform to rules established by the Superintendent and the building principal.

Reviewed: October, 2004

Revised: July, 1998

JICF - GANG ACTIVITY

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

It is the policy of the Hinsdale School District that membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations, is prohibited.

Gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute which indicates or implies membership or affiliation with such a group, present a clear and present danger to the school environment and educational objectives of the community are forbidden.

Incidents involving initiations, hazing, intimidation, and/or activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

Any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student will be subject to disciplinary action, including suspension and expulsion.

The Superintendent may provide in-service training in gang behavior and characteristics to facilitate staff identification of students at-risk and promote membership in authorized school groups and activities as an alternative.

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

JICFA - HAZING

Category Priority-The subject matter of these policies is required by state and or federal law.

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

"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 Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

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

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*

Revised: September 2017

Revised: November 2007

Reviewed: October 2004

Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 02-14-18

Final Reading of the Hinsdale School Board 03-14-18

**JICG/ADC/GBED - TOBACCO PRODUCTS BAN USE AND
POSSESSION
IN AND ON SCHOOL FACILITIES AND GROUNDS**

Category Priority-The subject matter of these policies is required by state and or federal law

Identical Policy: ADC & GBED

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

F. Definitions.

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

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time-to-time.

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

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

G. Students

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

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

H. Employees

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

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

I. All other persons

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

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

J. Implementation and Notice - Administrative Rules and Procedures.

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

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

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

District Policy History:

First reading: February 13, 2019

Second reading/adopted: March 13, 2019

Legal References:

- RSA 155:64 – 77, Indoor Smoking Act
- RSA 126-K:2, Definitions
- 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

JICH - DRUG AND ALCOHOL USE BY STUDENTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Also ABD, GBEC, GBED

The Hinsdale School Board is concerned with the health, welfare, and safety of its students. Therefore, the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, and illegal drugs is prohibited on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited. For the purposes of this policy, a controlled substance shall include any controlled substance as defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or RSA 318-B, Controlled Drug Act.

Students may only be in possession of medication as detailed in Board Policy JLCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board Policy JIH.

Students reasonably suspected to be under the influence of drugs or alcohol may be subjected to urine drug testing or Breathalyzer testing administered by the school nurse or designee using an industry approved testing instrument. Parent/guardian and police notification will be made before/after the testing. Disciplinary consequences may include random follow-up drug testing.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's disciplinary policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with the student's Individual Education Program (IEP.)

Legal References:

21 U.S.C. § 812(c), Controlled Substances Act

RSA 318-C, Controlled Drug Act

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

Revised: May 2006

Reviewed: October 2004

Revised: November 1999

Revised: July 1998

First Reading of the Hinsdale School Board on 3-13-13

Final Reading of the Hinsdale School Board on 03-13-13

JICHA BREATHALYZER AT STUDENT SOCIAL EVENTS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See Also ADB, GBEC, JICH

Students that have consumed alcohol or are in possession of alcohol pose a direct safety risk to themselves, staff, other students, and the community-at-large.

In order to ensure a safe environment, the Board authorizes the building Principal to administer Breathalyzer tests to students while on school property. The purpose of this policy is to authorize the use of the Breathalyzer for cause when reasonable suspicion exists to believe a student has consumed alcohol. It is not the intent of this policy to authorize the use of the Breathalyzer for random or wholesale testing on school property.

The building Principal is authorized to administer a Breathalyzer test to any student, provided there is reasonable suspicion that the student has consumed alcohol. Reasonable suspicion may include, but is not limited to, physical impairment, odor of alcohol, unusual behavior, blood shot, or glassy eyes, or any other behavior or information that provides the Principal to have a reasonable suspicion that the student has consumed alcohol.

Building Principals will be trained by competent professionals how to effectively and accurately administer the Breathalyzer tests.

A reading indicating a student has consumed alcohol will be taken into consideration, along with all other relevant information, in determining whether a violation of school policy has occurred. Any student who refuses to take a Breathalyzer test when so asked may be disciplined in accord with Student Discipline policies.

In the event a building Principal does administer a Breathalyzer test, s/he shall prepare a report indicating the date, time and outcome of the test, as well as those factors that formed the basis of his/her reasonable suspicion that the student had consumed alcohol.

For the purposes of this policy, "school property" shall include, but is not limited to, school grounds, buildings, buses, gymnasiums, facilities rented and/or leased by the School District, and other facilities or premises utilized for school-sponsored activities and/or events.

New Policy: August 2006

JICI - WEAPONS ON SCHOOL PROPERTY

Category Priority-The subject matter of these policies is required by state and or federal law.

See Also: KFA

Guns and Firearms - Students:

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

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

Weapons under control of law enforcement personnel are permitted.

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

Other weapons:

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

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

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

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

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

The superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or

unintentional violation of this policy does not affect the safety of students, school staff or the public.

Legal References:

18 U.S.C. § 921, Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act

RSA 193:11, Disturbance

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*

Appendix JICD-R

Appendix JICI-R

Revised: April 2013

Revised: November 1999, February 2005, May 2006, April 2010

First Reading of the Hinsdale School Board 09-11-13

Final Reading of the Hinsdale School Board 10-09-13

JICJ - UNAUTHORIZED COMMUNICATION DEVICES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Student use of cell phones, camera phones, pagers, beepers, and other similar electronic communication devices is strictly prohibited during the school day. This includes lunch periods and passing periods, as well as on school sponsored trips and driver education classes. Such devices are to be kept in a student's assigned locker with the power turned off. The Board recommends that these devices not be brought to school.

Additionally, it is prohibited for students to take, store, disseminate, transfer, view, or share obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Any student found to have engaged in such conduct may be reported to local law enforcement authorities and may face criminal penalties in accordance with applicable law. School administrators may refer such matters to local law enforcement if the administrator believes student action in this regard involves illegal activity (e.g., pornography.)

The Board may grant an exception to this policy for medical or emergency reasons only. This exception requires a written report from the student's medical provider explaining the need for the exception.

Students participating in extra-curricular activities or athletics must contact their sponsor or coach for his/her rules involving cell phone use after hours or on after-school bus trips. Sponsors and coaches will set their rules and establish their consequences for the use and/or misuse of these devices.

The school district will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

Consequences for Violating this Policy

First Offense: Warning and confiscation of the electronic communication device for the remainder of the school day. *Second Offense:* The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office. *Third Offense:* The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office. At the principal's discretion, the student may receive detention or in-school suspension.

Any further violations of this policy will result in the student's loss of possession of the electronic communication device for the remainder of the school year. The

student's parent/guardian must pick up the cell phone from the principal or superintendent's office at the expiration of that length of time. At the principal's discretion, the student may receive detention, in-school suspension, or out-of-school suspension not to exceed five (5) days.

Revised: September 2014

Revised: February 2006, May 2006, April 2010

First reading of the Hinsdale School Board 1/14/15

Final Reading of the Hinsdale School Board 2-10-15

JICK -PUPIL SAFETY AND VIOLENCE PREVENTION – Bullying

Category Priority-The subject matter of these policies is required by state and or federal law.

See also JBAA, JIC, JICD, IHBA

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.

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

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 cyber-bullying 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 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, school administrator or school volunteer 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.

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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 or school administrator 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 (RSA 193-F:4, II(e))

Staff and Volunteers

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

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2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
 3. 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 the 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 or designee shall retain a copy for himself and shall forward one copy to the Superintendent. 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 privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
 - Description of incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The characteristics of parties involved, (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance or 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 or 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. Appeals

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

It is in the best interests of students, families and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the

investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the school board within ten (10) calendar days of the date of the parent/guardian's receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

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

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

The Superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy,

XVII. Capture of Audio Recordings on School Buses

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

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

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

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

audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

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

Legal References:

RSA 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

Revised: September 2014

Revised: July 2004, August 2006, May 2008, September 2010

First reading of the Hinsdale School Board 11/12/14

Final reading of the Hinsdale School Board 1/14/15

JICL -SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

Category Priority-The subject matter of these policies is required by state and or federal law.

See also EHAA, GBEF

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

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

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

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

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all students. Students shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

Legal References:

RSA 194:3-d, School District Computer Networks

47 U.S.C. §254, Requirements For Certain Schools – Internet Safety
20 U.S.C. §6777, Enhancing Education Through Technology – Internet Safety

Appendix: JICL-R

New Policy: April 2010 (replaces EGA and IJNDB)

First Reading of the Hinsdale School Board 09-14-11

Final Reading of the Hinsdale School Board 10-20-11

JIE - PREGNANT STUDENTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Also IHBCA

Maternal or paternal status shall not affect the rights and privileges of students to receive a public education.

Pregnant students shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The Board may require a physician's statement of activity limitations.

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

JIH - STUDENT SEARCHES AND THEIR PROPERTY

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

SEARCHES OF STUDENTS AND THEIR PROPERTY

The superintendent, principal, security personnel of the school or other authorized personnel may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the students' person or property alcohol; dangerous weapons; prohibited electronic devices; controlled dangerous substances as defined by law or stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.
2. School lockers and school desks are the property of the school, not the student. Students who use school district lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to store anything that should not be at school. Students shall not exchange lockers or desks. Students shall not use any lockers or desks other than those assigned to them by the principal or designee. A shared locker or storage area implies shared responsibility.
3. Authorized personnel may conduct a search of the student's person or the student's belongings, as noted above, whenever a student freely and voluntarily consents to such a search. Consent obtained through threats or coercion is not considered to be freely and voluntarily given.
4. Strip searches are forbidden. No clothing except cold weather/outdoor garments and footwear will be requested to be removed before or during a search.

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5. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during the course of a search will be preserved and held in accordance with applicable administrative rules and procedures.
 6. Any searches of students as outlined herein will be conducted by authorized personnel of the same sex as the student being searched. Whenever possible, two authorized persons shall be present during any search of a student or student property.
 7. The Superintendent is authorized to arrange for the use of trained canines to aid in the search process.
 8. Items that may be seized during an unauthorized search, in addition to those mentioned in Paragraph 1 above, shall include but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited by law or by district policy. For example: prescription or non-prescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or school personnel shall be seized, identified as to ownership if possible, and held for release to proper authority.

In conducting searches of students and property, school officials should consult with legal counsel and law enforcement authorities to be aware of circumstances when involvement of the police is advisable and/or necessary.

Searches of student automobiles are governed by Board Policy

JH.B.

Legal References:

NH Constitution, Pt. I, Art. 19

State v. Drake, 139 NH 662 (1995)

State v. Tinkham, 143 NH 73 (1998)

Appendix JIH-R

Revised: April 2009

Revised: January 2001, February 2005

New policy: July 1998

Reviewed by the Hinsdale School Board 06/10/09

Final review of the Hinsdale School Board 08/12/09

JIHB - SEARCHES OF STUDENT AUTOMOBILES ON SCHOOL PROPERTY

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Students recognize that parking their automobiles on school property is a privilege and not a right. As part of this privilege, the district may search students' automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules or policy has occurred. Students consent to having their automobiles searched by parking in school parking lots.

In the event the an employee of the school district has reason to believe that drugs, drug paraphernalia, or weapons are present in a student's automobile, that employee will inform the building principal, who will then conduct a search of the automobile. The principal shall fill out a vehicle search form, which will be maintained by the district.

Legal Reference:

NH Constitution, Pt. I, Art. 19

Appendix JIHB-R

New Policy: May 2006

JIHC - USE OF METAL DETECTORS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Hinsdale School Board hereby authorizes the use of metal detectors on school grounds. Metal detectors may be used when the Superintendent has reasonable suspicion to believe that students may be possessing weapons on school grounds, when there has been a history of weapons being found on school grounds, or when violence involving weapons has or is likely to occur on school grounds.

Stationary metal detectors or mobile metal detectors may be used, in accordance with procedures approved by the Board. Any search of a student's person as a result of the activation of the metal detector will be conducted in accordance with the Board's policy on personal searches.

Students who are caught with weapons on school grounds will be subject to discipline in accordance with applicable Board policies. Students may also face criminal penalties for bringing weapons on to school grounds.

Revised: November 2006

Reviewed: October 2004

New policy: July 1998

JHHD Student Interviews and Interrogations

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Interviews by School Administrators

When a violation of Board policy or school rules occurs, the school principal or designee may question potential student victims and witnesses without prior consent of the parent, guardian, or legal custodian. If a school official is investigating a report of child abuse regarding the student and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

Interrogations by School Administrators

In situations where a student is suspected of violating Board policies or school rules, the principal or designee may interrogate the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing to the proper school administrator.

Interviews and Interrogations by Law Enforcement Officers

Law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstances exist, such interviews and interrogations are discouraged during the students' class time. The principal and principal's designee have the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process, while at the same time cooperating with law enforcement efforts. Accordingly, the principal or designee shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews and interrogations. In the event of disagreement, the principal or designee shall immediately contact the Superintendent or district legal counsel for assistance.

New Policy: November 2007

JIJ - Student Protests, Demonstrations and Strikes

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See also JIA, JIC, and JICD

The Board recognizes the rights of students to dissent peacefully so long as the day-to-day educational focus is not disrupted or hampered.

When student protests, demonstrations or strikes include violations of the rights of other students to an education, or when such protests, demonstrations, or strikes involve force, threat of force, or actual violation of the law, those students responsible will be temporarily suspended from school pending further investigation. Students may face more severe discipline consistent with and in accordance with Board policy.

It will be the duty of teachers and administrators to see that order is maintained and that the right of the majority to pursue their education is not abridged by those who would disrupt that aim.

The Superintendent is directed to develop specific procedures for handling student protests, demonstrations and strikes. At all times, the safety of the students shall be the main priority during times of student protests, demonstrations or strikes

New Policy: August 2006

JJA - STUDENT ACTIVITIES & ORGANIZATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See also IHBG and JJIB

It is the policy of the Board to allow opportunities for all students to participate in co-curricular activities designed to meet their needs and interests.

Such activities must supplement and enrich regular academic instruction, provide opportunities for social development, encourage participation in clubs, athletics, performing groups, or encourage service to the school and community.

Any student organization must be recommended by the Principal and approved by the Board.

Eligibility

To participate in co-curricular and extra-curricular activities, all students must meet eligibility requirements, and understand that such participation is a privilege, not a right. The Superintendent is directed to establish eligibility standards and procedures for acceptable academic performance, good citizenship/sportsmanship, parental permission, fees, and physical exams/health requirements. The eligibility standards and procedures will be published in the student/parent handbooks.

In addition, students who choose to participate in interscholastic sports will be governed by Policy JJIB, Interscholastic Athletics, and by the eligibility standards of the New Hampshire Interscholastic Athletic Association (NHIAA).

Participation

The district allows students enrolled in other schools - including charter schools, non-public schools, and home schools - to participate on an equal basis in any activity offered by the district that is not offered at a student's school of attendance, provided they meet the eligibility requirements for participation. This applies to:

1. Students who are residents of this school district but who are being educated in a home school may participate provided they comply with all laws governing non-public home-based education.
2. Students who are residents of the district by who are being educated in an independent or parochial school if the school in which the student is enrolled does not sponsor the activity.

The Superintendent is directed to establish procedures for application and appeal to implement this participation allowance.

Participation Fees

Non-enrolled students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.26(d), Kindergarten-Grade 8 Curriculum

NH Code of Administrative Rules, Section Ed. 306.27(b)(5), High School Co curricular Program

NH Code of Administrative Rules, Section Ed. 306.27(v), Reasonable accommodations for students with disabilities

See also:

http://66.223.48.174/PDFs/803/Sportsmanship_Brochure.pdf

http://66.223.48.174/PDFs/800/Brochure_-_Protecting_Your_High_School_Eligibility_.pdf

http://66.223.48.174/PDFs/809/Guidelines_for_Student_Athletic_Standin g.pdf

Revised: February 2006

JJC STUDENT PRODUCTIONS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Student productions are encouraged when such productions contribute positively to the educational goals of the District. All such productions will conform to rules established by the Superintendent and the building principal.

Revised: March 2005

JJE - STUDENT FUND-RAISING ACTIVITIES

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Board recognizes that students may wish to engage in fundraising activities. All such fundraising activities require prior approval of the Superintendent.

Student fundraising activities must be for the support of the school mission. Fundraising will not be school sponsored unless it is approved by the Superintendent. All fundraising money must be deposited in the school activity accounts, which shall be maintained according to standards, and procedures established by the Superintendent or his/her designee, and these accounts shall be audited annually.

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

JJF -STUDENT ACTIVITIES FUND MANAGEMENT

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Board authorizes the establishment of Student Activity Funds. Such funds shall be organized and managed consistent with the provisions of this policy.

Student activity funds may be raised and spent to promote the general welfare, education of the student body and/or the extracurricular activities of student clubs, groups and organizations.

The Principal of the school shall be responsible for the proper administration of the financial activities of the Student activities fund in accordance with state law and appropriate accounting practices and procedures. The Principal is charged with establishing administrative regulations to carry out the provisions of this policy.

Student activity accounts are subject to auditing at any time by the Business Administrator or his/her designate.

See Also Appendix JJF-R

Revised: September 2009
Reviewed: October 2004
Revised: July 1998, November 1999

First reading of the Hinsdale School Board 11-09-11
Final reading of the Hinsdale School Board 12-14-11

JJG - NON-SCHOOL SPONSORED CONTESTS FOR STUDENTS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

Non-school sponsored contest may be permitted when the Principal and Superintendent judge that the contest fits into the overall instructional objectives of the school and shall have prior approval of the Superintendent.

Reviewed: October, 2004

Revised: July, 1998

JJIB - INTERSCHOLASTIC ATHLETICS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.
See also JJA*

The Board will offer interscholastic athletics subject to budgetary considerations. The purpose of interscholastic athletics is both educational and recreational. The athletic program should encourage participation by as many students as reasonably possible and should be carried on with the best interests of the participants as the first consideration. This should be done in conjunction with the academic program.

Participation in interscholastic athletics at the middle and high school levels is subject to the rules adopted by the New Hampshire Interscholastic Athletic Association and other rules adopted by the Superintendent and the Principal.

*Appendix: IHBG-R, Home Education
IJOC-R, Volunteers/NHIAA Coaches*

Revised: February 2006

Revised: February 2005

JJIC - ELIGIBILITY FOR SCHOOL ATHLETICS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The Hinsdale School Board encourages all students to achieve to their fullest academic potential. While school athletics provide an opportunity for students to develop other skills and knowledge outside the classroom, the Hinsdale School Board expects students to study and learn to the best of their ability in the classroom and in other instructional environments. The Board, therefore, hereby establishes academic standards that will guide students by directly influencing their eligibility to participate in designated school athletics.

High school students will be required to meet academic standards established by this policy for participation in school athletics. Eligibility requirements are as follows:

1. Scholastic Standing (Grades 7-12) No pupil who has failed any class for which they are actively enrolled or received grade of Withdrawal F (WF) in the first quarter may represent their school as a member of an athletic team. Effective at the end of second marking period in January 2008 students must achieve a 70 or better in all subjects in order to be eligible and not have an WF.
2. Eligibility for each marking period is determined by grades received in the previous grading period. Semester and/or yearly grades have no affect on eligibility.
3. Summer school grades will be averaged in accordance with current Hinsdale School Board policy.
4. Students who lose their academic eligibility while participating in an athletic activity in which the season extends beyond the semester will not be allowed to continue participating. Students participating in athletic activities who do not meet academic requirements will lose eligibility at the time that the report card is issued.
5. Transfer students' academic eligibility for participation in an athletic activity will be determined initially by their incoming GPA. These eligibility criteria will apply through and include the student's first semester of attendance in the school district. Transfer students whose incoming GPA does not meet the academic requirements will be denied academic eligibility during their first semester in the school district. After their first semester as a student in the school district, the GPA requirements in item No. 1 shall apply.
6. A special education student who is working toward a special

diploma/certificate must make standard progress in those courses taken as determined by the student's Individualized Educational Program (IEP). A special education student who is working toward a standard diploma must meet the same academic standards for participation in athletic activities.

The Superintendent or his/her designee to monitor the academic performance of student-athletes will evaluate the eligibility process annually.

New Policy: August 2006

JJIF - GUIDELINES FOR PROPER SPORTSMANSHIP

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

To promote sportsmanship and foster the development of good character, sports programs must be conducted in a manner that enhances the academic, emotional, social, physical and ethical development of student-athletes. Participation in athletic programs is a privilege, not a right. To earn that privilege, student-athletes and coaches must abide by the following rules of good sportsmanship:

Coaches

1. Shall abide by the rules of the game in letter and in spirit.
2. Shall respect the integrity and judgment of the officials/referees.
3. Sets the tone of conduct for student-athletes, spectators, team members and citizens.
4. Must visibly show that s/he values fair, honest rivalries, courteous relations and graceful acceptance of the results.
5. Shall take corrective action on any student-athlete who violates the code of conduct found within this policy.

Student-Athletes/Participants

1. Maintain academic eligibility standards as determined by the Board.
2. Be respectful and courteous of opposing teams and officials
3. Refrain from disrespectfully addressing officials and opposing teams, antics to intimidate, taunting, fighting, or using profanity.
4. Respect the integrity and judgment of officials and accept their decisions without question.
5. Be modest when successful and gracious in defeat.

Any student-athlete found to have violated this policy may be subject to appropriate discipline to be administered by either the coach or the school administrators. Such discipline may range from temporary to permanent suspension of the student-athlete's participation on the athletic team. Disciplinary measures will be considered on a case-by-case basis.

New Policy: August 2006

JJJ- ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: Recommended

Related Policy: IHBG

See also Appendix: IHBG-R

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance RSA 193:1-c and these administrative regulations.

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend nonpublic schools, charter schools or are home educated equal access to the District's curricular courses and co/extra-curricular programs. The District recognizes that any School Board policies regulating participation in curricular courses and co/extra-curricular programs, cannot be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the District's resident pupils.

History:

First reading: October 10, 2018

Second reading/adopted: November 14, 2018

Legal References:

*RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools
or*

Home Educated Pupils.

RSA 193-A, Home Education

JKA -CORPORAL PUNISHMENT

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

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.

Provisions for the use of physical restraint, medical restraint and/or mechanical restraint are established Board Policy JKAA.

Legal References:

RSA 627:6, II, Physical Force by Persons With Special Responsibilities

Revised: September 2010

Revised: July 1998, November 1999

First Reading of the Hinsdale School Board 01-11-12

Final Reading of the Hinsdale School Board 02-15-12

JKAA - USE OF RESTRAINTS AND SECLUSION

Category Priority-The subject matter of these policies is required by state and or federal law.

Definitions:

1. (a) “Restraint” means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

(b) “Restraint” shall not include:

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

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

(3) 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.

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

(5) 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.

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2. “Medication restraint” occurs when a child is given medication involuntarily for the purpose of immediate control of the child’s behavior.
 3. “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.
 4. “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.
 5. “Seclusion” means 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, a lock, or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

Procedures for Managing The Behavior of Students:

The Superintendent is authorized to establish procedures for managing the behavior. 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:

Restraint will only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.

Restraint will only be used by trained school staff.

Restraint will not be as punishment for the behavior of a student.

Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.

No period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the director to provide such approval. No

period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by a trained and authorized employee.

Circumstances in Which Seclusion May Be Used:

The School Board recognizes the statutorily imposed conditions of seclusions and hereby adopts those conditions, as defined by RSA 126-U:5-b.

Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others.

Seclusion will be used only by trained school staff.

Seclusion will not be used as a form of punishment for the behavior of a student.

Prohibition of Dangerous Restraint Techniques:

The School Board recognizes and hereby prohibits the use of "dangerous restraint techniques" as defined in RSA 126-U:4.

Reporting Requirements and Parental Notification:

In the event restraint or seclusion is used on a student, the building principal will, within 24 hours, verbally notify the student's parents/guardian of the occurrence. The building principal will, within 5 business days after the occurrence, submit a written notification/report to the Superintendent. The notification shall contain all the requirements and information as mandated by RSA 126-U:7, II. The Superintendent may develop a reporting form or other documents necessary to satisfy these reporting requirements.

Unless prohibited by court order, the Superintendent will, within 2 business days of receipt of the notification required in the above paragraph, send by first class mail to the child's parent or guardian the information contained in the notification/report. Each notification/report prepared under this section shall be retained by the school for review in accordance with state board of education rules and the department of health and human services rules.

If a school employee has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior, the building principal will make reasonable efforts to inform the student's parent or guardian as soon as possible, but no later than the end of the school day. The building principal will also prepare a written report of the incident within five (5) business days of the incident. The report will include information required under RSA 126-U:7, V.

Transportation: (RSA 126-U:12)

The school district will not use mechanical restraints during the transportation of children unless case-specific circumstances dictate that such methods are necessary.

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

1. Prevents physical and psychological trauma;
2. Respects the privacy of the child; and
3. Represents the least restrictive means necessary for the safety of the child.

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

Legal References:

RSA 126-U, Limiting the Use of Child Restraint Practices

Revised: September 2014

Revised: May 2012

New Policy: September 2010

First Reading of the Hinsdale School Board 1/14/15

Final Reading of the Hinsdale School Board 2/10/15

JKB - DETENTION OF STUDENTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

A school administrator or teacher may detain a student for disciplinary reasons during school hours. Further, a school administrator or teacher may detain a Student for disciplinary reasons after school hours, provided the parent has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home. In cases where transportation is required, 24-hour notice will be given so that transportation may be arranged.

Parents may be asked to arrange for the transportation of the detained student.

Detention in one day is to be limited to 60 minutes.

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

JLC - STUDENT HEALTH SERVICES

Category Priority-The subject matter of these policies is required by state and or federal law.

See also EBBC, JLCE

The Board may appoint a school nurse to function in the school health program and to provide school health services. A school nurse shall be a registered professional nurse licensed in New Hampshire. The Board may employ or contract with a Licensed Practical Nurse (LPN) or a Licensed Nursing Assistant (LNA) to work under the direct supervision of the school Registered Nurse (RN).

Responsibilities of the school nurse include, but are not limited to: providing direct health care to students and staff; providing leadership for the provision of health services; promoting a healthy school environment; promoting health; serving in a leadership role for health policies and programs; and serving as a liaison between school personnel, family, community, and health care providers. Additionally, the school nurse is responsible for developing procedures to address and meet special physical health needs of students. Such procedures may be developed and implemented on a case-by-case basis.

All injuries or illnesses occurring during the school day are to be reported to the school nurse or the building principal. Students attending school during the extended day, night, or summer school programs, or any other time when the school nurse is not in the building, are to report to the supervising adult. The school nurse, principal or designee will notify parents/guardians before a student who is injured or ill is permitted to go home. Students will not be allowed to leave school without first notifying either the school nurse or principal of his/her injury or illness. Additionally, parent/guardian notification and authorization is necessary before any student will be released from school due to injury or illness.

Emergency medical care will be provided pursuant to the guidelines of Board Policy EBBC/JLCE.

Any pupil who is required to take prescribed medication during the school day will do so consistent with the provisions of Department of Education Rule 311.02. Clarification of these provisions are in Board Policy JLCD and Appendix JLCD-R.

In addition to the provisions of this policy, the school nurse is responsible for the oversight of other school services, including but not limited to: assessing and responding to student health needs, maintaining accurate health records, screening for vision, hearing and BMI according to national recommendations, participating on 504 and IEP teams (if requested), health promotion, disease and injury prevention initiatives, student wellness, and other responsibilities and services as dictated by law or Board policy.

Legal References:

RSA 200:27, School Health Services

RSA 200:29, School Nurse

RSA 200:31, School Health Personnel

RSA 326-B, Nurse Practice Act

NH Code of Administrative Rules, Section Ed 306.12(b), School Health Services

NH Code of Administrative Rules, Section Ed 311, School Health Services

Revised: May 2008

Revised: July 1998, November 1999, February 2007

Reviewed and accepted by the Hinsdale School Board November 12, 2008

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

Each child must have a complete physical examination within one year preceding first entry to school. The Board recommends that physical exams also be completed before entry into middle school and again before high school. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child.

Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical. Such exam must be completed at least once every school year. This requirement does not apply to students participating in intramural athletics. The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider.

No child shall be excused from regular physical education except on the written notice of a duly licensed health care provider or on the written request of the parents, subject to the Superintendent approval, in which case an alternative program shall be provided. The physical education teacher, school nurse, or principal, upon the request of the parents, may grant temporary excuses on a day-to-day basis.

Parent Notification - Certain Circumstances

Pursuant to No Child Left Behind and the Protection of Pupil Rights Amendment, if the District utilizes federal money to perform physical exams or screenings on students, the District will notify parent(s) of such physical exam or screening and will allow the parent's to "opt out" their child of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

Legal Reference:

RSA 141-C:20-c, Exemptions

RSA 200:32, Physical Examination of Pupils

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

of School Nurse
NH Code of Administrative Rules, Section Ed. 311.03, Physical
Examination of Students
No Child Left Behind, Title II, Sec 1061
Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part
98

Appendix: JLCA-R

Revised: April 2003, February 2007

Reviewed: October 2004

JLCB - IMMUNIZATIONS OF STUDENTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

Any child being admitted to the District must present proof of meeting immunization requirements. Failure to comply with this provision may result in exclusion from school for the child. The school nurse, principal or designee is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a.

Principals will notify parents/guardians of this requirement at the earliest possible date, so that the necessary plans can be made with the family physician or other medical resources to accomplish this standard prior to a child being admitted to school.

A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C: 20-c from his/her physician that immunization will be detrimental to his/her health. A child will be excused from immunization for religious reasons, upon the signing of a notarized form by the parent or guardian stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health & Human Services, if such students are considered to be at risk for the disease that they have not been immunized against.

Legal References:

RSA 141-C:20-a, Immunization

RSA 141-C:20-c, Exemptions

RSA 141-C:20-d, Exclusion During Outbreak of Disease

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

NH Code of Administrative Rules, Section Ed. 311.01, Immunization Program

Revised: February 2007

Reviewed: October 2004

Revised: November 1999

Revised: July 1998

JLCC - COMMUNICABLE DISEASES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

This policy is adopted to carry out the provisions of RSA 200:32, RSA 200:38, and RSA 200:39.

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

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

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

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

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

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

repeatedly or chronically infested.

Legal Reference:

RSA 200:32, Physical Examination of Pupils

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

RSA 200:39, Exclusion from School

American Academy of Pediatrics, Clinical Report on Head Lice Infestation, September 2002

<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;110/3/638>

Appendix JLCC-R

Reviewed: February 2007

Revised: November, 1999

Revised: July, 1998

JLCCA - HIV/AIDS

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations*

Also IHAMC & GBGAA

Preamble. Human Immunodeficiency Virus (HIV) progressively destroys the body's ability to fight infections and certain cancers. The term acquired immunodeficiency syndrome (AIDS) is used to mean the later stages of an HIV infection. To assist the District and infected persons, the District adopts the following policy.

I. General Principles:

(A) HIV is not spread by casual, everyday contact. Therefore, absent a serious secondary infection that may be transmitted to others or a significant health problem that restricts the infected person's ability to attend School, a student who is infected with HIV or AIDS shall attend the School and classroom to which he or she would be assigned, and shall receive the rights, privileges and services to which he or she would be entitled if not infected, free of physical and verbal harassment.

(B) There shall be no discrimination in employment against a person infected with HIV or AIDS based solely upon said infection. No District employee shall be terminated, non-renewed, demoted, suspended, transferred or subjected to adverse action based solely upon his/her infection with HIV or AIDS, or the perception that he or she is so infected. However, the District may take whatever action is appropriate as to an employee who, despite reasonable accommodation, is unable to perform his/her duties due to an illness, including an illness related to HIV or AIDS.

(C) The School District shall provide a sanitary environment and shall establish procedures for handling bodily fluids, pursuant to Section V.

(D) The District shall administer a program of education about HIV or AIDS for students, their families, and School District employees to ensure that they are informed about the following:

- (1) The nature and effects of HIV including current information about how it is transmitted and prevented in ways that are scientifically, legally, and educationally sound;
- (2) District policies and procedures relating to employees and students with diseases such as HIV or AIDS;
- (3) Resources within the School District and elsewhere for obtaining

additional information or assistance; and

(4) Procedures to prevent the spread of communicable diseases at School.

II. Evaluation of Infected Students and Staff

(A) HIV is not transmitted casually. Accordingly, infection with HIV or AIDS is not, by itself, sufficient reason to remove a student or staff member from the School. When the Superintendent has been notified that a student or staff member is infected with HIV or AIDS, the Superintendent shall act appropriately to ensure the safety of persons in the School setting and to plan to support the infected person.

(B) When the District learns that a student is infected with HIV or AIDS, the appropriate procedures under State and Federal Law with regard to evaluation and educational programming shall be followed if the student is or may be educationally handicapped.

(C) (1) When notified that an employee is infected with HIV or AIDS, the Superintendent shall determine whether the infected person has a significant health problem that will restrict his/her ability to work and shall determine whether the infected person has a secondary infection (e.g., tuberculosis) that poses a medically recognized risk of transmission of disease. The Superintendent shall make this determination by consulting with the infected person's physician and the infected person.

The Superintendent also may consult with public health officials and other persons, subject to the confidentiality provisions in this policy. The Superintendent shall consider methods in which the School District may anticipate and meet the needs of persons infected with HIV or AIDS.

(2) Absent a secondary infection, which creates a medically recognized risk of transmission of disease, or a significant health problem that restricts the infected person's ability to work, the Superintendent shall not alter the job assignment of the infected person. However, the Superintendent shall periodically review the case with the persons described in Section II(C) (1).

(3) If the Superintendent determines that a secondary infection poses a medically recognized risk of transmission of disease in the School setting or that a significant health problem restricts the infected person's ability to work, the Superintendent shall consult with the persons described in Section II(C) (1). After said consultation, the Superintendent shall, if necessary, develop an individually tailored plan to accommodate the staff member if possible. Additional persons may be consulted if necessary for gaining additional information, but the infected person must approve of the notification of any additional persons who are informed of the infected person's identity. The Superintendent may consult with legal counsel to

ensure that any official action is consistent with state and federal law. If an individually tailored plan is necessary, said plan should be medically, legally, educationally and ethically sound.

(D) Infected students who are aggrieved by the education plan determinations may appeal said determinations pursuant to state and federal special education law if the infected student is eligible for or claims that he is eligible for special education or special education and related services. Infected persons who do not claim that they are eligible for special education or special education and related services, but who are aggrieved by the Superintendent's determinations, may appeal said determinations to the Board.

(E) Confidentiality shall be observed throughout the foregoing process.

III. Confidentiality

(A) The identity of a student or staff member who is infected with HIV or AIDS may be disclosed to those persons who determine whether the infected person has a secondary infection that poses a medically recognized risk of transmission of disease in the School setting or whether a significant health problem will restrict the infected person's ability to work or attend class. These persons include:

(1) The Superintendent or a person designated by the superintendent to be responsible for the determination, or, in the case of a student who is identified as educationally handicapped or who is claimed or believed to be educationally handicapped, the special services team.

(2) The physician of the infected person.

(3) Public health officials, to the extent that their knowledge of the infected person's identity is necessary.

(B) The persons listed in Section III (A) (1) - (2) and the infected person (or his/her parents or guardians) shall determine whether additional persons to know the identity of an infected person. The identity of an infected person shall not be disclosed to persons who are not listed in Section III (A) without the consent of the infected person, or the infected person's parents or guardians. The persons to whom the infected person's identity may be disclosed with the aforementioned consent include the School nurse, the School Principal or other persons necessary to protect the health of the infected person or to evaluate and monitor the case.

(C) All staff members who know the identity of persons infected with HIV or AIDS shall treat said information as confidential. No information will be divulged directly or indirectly to any individuals or groups, except as noted in Section III (A) - (B). All medical information and written documentation of discussions, telephone conversations, proceedings, and meetings concerning the HIV or AIDS infection shall be maintained in a

locked file. Access to said file shall be granted only to those persons who have the written consent of the infected person or his/her parents or guardians. The names of infected persons shall not be used in documents, except when essential. No document containing the name or other information that reveals the identity of an infected person may be shared with any person for any purposes without the consent of the infected person or the infected person's parents or guardians. Any School staff member who violates the confidentiality provisions of Section III shall be subject to discipline. Test results and medical records shall be disclosed only with the consent of the infected person (or that person's parent if he is a minor), pursuant to a subpoena or order of a court or administrative agency, or otherwise in accordance with law.

IV. Testing

Mandatory testing for communicable diseases that are not spread by casual, everyday contact (e.g., HIV or AIDS) shall not be a condition for School entry or attendance, or for employment or continued employment.

V. Control of Infections

(A) HIV cannot penetrate unbroken skin, and there is no evidence that HIV has been transmitted through contact with vomit, nasal discharge, saliva, urine, or feces. However, said body fluids commonly transmit infections such as Hepatitis, colds and flu. Accordingly, direct skin contact with body fluids should be avoided whenever possible.

(B) Staff members shall follow the universal precautions in handling body fluids in the Schools.

(C) The District shall cooperate with local, state and federal health agencies in controlling infections.

(D) If a person in a school setting has been exposed to blood-to-blood contact, the district should counsel the person to seek medical testing and attention.

VI. Health Education

The Hinsdale School Board recognizes that HIV/AIDS education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas.

The District's HIV/AIDS education program must address, at a minimum, the nature, transmission, prevention, and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the pupils and the subject matter of the course.

Development of the program should take into account the instructional needs of all pupils in the District and be scientifically, legally, and educationally sound.

The Superintendent shall ensure that the information presented as a part of the HIV/AIDS program is articulated in such a way that transition from grade to grade in the elementary Schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent shall ensure that all staff involved in teaching the HIV/AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff, training shall be provided. All employees shall have training in Universal Precautions.

Legal References:

RSA 186:11, IX, Instruction as to Intoxicants and Venereal Disease
RSA 186:11, IX-a, AIDS Instructional Material
RSA 189:1-a, Duty to Provide Education
RSA 186-C, Special Education
RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
RSA 193:3, Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance
National Association of State Boards of Education, Someone at School Has AIDS, 2001
www.aids.gov/basic/index.html

Revised: February 2007
Reviewed: October 2004
Revised: November 1999
Revised: July 1998

JLCD ADMINISTERING MEDICATION TO STUDENTS

Category Priority-*The subject matter of these policies is required by state and or federal law.*

The Superintendent shall be responsible for establishing specific procedures to control medications administered in schools. Such procedures are found in Appendix JLCD-R.

Prescribed medication should not be taken during the school day, if at all possible. Medication is to be administered by the school nurse, principal or other designee. Medication will be administered in school only after receiving and filing in the student's health record the following:

1. A written statement from the licensed prescriber detailing the method of taking the medication, dosage, and the time schedule of the medication.
2. A written authorization from the parent/guardian indicating the desire that the school assist the student in taking the prescribed medication.

All medication should be delivered to appropriate school personnel by the parent/guardian. All prescription medication must be delivered and contained in its original pharmacy container. The school nurse is directed to keep such medications in a locked cabinet or refrigerator. No more than a 30-day supply will be kept and maintained by the school. The school nurse will contact the parent/guardian regarding any unused medication. Such medication shall be picked up by parent/guardian within ten days after its use is discontinued. If the parent/guardian does not pick up the medication within ten days, the school nurse may dispose of the unused medication and record as such in the student's health record file.

The school nurse is responsible for keeping accurate records regarding the administration of medication to students.

Students may possess and self-administer an epinephrine auto-injector if the student suffers from potentially life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration. If a student finds it necessary to use his/her auto-injector, s/he shall immediately report to nearest supervising adult. The school nurse or building principal may maintain at least one epinephrine auto-injector, provided by the student, in the nurse's office or other suitable location.

Students may possess and self-administer a metered dose inhaler or a dry powder inhaler to alleviate or prevent asthmatic symptoms, auto-injectors for severe allergic reactions, and other injectable medications necessary to treat life-threatening allergies. Both the student's parent/guardian and physician must authorize such self-possession and self-administration.

Students shall not share any prescription or over-the counter medication with another student. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

This policy shall extend to any school-sponsored activity, event, or program.

In addition to the provisions set forth herein, the school nurse and Principal are responsible for ensuring the provisions of Ed. 311.02, Medication during the School Day, are followed.

Legal References:

RSA 200:40-b, Glucagon Injections

RSA 200:42, Possession and Use of Epinephrine Auto-Injectors Permitted

RSA 200:43, Use of Epinephrine Auto-Injector

RSA 200:44, Availability of Epinephrine Auto-Injector

RSA 200:45, Student Use of Epinephrine Auto-Injectors - Immunity

RSA 200:46, Possession and Self-Administration of Asthma Inhalers Permitted

RSA 200:47, Use of Asthma Medications by Students - Immunity

N.H. Code of Administrative Rules – Section Ed. 306.12(b)(2), Special Physical Health

Needs of Students

N.H. Code of Administrative Rules – Section Ed. 311.02(d); Medication During School Day

Appendix JLCD-R

Revised: September 2015

Revised: February 2007

First Reading of the Hinsdale School Board 01-13-16

Final Reading of the Hinsdale School Board 02-10-16

JLCDA- ADMINISTERING MEDICATION TO BEFORE AND AFTER SCHOOL PROGRAMMING

Medication Procedure for Medications at After School Program

1. Refer to Technical Advisory ED 3/311.02: It refers to the school day as being anytime during the school day, school activities, after school activities and field trips.
2. Delegation refers to the nurse designating the duties to another person who the school nurse has trained and feels is competent in the duty. In the absence of the school nurse the Principal may designate duties. Refer to guidelines of delegation in the Technical Advisory 311.02.
3. It is the responsibility of the school nurse to be sure that appropriate training takes place, there is a method of transferring and documenting who is accepting the responsibility of the medication, providing a means of documenting if the medication is administered.

Responsibilities of Activity Director:

1. Notify the school nurse of the activity taking place and provide the school nurse with a list of students that will be participating.
2. Review the permission slip with the school nurse as to the health issues that the parent has written on the permission slip to see if it matches that information in the nurse's office.
3. After School Program parents need to be made aware that the school nurse is not in the building during after school hours.
4. At least one person in charge of the program must be CPR/First Aid certified per guidelines set for by the NH Department of Education.
5. The Director should meet with the school nurse prior to the program starting to set up training sessions for possible health concerns such as: anaphylactic reactions, asthma, diabetes, bleeding disorders, food allergies, etc.
6. It is the duty of the Program Director to notify other program staff of health problems as presented by the school nurse that might require a student to need medications.
7. The Director of the Program will provide a safe and easily accessible place to store the medications.
8. The director of the program or the person designated by the school nurse or principal shall assist the student with taking the medication by:
 - a. Making such medication available to the student as needed
 - b. Observing the student as he/she takes or does not take the medication
 - c. Recording the date and time the medication was given and by signing the designee's signature.

Responsibilities of the School Nurse:

1. Meet with the program director for after school programs/activities to review the permission slips that have come in to see if they correlated to the health forms.
2. The after school/activity program permission slip should contain a clause that states: in the absence of the school nurse I authorize the principal or designee to administer prescription medications as needed and as prescribed by my physician and per doctor's orders.
3. The school nurse may delegate the administration of medications, if appropriate to others pursuant to RSA 326-B Nurse Practice Act and Nur 404.
4. After being notified by the after school program/activity director set up a meeting where training can take place.
5. Develop a form that will transfer and document the transfer of any medications needed during the after school program.
6. Provide the after school/activity program director with the doctor's orders for medication and an individual health plan if it is appropriate.
7. The medication will be given to the designee of the program in the appropriate labeled bottle with the pharmacy label attached noting student's name, name of medication, dosage and time to be given. This is matched against a copy of the doctor's order that will be provided.
8. The nurse and designees will follow the guidelines as stated in Technical Advisory 311.02, Medications during the school day.

First Reading April 8, 2009

Final Reading May 13, 2009

EBBC/JLCE - EMERGENCY CARE AND FIRST AID

Category Priority-The subject matter of these policies is required by state and or federal law.

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of parents or legal guardian for each student and staff member. See appendix JLCE-R for a sample form.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

Additionally, the school physician, school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians. Each school will be allowed to stock epinephrine for emergency administration to any adult or child without the written permission of the parent or guardian. Proper protocols and procedures will be in place for such administration per guidelines and regulations through the State of NH and the board of nursing. Standing orders should be in place for such administration.

For significant injuries, the staff person witnessing the event must fill out an accident report, which must be submitted to administration so that he/she is

informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

Naloxone/Narcan and Opioid Antagonists:

The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.

The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists will be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.

The Superintendent is authorized to procure such medication on behalf of the District.

All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. Such medication will be locked at all times except when needed for administration. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions.

Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.

Records related to the administration of such medication shall be made and maintained by the school nurse. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

Legal References:

RSA 200:40, Emergency Care
RSA 200:40-a, Administration of Oxygen by School Nurse
RSA 318-B:15, Persons and Corporations Exempted
Ed 306.04(a)(21), Emergency Care For Students And School Personnel
Ed 306.12, School Health Services

Appendix: EBBC-R and JLCE-R

Revised: April 2016
Revised: October 2005, February 2007, August 2008, May 2014

First Reading of the Hinsdale School Board 5/11/2016
Final Reading of the Hinsdale School Board 06/14/16

JLCEA - USE OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also GBGBA & KFD

If the Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The use/administration/maintenance of the AED is subject to the following conditions:

1. Location of the AED (s)

The Superintendent working with the building principal and school nurse, shall select and approve the location(s) for the AED(s).

2. Authorized Employees/Training of Users

AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

3. Maintenance

AEDs will be maintained by the School Nurse or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

4. Registration of AED(s)

In accordance with RSA 153-A: 33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms in at:

www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

5. Incident Reporting

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at

www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

6. Liability Limited

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153: A-31, as well as other sources of law.

Statutory Reference:

RSA 153-A:28-33, Automated External Defibrillation

*Further Information: State of NH, Bureau of Emergency Medical Services,
271-4568*

Appendix KFD-R

Cross reference: Policy EBBB, Accident Reports

Reviewed: October, 2004

New Policy September, 2003

JLCF- Wellness Policy

Category Priority-The subject matter of these policies is required by state and or federal law.

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Preamble

Hinsdale School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student

outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District. Specific measureable goals and outcomes are identified within each section below.

- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.

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- The District will work with its food service provider to make sure that all components of this policy are met.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred to as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-ED/EDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is The Executive Assistant to the Superintendent 603-366-5984 ext. 7684.

Name	Title / Relationship to the School or District	Email address	Role on Committee
Ann Diorio	Executive to Superintendent, grandparent	adiorio@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Marilyn Strom	PE Teacher, Health Teacher	mstrom@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Ericka Kilelee	Administrative Assistant Parent- Middle and Elementary	acushing@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Ann Freitag	Principal Middle High School	afreitag@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Bonnie Trombly	Family and Consumer Science	Btrombly@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Kelly Wojcik	Food Service Director- Abbey Group, grandparent	Kelly@abbeygroup.net	Assists in the evaluation of the wellness policy implementation

Kaitlyn 7Leonard	PE Teacher Middle High School, parent	kleonard@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Jasmine Wallner	Parent Elementary- Food Service Supervisor, parent	hinsdale@abbeygroup.net	Assists in the evaluation of the wellness policy implementation
David Field	Teacher- Elementary School	kleary@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Leo Marshall	Para- Parent – grandparent	lmarshall@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Jim O'Malley	Board Member	Jomalleynh1957@gmail.com	Assists in the evaluation of the wellness policy implementation
Tom O'Connor	Business Administrator	toconnor@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Jeana Woodbury	School Board Member, grandparent	Jeana8907@gmail.com	Assists in the evaluation of the wellness policy implementation

William Wahlstrom	Middle School Teacher	wwahlstrom@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Victoria Martell	Teacher-Elementary School	vmartelle@hnhsd.org	Assists in the evaluation of the wellness policy implementation
Katie Cortina	Teacher- Middle School-	Kcortina@hnhsd.org	Assists in the evaluation of the wellness policy implementation

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement ***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at:

http://www.hnhsd.org/?page_id=825

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at SAU 92 Hinsdale School District Office and/or on.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;

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- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
 - A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Executive Assistant to the Superintendent 603-336-5782 ext. 7684

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of schoolchildren, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District may participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *Fresh Fruit & Vegetable Program (FFVP)*, *Special Milk Program (SMP)*, *Summer Food Service Program (SFSP)*; The District also operates additional nutrition-related programs and activities including the afterschool program snack. [All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.

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- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
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- *Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.*
 - *The District child nutrition program will accommodate students with special dietary needs.*
 - *Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).*
 - *Students are served lunch at a reasonable and appropriate time of day.*
 - *Lunch will follow the recess period to better support learning and healthy eating.*
 - *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
 - *The District will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):*
 - *Local and/or regional products are incorporated into the school meal program;*
 - *Messages about agriculture and nutrition are reinforced throughout the learning environment;*
 - *School hosts a school garden;*
 - *School hosts field trips to local farms; and*
 - *School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.]*

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.]
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards and state nutrition standards. These standards will apply in all locations and through all services where foods and

beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards and will meet or exceed state nutrition standards, including through:

1. Celebrations and parties: The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents: The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentive: The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

[Meets Healthy Schools Program Silver-level criteria]

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

- Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)

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- Reading and using FDA's nutrition fact labels
 - Eating a variety of foods every day
 - Balancing food intake and physical activity
 - Eating more fruits, vegetables and whole grain products
 - Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
 - Choosing foods and beverages with little added sugars
 - Eating more calcium-rich foods
 - Preparing healthy meals and snacks
 - Risks of unhealthy weight control practices
 - Accepting body size differences
 - Food safety
 - Importance of water consumption
 - Importance of eating breakfast
 - Making healthy choices when eating at restaurants
 - Eating disorders
 - [The Dietary Guidelines for Americans](#)
 - Reducing sodium intake
 - Social influences on healthy eating, including media, family, peers and culture
 - How to find valid information or services related to nutrition and dietary behavior
 - How to develop a plan and track progress toward achieving a personal goal to eat healthfully
 - Resisting peer pressure related to unhealthy dietary behavior
 - Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards *and or whichever is stronger, state nutrition standards*, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.ⁱ This term includes, but is not limited to the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition, services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A

CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the district will be encouraged to participate in *Let’s Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason this does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 75 minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).

All physical education teachers in Hinsdale will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).

All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).

Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan

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- Monitoring progress toward reaching goals in an individualized physical activity plan
 - Dangers of using performance-enhancing drugs, such as steroids
 - Social influences on physical activity, including media, family, peers and culture
 - How to find valid information or services related to physical activity and fitness
 - How to influence, support, or advocate for others to engage in physical activity
 - How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year this policy may be waived on early dismissal or late arrival *days*. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. **I**

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity break to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school

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- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will foster relationships with community partners (e.g., Parks and Recreation Committee, hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g.,

newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. Ann Marie Diorio (adiorio@hnhsd.org), Katie Cortina (kcortin@hnhsd.org) and Victoria Martel (vmartel@hnhsd.org).

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include walking program, exercising programs, nutritional information using the Yammer option. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Appendix A:

School level contacts:

Ann Freitag Principal, Hinsdale Middle High School (afreitag@hnhsd.org)

Joseph Boggio, Principal, Hinsdale Elementary School (jboggio@hnhsd.org)

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First Reading of the Hinsdale School Board 3-14-18

Final Reading of the Hinsdale School Board 4-11-18

Reviewed and approved by the Hinsdale School Board 10-09-19

JLCG - EXCLUSION OF STUDENTS FROM SCHOOL FOR ILLNESS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

A student may be excluded from the classroom when he/she exhibits symptoms of a contagious or communicable illness. The school nurse is responsible for determining whether a student should be excluded from school for such an illness. Parents will be notified if their child is excluded from school for such an illness and provided with criteria for readmission.

Criteria for excluding students from school under this policy are found Appendix JLCG-R.

Legal References:

RSA 200:39, Exclusion from School

Appendix JLCG-R

New Policy: February 2007

JLCH - DO NOT RESUSCITATE ORDERS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Presentation of a Do Not Resuscitate Order to the District

The following criteria must be met when a Do Not Resuscitate (DNR) Order for a student presented to the District:

1. An original of the physician's order and the state Emergency Medical Services (EMS) Do Not Resuscitate form must be completed by the physician and the parent/guardian and submitted to the school. Photocopies or facsimiles are not acceptable.
2. When a student is 18 years of age or older, the DNR authorization must be made by the student, unless custody of the student has been legally awarded to a guardian.

A DNR order is to be presented to the school principal and the school nurse, who will initiate the following procedures:

1. The Superintendent, Principal, and school nurse are to be informed when the school has received a DNR order.
2. Upon receiving a DNR order, a conference will be arranged with the parent/guardian, the local EMS providers, appropriate school staff, and health providers. A plan of care, which follows the physician's orders, will be developed and include goals, outcomes and delegation of care to be addressed in the student's Individualized Healthcare Plan (IHP). The healthcare plan will be written by the school nurse, in collaboration with the parent/guardian, and is to be reviewed at the beginning of each school year and as part of each IEP and/or 504 plan (if applicable) and updated as needed. All proceedings are to be documented in the student's health record. The IHP will specify which life-sustaining procedures will be used by district personnel in the case of an emergency.
3. The physician's order and EMS DNR form must be documented on the student's Emergency Card and submitted to the school nurse. DNR orders are to be reviewed at the beginning of each school year and as part of each IEP or 504 plan (if applicable).
4. Student confidentiality will be maintained as much as possible. Only school staff with a legitimate need-to-know will be informed of the DNR order. The parent(s)/guardian(s) will be advised that anyone who is not directly informed about the DNR order will otherwise follow Board policy and initiate resuscitation.

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5. The school nurse will be responsible for ensuring that all staff members who are informed of the DNR order are trained to follow the expected procedures as delineated in the student's healthcare plan.

Procedures for Implementing a Do Not Resuscitate Order

If a student with a DNR order suffers a cardiac or respiratory arrest at school, the following will be implemented:

1. Activate Emergency Medical Services.
2. Contact the parent/guardian.
3. Isolate the student and maintain as normal an atmosphere as possible in the school or site.
4. Contact the physician who wrote the DNR order.
5. If a student with a DNR order dies while at school, the school principal or designee will inform the appropriate state or local medical officials, the Superintendent, and the school nurse as soon as possible. The body may not be moved until authorized by the Office of the Medical Investigator.
6. Grief counseling resources for school employees can be obtained from the Employee Assistance Program; and for students, from the Student Support Services Non-Crisis Counseling Team.
7. When appropriate, the District Crisis Counseling Team will be activated to provide assistance at the school.

Revocation of a Do Not Resuscitate Order

The DNR order may be revoked at any time by:

1. Physical destruction of the DNR Order form with the consent of the authorized decision-maker; or
2. An oral statement by the authorized decision-maker to resuscitate.

Staff who have been informed about the original DNR order will be informed of its revocation.

Record of the revocation will be made on the student's health record.

Legal References:

RSA 137-J:26, Issuance of a Do Not Resuscitate Order
RSA 137-J:27, Compliance with a Do Not Resuscitate Order
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1487
The Rehabilitation Act of 1973, Section 504, 20 U.S.C. § 794
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

New Policy: February 2007

JLCI- COORDINATED SCHOOL HEALTH PROGRAM

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The School Board recognizes the importance of addressing student and staff health issues in a comprehensive manner. The Board therefore adopts, as a model, the Coordinated School Health Program of the Centers for Disease Control. The eight components of the program include:

- Health Education
- Family/Community Involvement
- Health Promotion
- Physical Education/Physical Activity
- Health Services
- Healthy School Environment
- Nutrition Services
- Counseling, Psychological & Social Services

The district will strive to promote health using a systemic approach that integrates the eight components to improve student academic performance and overall well-being. This can only result from the cooperation, communication, and collaboration of various staff. Parents also play a crucial role. Coordinated School Health involves the coordination of existing programs, rather than the establishment of a new program and aims to achieve long-term benefits from all eight components on the health of individual children and staff members.

In the spirit of coordinating this Program with existing District programs, the Board encourages the School Wellness Committee to review the implementation of the eight components and how they are coordinated throughout the district and report to Board at least annually on the success of the Coordinated School Health Program. Additionally, the Committee should seek and identify opportunities for grant funding to support Coordinated School Health activities.

First Reading of the Hinsdale School Board 06/08/11

Final reading of the Hinsdale School Board 08/10/11

JLCJ -CONCUSSIONS AND HEAD INJURIES

Category Priority-The subject matter of these policies is required by state and or federal law.

The School Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. The Board recognizes that the majority of concussions will occur in "contact" or "collisions" sports. However, in order to ensure the safety of all District student-athletes, this policy will apply to all competitive athletic activities as identified by the board and administration.

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.

Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student-athletes in competitive sport activities prior to the student-athlete's initial practice or competition.

For purposes of this policy, "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 4 through 12.

For purposes of this policy, "student sports" means intramural sports programs conducted outside the regular teaching day for students in grades 4 through 12 or competitive athletic programs between schools for students in grades 4 through 12, including all NHIAA sanctioned activities, including cheer/dance squads, or any other district-sponsored sports or activities as determined by the board or administration.

All coaches, including volunteers, will complete training as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations. Additionally, all coaches of competitive sport activities will comply with NHIAA recommended procedures for the management of head injuries and concussions.

Athletic Director or Administrator in Charge of Athletic Duties

Updating: Each spring, the athletic director or 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 or the District's on-call physician, if applicable. If there are any updated procedures,

they will be adopted and used for the upcoming school year.

Identified Sports: Identified sports include all NHIAA-sanctioned activities, including cheer/dance squads, and any other district-sponsored sports or activities as determined by the district.

Coach Training: All coaches shall undergo training in head injury and concussion management at least once every two years by one of the following means: (1) through viewing the NHIAA sport-specific rules clinic; or (2) through viewing the NHIAA concussion clinic found on the MHSAA Sports Medicine page at www.mhsa.org.

Parent Information Sheet: On a yearly basis, a concussion and head injury information sheet shall be distributed to the student-athlete and the athlete's parent/guardian prior to the student-athlete's initial practice or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.

Coach's Responsibility: A student-athlete who is suspected of sustaining a concussion or head injury or other serious injury in a practice or game shall be immediately removed from play.

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

Removal From Play and Protocol For Return To Play

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 or game shall immediately remove the student-athlete from play. A student-athlete who has been removed from play shall not return to play on the same day or until he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider to return to play. The student-athlete shall also present written permission from a parent/guardian to return to play.

The District may limit a student-athlete's participation as determined by the student's treating health care provider.

Concussion Awareness and Education

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

Academic Issues in Concussed Students

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

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

NHSBA Note, September 2013: The only changes appear in the definitions of "student athlete" and "student sports" on Page One. These revisions mirror the language of RSA 200:52. Legal references to RSA 200:51 and RSA 200:52 are added.

NHSBA Note, September 2012: The only changes appear in the "Removal From Play and Protocol For Return To Play" section. The remainder of the policy is unchanged. The revisions in this section mirror the language of RSA 200:49 and RSA 200:50.

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

Additional Resources:

<http://nhiaa.org/PDFs/3076/SuggestedGuidelinesforManagementofConcussioninSports.pdf>
<http://www.bianh.org/concussion.asp>

Revised: September 2013

Revised: September 2012

New Sample Policy: September 2011

First Reading of the Hinsdale School Board 2-12-14

Final Reading of the Hinsdale School Board 03-12-14

JLCK - SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS

Category Priority-The subject matter of these policies is required by state and or federal law.

Also JLCF

The School District will meet the special physical health needs of all students, consistent with state and federal law. The school board recommends that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The School District will encourage developmentally appropriate daily physical activity, exercise, or physical education through curriculum, athletics, and other school programs.

Legal References:

*RSA 189:11-a, V
NH Department of Education Administrative Rule Ed
306.04(a)(2022), Meeting the Special Physical Health Needs of
Students*

*Revised: April 2017
New Sample Policy: May 2012*

First Reading of the Hinsdale School Board 10-11-17
Final Reading of the Hinsdale School Board 11-07-17

JLD - SCHOOL GUIDANCE AND COUNSELING PROGRAM

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

The School Board is committed to ensuring a high quality school guidance program that is comprehensive, developmentally appropriate, fosters academic achievement, and personal growth, which is provided to all District students in an equitable manner.

The program will include the following:

- Distribution of information and support to students and families about academic programming, community supports, and other relevant information.
- Conformance with national standards, including “The ASCA National Model: A Foundation for School Counseling Program,” published by the American School Counselor Association (“ASCA”) in 2012.
- Prevention, intervention, and crisis response services.
- Promotion of personal, interpersonal, health, academic, and career development for all students through classroom programs and other services.
- A summary report of student performance in achievement, attendance, and behavior shall be provided to the board at least once a year, addressing the effectiveness of the school counseling program.
- All provisions of NH Administrative Rules, Section Ed 306, Minimum Standards for Public School Approval.

It is the policy of this Board that, at all grade levels, school counselors collaborate with parents, students, staff, and community to remove barriers to learning and provide opportunities and supports to empower students to embrace their full potential and achieve their academic and personal aspirations. The guidance counselor is responsible for developing a program or plan that identifies student success in academic performance, social awareness, and career planning.

The Superintendent shall develop and have on file a comprehensive K-12 School counseling program implementation plan consistent with this policy and kept current biennially.

Legal References:

Ed 306.39, Guidance Program

Revised: April 2017

Revised: May 2014

Revised: May 2008

First Reading of the Hinsdale School Board 10-11-17

Final Reading of the Hinsdale School Board 11-07-17

JLDBA - BEHAVIOR MANAGEMENT AND INTERVENTION

Category Priority-*The subject matter of these policies is required by state and or federal law.*

See also JIC, JICD, & JLD

It is the policy of the Board to promote good behavior in a safe and orderly environment where all students can be fully engaged in the learning process. To ensure that our students and staff are protected against disruptive behavior, the board directs the Superintendent to set forth procedures for behavior management and interventions that are designed to maintain a positive environment conducive to learning.

Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.

The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior.

It is important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.

If the student has an Individualized Education Program (IEP), the process will follow federal and state laws governing special education.

All available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include psychological, curricular, and behavioral services, which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort.

The Superintendent will also ensure that classroom behavior management skills are addressed through professional development, and that there is an adequate system of recordkeeping regarding disciplinary infractions and interventions.

The use of corporal punishment is prohibited in District schools.

This policy will be reviewed on an ongoing basis in accordance with the Board's policy review process.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(16), Behavior Management and Intervention for Students

Revised: May 2008

New Policy: October 2005

Adopted by the Hinsdale School Board July 9, 2008

JLF - REPORTING CHILD ABUSE OR NEGLECT

Category Priority-*The subject matter of these policies is required by state and or federal law.*

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building principal. The principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The principal will then notify the Superintendent that such a report to Health and Human Services has been made.

A written report shall be made by the principal within 24 hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse 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 Department of Health and Human Services.

The Board recommends all school district employees receive routine training or information on how to identify child abuse and neglect.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect

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

Revised: May 2008

Reviewed: October 2004

Revised: July 1998, November 1999, October 2004

First Reading of the Hinsdale School Board 02-14-18

Final Reading of the Hinsdale School Board 03-14-18

JLI-JOINT LOSS MANAGEMENT COMMITTEE

Category Priority-*The subject matter of these policies is required by state and or federal law.*

See also JLI

The Superintendent will cause the formation of the Joint Loss Management Committee as required by RSA 281-A: 64, III, and a Crisis Management Plan that conforms to the national Incident Command System.

The practice of safety shall also be considered a facet of the instructional plan of the District schools by incorporating educational programs in traffic and pedestrian safety, driver education, fire prevention, emergency procedures, and others, appropriately geared to students at different grade levels.

Each Principal shall be responsible for the supervision and implementation of a safety program for his/her school. General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees. The principal shall be responsible for developing student safety procedures to be used on school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources. The safety plan will be on file in each district building and in the SAU office.

Legal References:

RSA 200:40, Emergency Care

RSA 281-A:64, III, Worker's Compensation, Safety Provisions; Administrative Penalty

NH Code of Administrative Rules, Section Ed 306.04(a)(2), School Safety

NH Code of Administrative Rules, Section Ed 306.04(d), School Safety Procedures

Revised: June 2013

Revised: October 2005, February 2008, May 2008

First Reading of the Hinsdale School Board 08/21/13

Final Reading of the Hinsdale School Board 09/11/13

JLIA -SUPERVISION OF STUDENTS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The Board is committed to ensuring that students are appropriately supervised at times when the District is responsible for providing students with a reasonable duty of care and supervision.

The Building Principal is responsible for administering and supervising the school, the general conduct of students, both on school premises and during school-sponsored activities off school grounds. Students should be under the supervision of a member of the school staff at all reasonable times while they are in school or attending school functions. All school staff shall ensure the safety of students even when they are not specifically scheduled for supervisory duty.

All dangerous conditions in the school should be reported at once to the Building Principal.

In schools where bus transportation is provided, the supervisory duties shall include the loading and unloading, when necessary of the students at the school. Elementary school students shall be escorted to the bus to ensure that the students board the bus safely.

The Building Principal is authorized to establish administrative rules and/or regulation in furtherance of this policy.

Revised: September 2009
Reviewed: October 2004
Revised: July 1998

First Reading of the Hinsdale School Board 06/08/11

Final Reading of the Hinsdale School Board 08/10/11

JLIE - STUDENT AUTOMOBILE USE

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Improper use of a motor vehicle on school grounds can result in suspension from school (in school or away from school) for a period of time not to exceed five (5) days. Driving a motor vehicle from school grounds during the school day without written authorization will be considered improper use of a motor vehicle and will be considered grounds for suspension.

Parking at the school is a privilege granted by the school and the privilege will be withdrawn if it is abused.

Prior to driving or parking on school grounds, Students will be required to register motor vehicles in the main office and will be required to have a school sticker on the motor vehicle.

If a student leaves the school grounds in a motor vehicle without authorization, parents will be notified and the Student will be subject to disciplinary action, including suspension from school.

Reviewed: October, 2004

JLIF - RECEIPT AND USE OF SEX OFFENDER REGISTRY INFORMATION

Category- Optional- *These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

See also EEA, GBCD, IHAM and JLIA

See also EEA, GBCD, IHAM, IHAMB, and JLIA

The Board recognizes that sex offenders pose a threat and danger to student safety. Therefore, it is the policy of the Board to obtain notification of registered sex offenders residing near school grounds or buildings, and to use such information as defined below to maximize student protection.

The Board directs the Superintendent to work with the state and local police to obtain this information on an ongoing basis, to develop regulations for dissemination of this information, and to establish procedures in compliance with this policy.

Such procedures should define steps for the identification and remedy of potential student contact with registered sex offenders, including but not limited to the following types of situations: the sighting of a sex offender, volunteer or student-teacher background checks, district use of outside contractors, and dealing with employees, job applicants, parents or students who are registered sex offenders.

Requests for Registry Information

The Board recognizes that, under RSA 651-B:7, it is the responsibility of local law enforcement to notify the community of potential public danger. Therefore, the school district will not disseminate sex offender registry information to parents.

Anyone requesting registry information from the school district will be referred to local law enforcement authorities or the State of New Hampshire's Registered Sex Offender Registry website: <http://www.egov.nh.gov/nsor>.

Use of Sex Offender Registry Information

Registry information will be used for the administration of law enforcement, screening current or prospective school district employees or volunteers, and for the protection of the district's students and employees.

After receiving notification that a registered sex offender is residing near school buildings or grounds, the Superintendent will notify the offender in writing that he/she may not enter the school grounds or building without the written consent of the Superintendent, except to attend public, open meetings under the Right to Know Law, RSA 91-A.

Sex offender registry information may be provided to employees who are likely to observe unauthorized persons on or near school property. When registry information is disseminated to staff, it will include a notice that such information should not be shared with others and may only be used for the purposes discussed below. Employees who share registry information with others without

authorization may be disciplined. If a school employee has reason to believe that a registered sex offender is on school premises, the employee will immediately contact either the building Principal or local law enforcement agency.

Precautions to Protect Students

At the discretion of the Superintendent, alternative arrangements may be made for bus and walking routes to and from school, recess and physical education periods, or any other activity in order to protect district students.

Education

The Superintendent will ensure that the K-8 health curriculum addresses student awareness and protection from abuse, abduction and exploitation, including child abuse as established in the definition of "abused child" under RSA 169-C:3, II.

The board encourages the Superintendent to work closely with local law enforcement officials to increase awareness among the entire community about the danger of sexual predators to children.

Legal References:

RSA 169-C, Child Protection Act

RSA 169-C:29, Persons Required to Report

RSA 189:10, Studies

RSA 651-B:7, Registration of Criminal Offenders

Appendix: JLIF-R

Revised: May 2017

Revised: February 2008

Revised: November 2006

New Policy: March 2006

NHSBA, Note: This policy is revised to reflect enactment of SB460, amending RSA 189:10, effective July 4, 2016.

First Reading of the Hinsdale School Board 10-11-17

Final Reading of the Hinsdale School Board 11-07-17

JM - STUDENT AWARDS

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board offers a variety of awards sponsored by groups and individuals. Any new award must be approved by the Board. The Board will not accept the offer of any award which is discriminatory on the basis of religion, race, color, creed, national origin or sex.

Reviewed: October, 2004

Revised: July, 1998

JQ - STUDENT FEES, FINES, AND CHARGES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Students are responsible for all textbooks and school property entrusted to them and must ensure they receive proper care in accordance with the Student Handbook. Damage, destruction or disappearance of school property is the responsibility of the student, and reimbursement up to replacement cost may be required by the District.

Reviewed: October, 2004

Revised: July, 1998

JRA - ACCESS TO STUDENT RECORDS - FERPA

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also EHB, JRC

- A. General Statement.** It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.
- B. "Education Record".** For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
- C. "Directory Information".** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:
1. Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
 2. Parents'/guardians' name(s) and address(es);
 3. Students grade levels, enrollment status and dates of attendance;
 4. Student photographs;
 5. Students participation in recognized school activities and sports;
 6. Weight and height of members of athletic teams;
 7. Post-high school plans; and
 8. Students' diplomas, certificates, awards and honors received.

Except for elements of a student's directory information which the student's parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given October 1 to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

D. "Personally Identifiable Information". "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student, that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

E. Annual Notification/Rights of Parents and Eligible Students. Within the first 4 weeks, the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;

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4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
 5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

F. Procedure To Inspect Education Records. Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school Principals will determine if a review at that site is reasonable. Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect. The Principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. **This procedure must be completed within fourteen (14) days that the request for access is first made.** *Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.*

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. ***Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.***

G. Procedures To Seek To Correction of Education Records. Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. FERPA and its regulations use both "correct/ion" and

"amend". For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the education records for a requester, following processes are established.

1. **First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

- a. Provide the requester a copy of the questioned records at no cost;
 - b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
 - c. Forward the written appeal to the Superintendent; and
 - d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.
2. **Second-level decision.** If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and

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- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records are will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. **Third-level decision.** If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in level-two. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been

corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final.

4. **Parent/Eligible Student Explanation to be Included in Record.**

Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation respecting the content of the record.

H. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.

1. *School officials with a legitimate educational interest.* School officials with a legitimate educational interest may access student records. "Legitimate education interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.
2. *Other schools into which a student is transferring or enrolling,* upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred
3. *Officials for audit or evaluation purposes.*
4. *Appropriate parties in connection with financial aid.*
5. *Organizations conducting certain studies for, or on behalf of the School District.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released.
6. *Accrediting organizations.*
7. *Judicial orders or lawfully issued subpoenas,* upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The

Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.

8. *Health and safety emergencies.*

- I. Maintenance of Student Records and Data.** The Principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person access such records.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

- J. Disclosures Made From Education Records.** The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior

consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

History:

First reading: October 10, 2018

Second reading/adopted: November 14, 2018

Legal References:

RSA 91-A:5,III, Exemptions, Pupil Records

RSA 189:1-e, Directory Information

RSA 189:66, IV, Data Inventory and Policies Publication

20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

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JRB and GBEAA - CONFIDENTIAL STUDENT INFORMATION

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Intent

It is policy of the School District to respect the privacy and/or confidentiality of all students and staff within the District. It is the policy District that personally identifiable information should only be viewed or received by District employees who have a legitimate educational or business interest or purpose in viewing or receiving private and/or confidential information.

Confidential Information

As part of the job performance of the District, employees may produce and receive information that must be kept confidential. Confidential information includes information obtained during the course of employment relating to the conduct of School District internal affairs. It shall also include information relating to students that is otherwise protected by applicable state and federal privacy laws. School District employees shall not disclose nor transmit such confidential information concerning students or others, or confidential internal information and shall use extreme care to protect against negligent or inadvertent disclosure of such information.

Upon termination of employment or involvement in such internal affairs, or at any time that the District requests, all memoranda, notes, records, reports, lists and other documents containing, describing or relating to confidential information, together with all copies of the same, obtained by School District employees or entrusted to them during the course of their employment, shall be surrendered to the District at the time of such termination or request.

Observations:

During the course of carrying out activities as an employee or volunteer of the District, an individual may make certain observations that may disclose personally identifiable information about a student. These observations may indicate the nature of disabilities and/or accommodations that are made in response to such disabilities. These observations, by their very nature, may result in the employee or volunteer receiving information in which they neither have a legitimate educational interest nor a "need to know." To the degree that such observations disclose personally identifiable information, the employee or volunteer in question making such observations must respect the privacy and confidentiality of the student involved and not disclose such information in violation of this policy.

Violations:

The dissemination of personally identifiable information by employees or volunteers to individuals who have neither a legitimate educational interest nor a "need to know" is prohibited. Employees and volunteers are not to disclose such information to individuals not affiliated with the School District without specific written authorization from District administrators and the affected student/parent.

Volunteers who violate this policy may have their services terminated. District employees who violate this policy may face discipline up to and including termination, in accordance with applicable law, board policies and/or collective bargaining agreements.

Legal References:

20 USC 1232g, Family Educational Rights and Privacy Act (FERPA)

First Reading of the Hinsdale School Board 01/13/16

Final Reading of the Hinsdale School Board 02/10/16

SECTION K: SCHOOL-COMMUNITY-HOME RELATIONS

Section K Contains Hinsdale School Board policies, regulations, and exhibits on parent and community involvement in schools. Except for policies concerning education agencies, statement on public sector relations with the school district are located in this section, too.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
KA	P	School, Community and Home Relations (Also, KCB, IF, IJO and LA)
KB	P	Title I Parent Involvement in Education
KCB	O	Community Involvement in Decision Making
KCD	O	Public Gifts/Donations
KD	R	School District Social Media Websites
KDA	R	Public Information Program
KDC	O	Website Publishing Policy (Also JICE)
KDCA	R	Use of Students in Public Information Program
KE	R	Public Complaints
KEB	R	Public Complaints about School Personnel, Employees, Students or Administration
KEC	R	Reconsideration of Instructional Materials
KED	P	Facilities or Services- Grievance Procedure (Section 504)
KEE	R	Website Accessibility and Grievance
KF	R	Use of School Buildings and Facilities (Also ECA)
KFA	R	Public Conduct on School Property/ Assaults
KFAA	R	Public Conduct on School Property Athletic Events (Also KF and KFA)
KFD	R	Use and Location of Automated External Defibrillators (AEDs)

KH	R	Public Solicitations in Schools (Also GBEBC)
KHB	R	Advertising in the Schools
KI	R	Visitors to the Schools
KL	R	Legislative Representative
KLG	R	Relations with Police Authorities

Categories:

P= Priority	The subject matter of these policies is required by state and or federal law
R= Recommended	While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.
O= Optional	These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

KA/ IJO – School, Family and Community Partnerships

Category Priority-The subject matter of these policies is required by state and or federal law.

See also KCB, IF, IJO, and LA

The Hinsdale School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools the community and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

- District schools are a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way, and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools, and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- For the purposes of this policy, the term "parent" refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, and guardian, mentor - who plays a significant role in the care of a student or students enrolled in District Schools.
- Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

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- The support of area businesses, agencies, and faith-based organizations will be sought through financial, goods and services, and volunteer contributions.
 - Partnerships will be developed with local organizations, local city and county governments, natural resources, and talented individuals to strengthen school programs, family practices, and student learning.
 - Student participation in community service will be encouraged.
 - Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Legal References:

NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development

NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development

Revised: February 2006

Reviewed and Approved by the Hinsdale School Board September 10, 2014

KB - TITLE I PARENT INVOLVEMENT IN EDUCATION

Category Priority-The subject matter of these policies is required by state and or federal law.

** This policy is required only for districts receiving Title I funds.*

This policy is required only for districts receiving Title I funds. The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schools.

Pursuant to federal law, the District will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement goals. In addition to the required annual meeting, at least three additional meetings shall be held for parents of children participating in the Title I program. These meetings shall be used to:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by

parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Involve parents in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs. The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Legal References:

20 U.S.C. §6318, Title I - Parental Involvement

Revised: April 2010
Reviewed: October 2004
Revised: April 2003

First Reading of the Hinsdale School Board 09-14-11
Final reading of the Hinsdale School Board 10-20-11

KCB - COMMUNITY INVOLVEMENT IN DECISION-MAKING

***Category- Optional-** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.*

The Hinsdale School Board shall encourage the involvement of citizens to fulfill the mission of the schools through such means as hearings, surveys, informational meetings, etc., where the Board may hear and evaluate community opinions as it conducts its responsibilities.

Reviewed: October, 2004

Revised: July, 1998

KCD - PUBLIC GIFTS/DONATIONS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Gifts from organizations, community groups and/or outside individuals, which will benefit the District, shall be encouraged. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the District shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the District's goals, or in which the ownership of the gift would tend to deplete the resources of the District. In determining whether a gift will be accepted, consideration shall be given to District Policies, School District goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

The Superintendent may accept gifts in the amount of \$500 or less. Gifts in excess of \$500 may only be accepted by the Board. Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of \$5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the District. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the District. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the District. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product, business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update the District's inventory and to notify the donor of acceptance or

rejection of a gift.

Voluntary contributions by District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the District.

Active solicitation of gifts to be received by the District, including by any school, classroom, or program in the District, including soliciting gifts through online crowd funding web sites must be approved in advance by the Superintendent where the value of the gift sought is less than \$500 and by the Board where the value of the gift sought is \$500 or greater.

Appendix KCD-R
Revised: September 2017
Revised: February 2008
New policy: March 2005

NHSBA note, September 2017: This policy is updated to clarify the treatment of small "gifts" by staff and to provide that pre-approval is required for soliciting gifts that will be made to the District, including use of web sites like donorchoose.org.

First Reading of the Hinsdale School Board 02-14-18

Final Reading of the Hinsdale School Board 03-14-18

KD - SCHOOL DISTRICT SOCIAL MEDIA WEBSITES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

The School Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members. As such, the Superintendent is authorized to establish social media websites and platforms in furtherance of the District's values, goals, and mission.

Establishment of Regulations

The Superintendent or designee will establish administrative regulation, guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Limitation of Public Comments

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

Official district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.

Privacy

The Superintendent or designee will ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms.

The District will not require, compel or request that any student provide his/her personal or private social media account information with relation to any District social media website.

Students, parents, staff and members of the public are hereby given notice that the District reserves the right to and will monitor all District social media websites. As such, there is no expectation of privacy for information posted on, sent to or received by the District's social media websites.

Definitions

“Social media” means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

“Official district social media platform” is a site authorized by the Superintendent or designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

Guidelines for Content

The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms shall contain content that is appropriate for all audiences.

The Superintendent or designee shall ensure that official district social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

Copyright

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media platforms.

See Also: KD-R, Administrative Regulations

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Revised: September 2015

New Sample Policy: September 2013

First Reading of the Hinsdale School Board 02/10/16

Final reading of the Hinsdale School Board 03/09/16

KDA - PUBLIC INFORMATION PROGRAM

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See also KA

The Hinsdale School Board will do its best to keep the people informed of the affairs of the district. To achieve its goals for good school-community relations and maintenance of open two-way channels of communication with public, the Board authorizes the Superintendent to:

1. Prepare or guide the preparation of informational materials including the annual report, newsletters, articles for periodicals, newspapers, and/or radio releases, special pamphlets and other assigned material, and to maintain close liaison with news media and publicity organizations.
2. Provide staff members with resources for preparation of material for community and staff distribution to include but not be limited to the district website, handbooks, information leaflets, etc.
3. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA/PTSA, church and other groups.
4. Assist in coordinating work with civic and other groups, which support the school system.

The Board expects that "affairs of the district" will include by not be limited to school performance, student progress, personalized learning strategies, and academic opportunities.

Legal References:

NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development

NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development

Revised: February 2006

KDC - WEBSITE PUBLISHING POLICY

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Also JICE

General

Official school district websites will be hosted and maintained on the District's computer networks. Websites that are hosted outside of the school district that contain references to any students, staff, or facilities of the District are not considered official Websites, and the school district will not be responsible for their content.

The district website is intended to provide a means of sharing information with the school district and the world about school curriculum and instruction, school-authorized activities, and other information relating to the district's schools and mission. Instructional resources for staff and students may also be provided.

Organizational Responsibility

School district websites are official publications and must follow similar guidelines as other district publications (See Policy JICE). For district-wide Department Websites, the Department Director has primary responsibility for the content of the website. For individual school Websites, the Principal has primary responsibility for the website. All information published on the school district websites must be approved by these individuals or their designees. The Superintendent's Office acts as the final authority when issues arise concerning potentially sensitive content.

All postings to the Websites will be performed by authorized individuals only. These individuals must have been provided with secure access by the Technology Department and have been given approval by the district Department Head or Principal. Technology Department Staff reserve the right to remove any publication that adversely affects the operation of the school computer networks.

Publishing Standards

All subject matter on district web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the district or its mission. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Students, staff, or other individuals may not use the district's web pages to provide access to their personal pages on other servers or online services.

Publishing privileges are provided to students and staff through individuals who have been authorized by the building principals or Department Directors. Creators of web pages need to familiarize themselves with - and practice - the following

standards and responsibilities, or pages will not be published.

- All web pages must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers.
- All content must be appropriate, decent, in good taste, and not intended to harass, demean, or offend individuals or groups. Offensive content includes, but is not limited to materials, which offend religious and racial groups, constitute sexual harassment, or contain violence and profanity.
- Correct grammar and spelling should be used; documents should be of high quality in both style and presentation. Any unedited work by students will be identified as such.
- Web pages must include a statement of copyright, when appropriate, and indicate that permission has been secured to include copyrighted materials.
- Factual information must be able to be documented.
- All web pages must identify affiliation with the School District.
- All web pages must provide a link to the school or Department's home page, and contain clear navigational links.
- Commercial use (advertisements, business logos, etc.) is prohibited.
- All web pages must comply with the Hinsdale School Board policies, administrative regulations, these Web Publishing Guidelines, and other district guidelines provided for specific levels of publishing.
- The viability of links from Web pages that were not created by the district cannot be guaranteed.
- All links will be tested for accuracy.
- Web pages may not contain links to other pages that are not yet completed. If further pages are anticipated but not yet developed, the text that will provide the link can be included, but the link may not be made "hot" until the further page is actually in place.
- Any deliberate tampering with or misuse of district network services or equipment will be considered vandalism and will be handled according to the school discipline code.
- The use of a web page for political lobbying activities is prohibited. Engaging in non-school related fund-raising is also prohibited.
- No student Email address, whether a personal or district account, may be listed on any web page. Official district email addresses of staff may be published on the website.
- Web pages shall not contain personal student information other than first

names unless prior permission has been granted. The building principal is to be contacted as the consultant in special circumstances where awards or events warrant publicity of this nature.

- Web pages may contain pictures of students and staff involved in school-related activities only. Students identifiable as receiving Special Education services must have parent or guardian permission regardless of whether they are identified by name.
- Non-school related student work shall not be published.

New Policy: February 2005

KDCA - USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

One of the strongest links of communications between the District and the public is the pupil in the classroom. Failure to provide parents with appropriate information may lead to misinformation about the schools.

It is the responsibility of the school administration to see that information regarding school activities, programs, and organizations is properly disseminated to parents.

The school administration shall take reasonable steps to ensure that the use of students as couriers is limited to carrying information about the school system, or a particular school, except as specifically provided in the following paragraph. School information may include publications, newsletters, notices, or other printed matter published under the name of the District, the individual school, or the recognized parent/teacher group.

Students may serve as couriers for information generated by non-school organizations, subject to the following conditions: (1) the information clearly states that it is not school-sponsored, (2) the sponsor of the information/activity is a non-profit organization and the activity is student-related, (3) the Hinsdale School Board, or the Superintendent, reserves the right to refuse any request for distribution of such information, on a case-by-case basis, and (4) the distribution of such information is subject to prior approval by the Superintendent or his/her designee.

Information published by the District, individual school, employee organizations or unions, recognized parent/teacher groups, or non-school groups which advocates a particular position on bond issues, political matters, labor relations issues, or District budgets will not be distributed through the use of students as couriers.

Reviewed: October, 2004
Revised: November, 1999
Revised: July, 1998

KE - PUBLIC COMPLAINTS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See Also BEDH

The Hinsdale School Board believes that complaints and grievances are best handled and resolved by the parties directly concerned. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Any complaint presented to the Board about school personnel shall be referred back through proper administrative channels. The Board will not hear complaints from individuals until such complaints have first been brought forth through the appropriate and applicable administrative procedures. Exceptions to this provision are for complaints that relate solely to Board actions or Board operations.

In the event a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:

1. The Board member shall refer the person making the complaint to the Superintendent or for investigation. The Superintendent may delegate the investigation to the Principal.
2. If the member of the public will not personally present the complaint to the Superintendent or Principal, the Board member shall then ask that the complaint be written and signed. The Board member will then refer the complaint to the Superintendent for investigation.
3. If the person making a complaint feels that a satisfactory reply has not been received from the Superintendent may request that the complaint be heard by the Board. The Board will hear and act upon the complaint only by majority vote. If the Board does hear and act upon the complaint, all Board decisions shall be final.

Revised: May 2007

Reviewed: October 2004

Revised: July 1998

KEB - PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL, EMPLOYEES, STUDENTS OR ADMINISTRATION

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

See Also BEDH, KE

Any complaint presented to the Hinsdale School Board about school personnel, employees, students or administration, will be referred back to the Superintendent . The Board will not hear or review complaints until such complaints have first been brought forth through the appropriate and applicable administrative procedures and the Superintendent or his/her designee has had a reasonable opportunity to seek to resolve the complaint.

The Board may decline to hear any complaint, which will interfere with its ability to serve as an impartial trier of fact in any related student or personnel matter. This complaint procedure shall not supersede or modify any right held by employees of the District under federal law, state law, contract, or collective bargaining agreement.

To the extent it is deemed appropriate by the Superintendent, the individual who is the subject of the complaint may be advised of the nature of the complaint and may be given an opportunity for explanation, comment, and presentation of the facts. The Superintendent shall seek to resolve the matter and report to the Board.

Complaints about the Superintendent may be made directly to the Board through the Clerk, but only after reasonable efforts have been made by the complaining party to resolve their complaint directly with the Superintendent . The Board may, to the extent it is appropriate, advise the Superintendent of the nature of the complaint, and may give the Superintendent an opportunity for explanation, comment, and presentation of facts.

In the event a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:

1. The Board member shall refer the person making the complaint to the Superintendent for investigation. The Superintendent may delegate the investigation to a Principal or other administrator.
2. If the member of the public will not personally present the complaint to the Superintendent or Principal, the Board member shall then ask that the complaint be written and signed. The Board member will then refer the complaint to the Superintendent for investigation.
3. If the person making a complaint believes that a satisfactory reply has not been received from the Superintendent, he or she may request that the

Board hear the complaint. The Board will hear and act upon the complaint only by majority vote. The Board may decline to act on any complaint, which, in its sole judgment, would interfere with the Superintendent ability to properly administer the district. If the Board does hear and act upon the complaint, all Board decisions shall be final.

4. If the Board decides, in accord with Paragraph Three, to hear and act upon a complaint that pertains to personnel, employee, student or administrative matters, it shall determine whether the complaint shall be heard in public or non-public session in accord with RSA 91-A:3 and the laws pertaining to student and family privacy rights. The Board shall also determine whether it is appropriate to inform the individual who is the subject of the complaint of the meeting and to provide said individual with further opportunity for explanation, comment, and presentation of the facts to the Board.

5. If the Superintendent is the subject of the complaint, the Board shall determine whether the complaint should be heard in public or non-public session in accord with RSA 91-A: 3. The Board may, to the extent it is appropriate, advise the Superintendent of the nature of the complaint and may give the Superintendent an opportunity for explanation, comment, and presentation of the facts.

Revised: May 2007

Reviewed: October, 2004

Revised: July 1998

KEC - POLICY ON RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Persons not in agreement with the school on its selection of books or other instructional material and who wish a particular book or material to be reviewed must submit to the Principal a "Request for Reconsideration of Instructional Materials." The request forms are available at the school office.

The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then notify the Book Review Committee and schedule meetings necessary to review the complaint and to write a report.

The final report will be forwarded to the complainant and the Superintendent . If the complainant is dissatisfied, the next step is to submit the request to the Superintendent of Schools for action. If the complainant does not accept the Superintendent's decision, the complainant may request a review by the Hinsdale School Board, whose decision will be final.

During the investigation the instructional material will remain in use unless a Selection Committee votes to remove or restrict the material until a final decision is made.

Appendix KEC-R

Reviewed: October, 2004

Revised: July, 1998

KED - FACILITIES OR SERVICES - GRIEVANCE PROCEDURE (SECTION 504)

Category Priority-The subject matter of these policies is required by state and or federal law.

1. Any qualified handicapped person, or persons, who feels subject to discrimination with respect to Section 504 of the Rehabilitation Act 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 five (5) 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 five (5) school days of receipt of the written grievance.
4. The aggrieved party, no later than five (5) school days after receipt of the Principal's decision, may appeal the Principal's decision to the 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 five (5) school days. The Coordinator shall communicate his/her decision in writing to the aggrieved party and the Principal not later than five (5) school days after the meeting.
5. If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Coordinator's decision, may submit a written request for a hearing with the local Hinsdale 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 Hinsdale School Board must provide the aggrieved party with a written decision on the appeal within ten (10) calendar 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 Hinsdale School Board is final pending any further legal recourse as may be described in current local district, state, or federal statutes

pertaining to Section 504 of the Rehabilitation Act of 1973.

Legal References:

Section 504 of the Rehabilitation Act of 1973

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

Reviewed: May 2006

Revised: March 2005

Reviewed: October 2004

Revised: July 1998

KEE- WEBSITE ACCESSIBILITY AND GRIEVANCE

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Related Policies: AC, KD, KDC & KED

The District is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the District website will conform to the W3C Web Accessibility Initiative (WAI) Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

The Superintendent is directed to establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third party vendors and open sources.

A. Website Accessibility.

With regard to the District website and any official District web presence which is developed by, maintained by, or offered through third party vendors and open sources, the District is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online.

All existing web content produced by the District, and new, updated and existing web content provided by third-party developers, will conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents, by September 20, 2018. This Regulation applies to all new, updated, and existing web pages, as well as all web content produced or updated by the District or provided by third-party developers.

B. Complaints and Grievances Concerning Accessibility of District Websites.

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA),

Section 504 or Title II related to the accessibility of any official District web presence that is developed by, maintained by, or offered through the District, third party vendors and/or open sources may complain directly to a school administrator, or the school or District webmaster. To best assure timely processing and resolution of any complaint/grievance under this Policy, the initial complaint or grievance should be made using Website Accessibility Complaint/Request Form to be created under the direction of the Superintendent.

The Website Accessibility Complaint/Request Form may be submitted in hard copy or via email to the District's "Website Accessibility Compliance Coordinator". The Board designates the Director of Technology as the Website Accessibility Compliance Coordinator. Notwithstanding the above, however, a verbal complaint or grievance may be made. Any District employee who receives such a verbal complaint or grievance, is directed to immediately refer the matter to the Website Accessibility Compliance Coordinator, who shall take such steps as are necessary to reduce the Complaint/Grievance to writing.

C. Investigation and Resolution of Complaints and Grievances.

Whether or not a formal complaint or grievance is made, once the District has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information. The Complainant should not have to wait for the investigation of the complaint to be concluded before receiving the information that he/she was unsuccessful in accessing.

The formal ADA non-compliance complaint, and the Website Accessibility Complaint/Request Form should include the following:

- Name
- Address
- Date of the Complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired
- Contact information in case more details are needed (email and phone number)

The complaint or grievance will be investigated by the Website Accessibility Compliance Coordinator or another person designated by the Superintendent. The

student, parent, or member of the public shall be contacted no later than five (5) working days following the date the Website Accessibility Compliance Coordinator receives the information.

The procedures to be followed are:

- An investigation of the complaint shall be completed within fifteen (15) working days. Extension of the timeline may only be approved by the Superintendent.
- The investigator shall prepare a written report of the findings and conclusions within five (5) working days of the completion of the investigation.
- The investigator shall contact the Complainant upon conclusion of the investigation to discuss the findings and conclusions and actions to be taken as a result of the investigation.
- A record of each complaint and grievance made pursuant to Governing Board Policy KDD shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

District Policy History:

First reading: February 13, 2019

Second reading/adopted: March 13, 2019

District revision history:

Legal References:

- Ed 306.08, Instructional Resources
- Age Discrimination in Employment Act of 1967 29 U.S.C. §§621 et seq.
- Americans with Disabilities Act, 42 U.S.C. §§12101 et seq.
- Title VI, Civil Rights Act of 1964, 42 U.S.C. §§2000d et seq. (nondiscrimination based on race, color, and national origin in federally assisted programs)
- Title VII, Civil Rights Act of 1964, 42 U.S.C. §§2000e et seq. (nondiscrimination based on race, color, and national origin in employment)
- Title IX, Education Amendments of 1972, 20 U.S.C. §§1681 et seq. (nondiscrimination based on sex)
- §504, Rehabilitation Act of 1973, 29 U.S.C. §794
- Individuals with Disabilities Education Law, 20 U.S.C. §§1400 et seq.
- Genetic Information Nondiscrimination Act of 2008 P.L. 110-233, 34 C.F.R. §§ 100.6; 104.8; 106.9; 110.25

KF - USE OF SCHOOL BUILDINGS AND FACILITIES

Category Recommended- *While these policies are not required by law, they are highly recommended for effective school board operations.*

Also ECA

Any group or individual requesting the use of school facilities, except for school activities, must submit an application to the school principal or his/her designee not less than two weeks prior to the time school facilities are needed. Facility use permits are available at the school district's central office.

Approval may be denied due to lack of appropriate space or if a previous activity by the applicant resulted in a violation of any aspect of any Hinsdale School Board policy or guidelines.

Facility Use Permits will be issued on a first come basis. Facilities will be reserved only for the time available within the coming semester.

When schools have been closed because of inclement weather, the facilities will be closed for all use. The schools do not assume the responsibility of contacting groups when such closures occur.

Organizations connected with and promoting recognized school functions may use the buildings without charge.

Other organizations may use school property upon payment of suitable fees and costs, according to the fee schedule recommended by the Superintendent and approved by the Board. "Other organizations" includes the Boy Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc., and any other group intended to serve youth under the age of twenty-one (21) and listed in Title 36 of the United States Code. The Board reserves the right to waive rental fees for charitable or non-profit organizations.

Whenever a community group is permitted to use a school or other facility, at least one district employee must be on hand, paid for by the organization, when in the opinion of the Superintendent, it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served and number of volunteers.

No school building or facility shall be used for any purpose which could result in picketing, rioting, disturbing the peace or damage to property or for any purpose prohibited by law.

The Superintendent or his/her designee, on the basis of this policy and its accompanying regulations, shall approve all rentals of school facilities. The Board must approve any special requests or exceptions to this policy and/or regulations.

Revised: April 2006

Reviewed: October 2004

Revised: July 1998

Use of School Facilities amended by Hinsdale School Board 02/14/07

1. No group will be permitted use of the school buildings unless approved by the school administration. A written request (attached) must be completed.
2. A custodian is required to open and close the buildings, and to be present at all activities in the school buildings during weekdays. This applies to school activities as well as to activities sponsored by community groups. On weekends, a person designated by the building principal or school board, will be responsible for opening and closing the school, and for leaving the facility in the same condition as it was found.
3. If the kitchen is used by any group, one of the school lunch workers shall be present.
4. Custodians and school lunch workers must be notified at least one week in advance of special events; this information is to be given through the principal of the building.
5. Buildings will open one-half hour before scheduled time of meeting and close one-half hour after activity or special event. Any adjustments or changes in opening or closing time of the building must be approved by the school board.
6. If the school board believes that the services of a police officer are required for any activity in or around the school building, the sponsoring group will arrange for and pay for this service as a condition to their use of the facilities.
7. In any activity where additional work is necessary, such as arranging of furniture, the sponsoring group will be responsible for the additional work under the direction of the custodian.
8. Organizations other than local public service organizations will be charged a flat rental fee of \$25.00 for each use of the building. There will be an additional fee of \$10.00 if the kitchen facilities are used. In addition to these fees, the custodian and school lunch worker will receive the legal wage, making arrangements with the principal. These fees are payable to the Hinsdale School District without presentation of an invoice within 30 days.
9. The PTSA/PTA is entitled to free use of the buildings. The PTSA/PTA will make arrangements with the principal. If kitchen facilities are used, one of the school lunch workers must be in charge of the kitchen; this

person to be paid by the School Lunch Program. Other local public service organizations may be entitled to the use of the buildings under these same provisions with prior school board approval.

10. In any activity, the sponsoring group is liable for any damage to property or building. The sponsoring group may be required by the Hinsdale School Board to submit a certificate of insurance.
11. Any one needing to get into the building must see the principal or other authorized personnel who may issue a key and be responsible for its return.
12. The school board reserves the right to make any adjustments or changes in these regulations, which may be necessary from time to time.
13. Hinsdale School Board reserves the right to make exceptions to these requirements on a case-by-case basis.
14. Anyone using the school facilities must have in their possession accident injury forms, one for students, and one for adults. All injuries must be reported on one of these forms and the principal or other authorized personnel must be notified. The principal or other authorized personnel must notify the School Administrative Unit as soon as possible. (Form should be faxed)

Sample Letter to Rent Facility

HINSDALE SCHOOL DISTRICT
HINSDALE, NEW HAMPSHIRE 03451

Dear Sir:

In response to your request to rent a school facility, enclosed are copies of the rental contract. Please complete both copies and return to this office at your earliest convenience so we may confirm your reservation.

A statement of total charges will be mailed to you upon completion of your activities. The fee for the services of police officers is arranged directly with the Chief of Police.

Please return the liability and bond policies with the signed contracts or indicate on the contract when they will be received. The bond and the liability insurance policy or certificate of coverage must be in this office prior to the rental date.

If you have any questions regarding this reservation, please call the School Office at 336-5984 or 336-5332.

Sincerely,

Hinsdale School District Rental Contract

FACILITY:_____

ACTIVITY:_____

SPONSORED

BY:_____

DATES:_____ HOURS_____

NUMBER OF SPECTATORS ANTICIPATED:_____

IF ADMISSION IS CHARGED, INDICATE USE OF
PROCEEDS:_____

FACILITY AND OR SERVICE	FUNCTION CHARGE
-------------------------	-----------------

- 1.
- 2.
- 3.
- 4.
- 5.

CLASSIFICATION_____

DATE_____ APPROVED BY_____

IMPORTANT: Please read attached requirements before signing contract. The attached rental contract requirements and the terms and conditions set forth in the Board of Education "Policy on Rental" shall be a part of the written agreement.

Rental Contract Requirements

1. Lessee will be responsible for damage or loss of school property and post a bond of \$2,000 to apply to same. The bond should be in the school office before the date of the activity or performance.
2. Lessee to furnish liability insurance with \$100,000 - \$300,000 limits for spectators, covering this activity, with the Hinsdale School District named co-insured. A certificate of insurance or a copy of the policy shall be returned with the contract or must be submitted to the school office before the date of activity or performance.

-
3. Policemen must be on duty at all major functions at the discretion of the Chief of Police and at the expense of the Lessee. A copy of this contract will be furnished the Chief of Police by the Hinsdale School District. However, all arrangements for police coverage are to be made by the Lessee.
 4. Additional charges will be made for:
 - a. Use of facilities on dates other than those specified on contract.
 - b. Additional time that facilities are used over and above that specified on contract.
 - c. Labor performed by school employees other than normally required at one and a half times the regular hourly rate of pay.
 5. Concessions must be approved, in advance, by the School Principal.
 6. Smoking is not permitted on School District Property. Serving or possessing liquor shall not be permitted nor the sponsorship of improper entertainment.
 7. Top priority is given to school sponsored activities and reservations are subject to cancellation if any conflict occurs.
 8. Automobiles will not be parked in, or obstruct, fire lines around school buildings.
 9. Remittance should be made payable to the Hinsdale School District, and forwarded to the School Office.

*The insurance policy should be issued in the name of Hinsdale School District.

Attachment to Rental Contract
(Adopted 10/12/72)

KFA - PUBLIC CONDUCT ON SCHOOL PROPERTY

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

For purposes of this policy, “school property” means school buildings, District buildings not being used as a school, vehicles used for school purposes, any location during a school athletic and other school-sponsored event, and school grounds.

Visitors are welcome on school property, provided their presence will not be disruptive. All visitors must initially report to the Building Principal’s office. Any person wishing to confer with a staff member must contact that staff member by telephone to make an appointment. Conferences with teachers are held outside school hours or during the teacher’s conference/preparation period.

The School District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, a School Board member, sports official or coach, or any other person;
2. Damage or threaten to damage another’s property;
3. Damage or deface School District property;
4. Violate any New Hampshire law, or town or county ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons;
7. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner);
8. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the School Board;
9. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee’s directive;

10. Violate other District policies or regulations, or an authorized District employee's directive.

Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds.

Additionally, the District reserves the right to issue "no trespass" letters to any person whose conduct violates this policy, acceptable standards of conduct, or creates a disruption to the school district's educational purpose.

Legal References:

RSA 635:2, Criminal Trespass

Revised: April 2011

Revised: July 1998, November 1999, April 2006

First Reading of the Hinsdale School Board 02-15-12

Final Reading of the Hinsdale School Board 03-14-12

KFAA - PUBLIC CONDUCT ON SCHOOL PROPERTY -- ATHLETIC EVENTS

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

See also KF and KFA

Spectator Conduct and Sportsmanship for Athletic and Co-Curricular Events

It is the policy of this Hinsdale School Board that any person, including an adult, who behaves in an unsportsmanlike manner during an athletic or co-curricular event, may be ejected from the event and/or denied admission to school events for up to a year, after a board hearing. Examples of unsportsmanlike conduct include, but are not limited to:

- using vulgar or obscene language or gestures
- possessing or being under the influence of any alcoholic beverage or illegal substance
- possessing a weapon
- fighting or otherwise striking or threatening another person
- failing to obey the instructions of a security officer or school district employee
- engaging in any activity which is illegal or disruptive.

The Superintendent may seek to deny future admission to any person by delivering or mailing a notice, sent by certified mail with return receipt requested, containing:

1. The date, time, and place of a board hearing
2. A description of the unsportsmanlike conduct
3. The proposed time period that admission to school events will be denied

Legal Reference:

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

Appendix KFA-R

KFD - USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Also GBGBA & JLCEA

If the Hinsdale School Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.

The use/administration/maintenance of the AED is subject to the following conditions:

1. Location of the AED (s)

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s).

2. Authorized Employees/Training of Users

AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

3. Maintenance

AEDs will be maintained by the School Nurse or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance, which has been performed on the AED(s).

4. Registration of AED(s)

In accordance with RSA 153-A: 33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

6. Liability Limited

5. Incident Reporting

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

6. Liability Limited

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153: A-31, as well as other sources of law.

Statutory Reference:

RSA 153-A:28-33, Automated External Defibrillation

*Further Information: State of NH, Bureau of Emergency Medical Services,
271-4568*

Appendix KFD-R

Reviewed: October, 2004

New Policy: September, 2003

KH - PUBLIC SOLICITATIONS IN THE SCHOOLS

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

Also GBEBC

As a general policy, there will be no solicitation within the schools for any purpose whatsoever. No commercial enterprise may be represented in the schools and there will be no sale of goods or services on the premises.

Any request for the exception to this rule must be submitted in writing to the Hinsdale School Board or its agents (Assistant Superintendent and/or Principal) at least 30 days prior to the implementation of the requested activity.

The Hinsdale School Board reserves the right to grant exceptions.

Reviewed: October, 2004

Revised: July, 1998

KHB - ADVERTISING IN THE SCHOOLS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Neither the facilities, the name, the staff, nor the children of the schools, school system, nor any part thereof shall be employed in any manner for advertising or otherwise promoting the interests of any commercial or other non-school agency or organization except that;

The school may cooperate in furthering the work of any nonprofit, community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the schools.

The schools may use films or other educational materials bearing only simple mention of the producing or sponsoring firm.

The schools may participate in radio or television programs under acceptable commercial sponsorship when such participation is supplementary or beneficial to the program of the schools.

The Superintendent may, at his/her discretion, announce or authorize to be announced any lecture or other community activity of particular educational merit.

The schools may, upon approval of the Superintendent, cooperate with any governmental agency in promoting activities in the general public interest which are nonpartisan and non-controversial and which promote the education or other best interests of the pupils.

School publications may accept and publish paid advertising under established procedures.

Promotional literature will not be distributed through the schools except for recognized educational and youth-oriented organizations.

Reviewed: October, 2004

Revised: July, 1998

KI - VISITORS TO THE SCHOOLS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

All persons, other than staff and pupils enrolled in the school, who may come to the school for any reason during the school day are considered visitors and must report and sign in at the school office. Employees of the school system (directors, coordinators, maintenance staff members, and others) are to advise the school Principal or Secretary that they are in the building. A visitor (a person not employed by the school system) must report to the school office and receive permission to be on the school grounds.

Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the office of the Principal or by direct contact with the teacher.

No person shall visit a school without first reporting to the office of the Principal as to the purpose and place of the visit.

Reviewed: October, 2004

Revised: July, 1998

KL- Legislative Representative

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

One person from the School Board shall serve as legislative contact with the New Hampshire School Boards Association in order to keep the Board abreast of happenings and upcoming legislation relating to education. S/he shall carry the opinions of the Board to the legislature when requested.

Reviewed: February 2008

Reviewed: October 2004

Reviewed: July 1998

KLG - RELATIONS WITH POLICE AUTHORITIES

***Category Recommended-** While these policies are not required by law, they are highly recommended for effective school board operations.*

It is the policy of the schools to cooperate with law enforcement agencies (see appendix for memorandum of understanding).

Appendix JICD-R, Page 1-4

Reviewed: October, 2004

Revised: July, 1998

Reviewed and approved by the Hinsdale School Board April 8, 2009

SECTION L: EDUCATION AGENCY RELATIONS

Section l Contains Hinsdale School Board policies, regulations, and exhibits on the school district's relationship with other education agencies—including other school systems, regional or service districts, private schools, colleges and universities , educational research organizations, and state and national education agencies.

<u>CODE</u>	<u>CATEGORY</u>	<u>TITLE</u>
LA	O	Inter-Organizational Relations (also KA)
LC	O	Relations with Educational Research Agencies
LDA	R	Student Teaching and Internships
LEB	P	Advanced College Placement (Also IHCD, IK, IKF, IMBA, & IMBC)

Categories:

P= Priority	The subject matter of these policies is required by state and or federal law
R= Recommended	While these policies are not required by law, they are highly recommended for effective and efficient Hinsdale School Board operations.
O= Optional	These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

LA - INTER-ORGANIZATIONAL RELATIONS

*Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.
See also KA*

The Hinsdale School Board recognizes that the schools of the District have the primary responsibility for the formal education of the youth of the District. We recognize that many organizations, while not primarily concerned with education, play a definite role in the education of the youth of the District. Therefore, it shall be the desire of the Board to establish positive working relationships with other public and private organizations involved in the education process. The District will cooperate with all governmental agencies or organizations in the community to assist in furthering the educational process in such ways as described below.

1. With post-secondary school institutions:
 - a. Within its resources and according to abilities and efforts of each individual student, the District will prepare students for successful experiences in post-secondary institutions.
 - b. To the extent appropriate and applicable, the District will utilize the resources of post-secondary institutions for the development of its own staff.
 - c. The District will cooperate with post-high school institutions in selected areas of research and experimentation which have the potential to increase the effectiveness of teacher preparation or staff development and/or which directly improve the local instructional program.
 - d. The District will share the responsibility for preparation of teachers and other school workers with institutions of higher education.
2. With other Districts:
 - a. The District will work cooperatively with other Districts in selected programs, which can be better done in cooperation than by single Districts acting alone.
 - b. The District will assume appropriate responsibility for improving the climate for education in the state and nation, particularly with reference to expanding the fiscal base, providing for efficient expenditure of funds, and bringing about state or federal legislation, which improves education or contributes to District goals.

3. The District will cooperate with professional educational organizations recognized by the District as important forces for the improvement of education.

4. The District will cooperate with institutions such as educational service units and regional organizations whose aims are to improve the education of children, when their programs are in keeping with or contribute to the goals of the District.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(k), Policy Development, School-Community Partnerships

Revised: October 2005

LC - RELATIONS WITH EDUCATION RESEARCH AGENCIES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

The potential contribution of appropriate educational research to teaching and school administration is recognized by the Hinsdale School Board, and it will cooperate, to the extent feasible, with colleges, universities, and other recognized agencies to promote research that will:

1. Increase professional knowledge of teaching and learning processes and the social setting in which they operate.
2. Sharpen perception of instructional and administrative problems.
3. Establish instructional and management objectives.
4. Assess progress toward accomplishment of school system objectives.

The appropriateness of all requests involving research projects to be conducted in the public schools will be judged by the Hinsdale School Board after they have been reviewed by the Superintendent and, as appropriate, school administrators, department heads, and/or program directors.

The decision to involve students, teachers, or other employees in any research project will be based on the following:

1. The objectives of the research should be clearly stated and the design should produce valid and reliable results, which will then be made available to the public schools.
2. The research should be expected to contribute to the improvement of education or the general welfare of children.
3. The privacy of those involved in any research project must be protected. The confidentiality of records will be maintained at all times. Further, data derived from school records, interviews, or questionnaires which have a potential for invasion of privacy of students or their families or staff members may not be used unless advance written authorization has been given by the staff member or student (or his/her parent or guardian as appropriate) even though the information will be collected and reported under conditions of anonymity.
4. Research proposals should be of sufficient scope and depth to justify the time and effort of students and staff members. Using the time of teachers and students in any research activity is an investment by the school system, which should increase the effectiveness of the educational

effort.

5. In general, instructional activities must not be interrupted unless there is a clear significance for the educational program of our schools.

6. Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. The faculty member must have direct responsibility for the student's research.

Reviewed: October, 2004

Revised: July, 1998

LDA - STUDENT TEACHING AND INTERNSHIPS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations

The Hinsdale School Board recognizes the student teacher program as an important aspect of a future teacher's education. Therefore, the Board will cooperate with institutions of higher education in training student teachers.

All persons involved in this program must recognize that the first and primary responsibility of the District is to the students within its schools. If at any time a student teacher becomes unacceptable, the District reserves the right to refuse that student teacher further teaching experience within the District.

Student teachers who work in the District shall be accepted only after approval of the Superintendent for Hinsdale and the Principal of the building in which the person is to teach.

Student teachers are restricted to not more than three non-consecutive days of substitute teaching, except in emergency situations.

Student teachers shall be subject to a Criminal History Records Check prior to working in the District. The cost of the Criminal History Records Check is to be paid by the student teacher.

Reviewed: October, 2004

Revised: November, 1999

Revised: July, 1998

LEB/HCD - ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES

Category- Optional- These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, or a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

High School and Career Technical Education Center students in grades 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in a course designated by the Community College System of New Hampshire ("CCSNH") as part of the dual and concurrent enrollment program. The Superintendent shall designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;

-
6. Establish standards for faculty approval;
 7. Establish program coordination and communication requirements;
 8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
 9. Requires annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

Legal References:

RSA 188-E:25 through RSA 188-E:28

Ed 306.141(a)(7), Advanced Course Work

Revised: August 2017

Revised: May 2014

Reviewed: July 2004

Revised: July 1998, November 1999, October 2005, May 2008

NHSBA note, August 2017: This sample policy is updated to incorporate the

First Reading of the Hinsdale School Board 02-14-18

Final Reading of the Hinsdale School Board 03-14-18

A	
AC-R	Non Discrimination- Title IX- Grievances
B	
BA-R 1	School Board Self- Evaluation and Goal Setting
BA-R 2	Evaluation of School Board
BBA-R	School Board Powers and Duties
BBB-R	Oath of Office
BBBH-R	Recognition of Organization and Operation of the School Administrative Unit (SAU) School Board
BCA-R	School Board Member Ethics
BDD-R	Board Superintendent Relations
BEDG-R	Access to Minutes and Public Records
C.	
CB-R	Duties of Superintendents
CBI-R	Superintendent Evaluation
CFA-R	Duties of Principal
D	
DFA- R	Collateralization-Investment GFAO
DI-R	Fiscal Accounting and Reporting
DJC-R	Petty Cash
E	
EBBC-R	First Aid and Emergency Care for Sickness/Accidents
EBCA-R	Checklist for Developing a School Emergency Plan
EBCB-R	Fire Exit Drills in Educational Occupancies
EDCA-R	Cell Phone Use Procedures
EEA-R	Student Transportation(see also JICC-R)
EEAEA-R	Mandatory Drug/Alcohol Testing
EEAG-R	Statement of Insurance on Private Vehicles
EGA-R	Acceptable Internet Use Procedures
EGAD-R	Copyright Compliance
EHB-R	Data/Records Retention
G	
GBAA-R	Sexual Harassment and Sexual Violence Report Form (see JBAA-R)
GBCD-R	Employee Background/Criminal Checks
GBEF-R	Acceptable Use Procedure Staff
GBJ-R	Personnel Records
GBJA-R	Health Insurance & Portability Act (HIPAA)
GBK-R	Employee Complaint and Grievances

I

IHAM-R	Health and Sex Education Exemption: Opt out form
IHBAA-R	Special Education Evaluation Procedures
IHBBA-R	Limited English Proficient Programs Parent Notification Form
IHBG-R	Home Education Instructions
IHBH-R	Extended Learning Opportunity (Application)
IJK-R	Supplemental Materials and Adoption parental Notification Form
IJOA-R	Request for Educational Field Trips
IJOC-R	Volunteers Confidentiality Agreement
IKAD-R	Changing Student Grades- Procedures
ILD-R	Protection of Pupil Rights Amendment- Consent Forms for Educations Questionnaires, Surveys, and Research

J

JBAA-R	Sexual Harassment and Sexual Violence Report Form (see GBAA-R)
JFA-R	Technical Assistance Advisory Residency
JFABB-R	Foreign Exchange Students
JICC-R	Student Rules and Conduct on School Bus (also EEA-R)
JICD-R	Safe School Zone/Memorandum Administrative Procedure Appendix A and B
JICE-R/JICEA-R/KDC-R	Student Publications
JICI-R	Modification of Weapons Expulsion
JICJ-R	Procedures for Handling Unauthorized Communication Devices
JICL-R	Acceptable Use Procedures for Students
JICK-R1	Bullying Report Form
JICK-R2	Bullying Report form to School Board
JIH-R	Search of Students
JIHB-R	Student Operated Vehicles Search Report Form
JJA-R	Student Activities/Organizations: Eligibility Standards
JLCA-R	Family Physicians Report of Physical Examination
JLCC-R	Communicable Disease
JLCD-R	Administering Medicines to Students
JLCE-R	Emergency Information Form
JLIE-R	Student Automobile Use- Permit Application
JLIF-R	Receipt and Use of Sex Offenders Registry Information
JLCG-R	Exclusion of Students from School Illness
JRA-R	Student Records and Access

K

KB-R	Parental Involvement in Education- Title One Parent Involvement
KCD-R	Public Donations to Schools
KCD-R/JICE-R/JICEA-R	Student Publications/Website Publications
KEC-R	Reconsideration of Instructional Material
KFA-R	Assaults

APPENDIX AC-R

NONDISCRIMINATION: TITLE IX GRIEVANCES

Inquiries or complaints regarding compliance with Title IX may be directed to the office of Superintendent of Schools. Grievances will be processed as follows:

GRIEVANCE PROCEDURE

1. Any complaint from or on behalf of any person employed or served by the schools shall be submitted in writing, using the form provided, to the office of the Superintendent of Schools, hereafter referred to as "the designated employee." The designated employee shall without delay forward it to the person immediately responsible, i.e., department head, coach, supervisor, etc.
2. The immediately responsible person will investigate the complaint and report his/her findings and recommended remediation in writing to the grievant within five (5) school days. A copy of the report shall be sent to the designated employee who will maintain a file on all grievances.
3. If the grievance has not been remedied to the satisfaction of the grievant, he/she may then submit the complaint, with all previous communications attached, to the following parties, in the order given. Each party will have the time indicated in which to investigate and report its findings and recommended remediation.
 - a. Responsible Building Principal (5 school days)
 - b. Superintendent of Schools (10 school days)
 - c. School Board (20 school days)
4. If all else fails, the grievant may appeal to the Federal Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

Note: All reports submitted throughout the grievance procedure must be made out in duplicate, with all previous correspondence attached, one copy going to the grievant and one to the designated employee who shall maintain a file on all grievances. Blank grievance forms will be available in all Principals' office in every school and in the Superintendent of School's office.

BA-R1 -EVALUATION OF SCHOOL BOARD

Instructions

Each Board member and each administrator asked to evaluate the Board's effectiveness is to rate the Board on each criterion, using a number on a scale from 1 to 5.

The Key: 1 – Never; 2 – Occasionally; 3 – Sometimes; 4 – Frequently; 5 – Always

The Board Chairperson or Superintendent will collect all copies of the rating instrument, tally the scores, determine the composite average, and record it on the graph provided. Each member of the Board will be given a copy of the composite results.

Individual	Composite
Rating	Rating

A. RELATIONSHIP WITH SUPERINTENDENT

____ 1.Establishes written policies for the guidance of the Superintendent in the operation of the schools

____ 2.Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.

____ 3.Creates confidence in the Superintendent by inviting communication from the Superintendent.

____ 4.Reaches decisions on the basis of study of available background data and consideration of the recommendation of the Superintendent.

____ 5.Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent.

____ 6.Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.

____ 7. Matters tending to alienate either Board member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.

____ 8.Provides opportunity and encouragement for professional growth of the Superintendent.

____ 9.Provides time for the Superintendent to plan.

____ 10.Takes the initiative in maintaining a professional salary for the Superintendent comparable with salaries paid for similar responsibility in and out of the profession.

B. COMMUNITY RELATIONSHIPS

____ 11.Encourages attendance of citizens at Board meetings.

____ 12.Fosters cooperation with various news media for the dissemination of information about the school program.

____ 13.Ensures a continuous planned program of public information regarding the schools.

____ 14. Participates in community affairs.

____ 15.Channels all concerns, complaints, and criticisms of the school system through the Superintendent with the expectation that he/she will report back to the Board if action is required.

____ 16.Protects the Superintendent from unjust criticism and the efforts of vocal special interest groups.

____ 17.An individual Board member does not commit him/herself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.

____ 18.Encourages citizen participation in an advisory capacity in the solution of specific problems.

____ 19.Is aware of community attitudes and the special interest groups which seek to influence the district's program.

C. BOARD MEETINGS

____ 20. Has written policies or procedures for conducting meetings.

____ 21.Conducts meetings in facilities that allow the board's business affairs to be effectively conducted by the Board and administrative.

_____ 22. Selects a chairperson on the basis of his or her ability to properly conduct a meeting; alternatively, selects a chairperson consistent with applicable Board policy.

_____ 23. New items of a complex nature are not introduced for action if they are not listed on the agenda, but are presented for listing on a subsequent agenda.

_____ 24. Definitive action is withheld until asking if there is a staff recommendation and what it is.

_____ 25. Care is used in criticizing a staff recommendation.

_____ 26. The privilege of holding over matters for further study is not abused.

_____ 27. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.

_____ 28. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

D. STAFF AND PERSONNEL RELATIONSHIPS

_____ 29. Develops sound personnel policies, involving the staff when appropriate.

_____ 30. Authorizes the employment or dismissal of staff members only upon the recommendation of the Superintendent.

_____ 31. Adheres to board policy relative to receiving complaints about school staff and refers such complaints through correct administrative protocol.

_____ 32. Is receptive to suggestions for improvement of the school system.

_____ 33. Encourages professional growth and increased competency through:

- a. Attendance by staff members at educational meetings.
- b. Training on the job.
- c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.

____ 34. Makes the staff aware of the esteem in which it is held.

____ 35. Provides a written policy protecting the academic freedom of teachers.

E. RELATIONSHIP TO INSTRUCTIONAL PROGRAM

____ 36. Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and college and university requirements.

____ 37. Realistically faces the community to support a quality education for its children.

____ 38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.

____ 39. Encourages the participation of the professional staff in the development of the curriculum.

____ 40. Weighs all decisions in terms of what is best for the students.

____ 41. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.

____ 42. Keeps abreast of new development in course content and teaching techniques through attendance and participation in School Boards association conferences and meetings of other educational groups and by reading of selected books and periodicals.

F. RELATIONSHIP TO FINANCIAL MANAGEMENT OF THE SCHOOLS

____ 43. Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.

____ 44. Takes the leadership in suggesting and securing community support for additional financing when necessary.

____ 45. Establishes written policies which will ensure efficient administration of purchasing, accounting, and payroll procedures, and the risk management program.

____ 46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.

____ 47. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance.

G. POLICY DEVELOPMENT

____ 48. The Board had adopted all policies required by law.

____ 49. The Board has developed a policy development system or process to ensure that all board policies are up to date, regularly reviewed, and reflect the goals of the school district

____ 50. All Board policies are easily accessible by the public, staff, administrators and others.

____ 51. All board members have a current copy of the policy manual.

H. RISK MANAGEMENT

____ 52. The school district has identified and evaluated the risks and loss exposures inherent in District programs and operations to ensure the health and safety of every employee and student in the District.

____ 53. The District acquires, reviews and administers the District's insurance protection programs (including pooled risk management) for liability, property and workers compensation programs.

____ 54. In partnership with its brokers and carriers analyzes and compares the various options that are available to the District to reduce, eliminate or transfer the District's loss exposures and to optimize safety.

Revised: September 2012

First Reading of the Hinsdale School Board 02-13-13

First Reading of the Hinsdale School Board 03-13-13

BA-R2 -INDIVIDUAL BOARD MEMBER SELF-EVALUATION WORKSHEET

Please complete the following personal assessment of your boards-man-ship before completing Appendix BA-R1 – Evaluation of School Board. This individual evaluation will not be shared, but is for your review only.

The Key: 1 – Never; 2 – Occasionally; 3 – Sometimes; 4 – Frequently; 5 – Always

_____ _____ 1. I familiarize myself with school policies and laws which are important for meetings.

_____ _____ 2, I attend all School Board Meetings.

_____ _____ 3. I read the agenda and supporting material prior to the Board meeting.

_____ _____ 4. I reserve all decisions on matters until the Board is in session.

_____ _____ 5. I keep personal matters personal and discuss nonrelated concerns at appropriate times and places.

_____ _____ 6. I use the chain of command and direct questions to the superintendent when contacted by a district resident.

_____ _____ 7. I attend NHSBA workshops and meetings.

_____ _____ 8. I read school publications sent to my home.

_____ _____ 9. I contact the superintendent and make proper arrangements when I visit schools within the district.

_____ _____ 10. I am informed about community feelings toward the schools.

_____ _____ 11. I respect the superintendent's office and refrain from unwarranted interferences in the administrator's affairs.

_____ _____ 12. I believe in long-range planning and recognize that changing trends change school needs.

-
- _____ 13. I believe the district should place great emphasis on professional growth.
- _____ 14. I know that I have no authority as a Board member except when the Board is legally in session. Board officers have specific duties that are occasionally performed outside of Board sessions.
- _____ 15. I rely on the superintendent to provide the Board with accurate information on the school system.
- _____ 16. I take part in Board in-service and orientation programs.
- _____ 17. Even though I may disagree, I support publicly positions taken by the whole Board.
- _____ 18. I work toward mutual trust between Board members and administration and keep criticism of either to private sessions.
- _____ 19. I recognize that governance and policy duties belong to the Board and administrative duties belong to the district's administrators.
- _____ 20. I support budgetary provisions and encourage the professional growth of the superintendent.
- _____ 21. I support strong professional growth programs for all school personnel.
- _____ 22. I attend PTA, concerts, plays, athletic contests, and other school events.
- _____ 23. I am familiar with the budgeting process of the district.
- _____ 24. I am familiar with the curriculum and graduation requirements of the district.

New Sample Appendix: September 2012

First reading of the Hinsdale School Board 02-13-13
Final reading of the Hinsdale School Board 03-13-13

APPENDIX BBA-R

School Board Powers and Duties

Ed 303.01 Substantive Duties. Each school board shall:

- (a) Adopt policies necessary and desirable to control and effectuate the recruitment, employment, evaluation and dismissal of teachers and other employees and may delegate authority to the superintendent of schools to carry out provisions of such policies provided that no teacher shall be employed who is not certified or who has not been nominated by the superintendent of schools and elected by the school board.
- (b) Adopt policies necessary and desirable to control and effectuate the purchase of equipment, supplies, or services and may delegate to the superintendent of schools the authority to make financial commitments in accordance with such policy;
- (c) Provide, through documented planning and public meetings and quorum votes, accommodation for all pupils in approved schools or other facilities in accordance with state law;
- (d) Provide required transportation of students consistent with these rules and provide that all school buildings and other learning environments be maintained in a manner consistent with standards of health and safety as required by these rules;
- (e) Prepare an annual budget in accordance with RSA 32 and comply with all federal and state laws and rules;
- (f) Hold meetings for the transaction of business at least once in 2 months and shall require the attendance of the superintendent or designee. The board shall cause a written record to be kept of each meeting in accordance with RSA 91-A;
- (g) In consultation with the superintendent and in accordance with statutes and rules of the state board of education, determine the educational goals of the district, develop long-range plans and identify measurable and attainable short-term objectives. The school board shall require the implementation of educational programs designed to reflect the goals and objectives and, further, the school board shall review such programs and make public the results of such investigation;

-
- (h) Exercise all powers and perform all duties vested in and imposed upon the school board by law or rules of the state board;
 - (i) Adopt a rule to ensure that there shall be no unlawful discrimination on the basis of sex, race, age, creed, color, marital status, national origin, or disability in educational programs or activities consistent with local standards which may be stricter in specific areas than the broader statewide standards;
 - (j) Establish a policy on sexual harassment which shall include at a minimum the elements specified below:
 - (1) A statement that sexual harassment is against the law and against school district policy;
 - (2) A definition of sexual harassment and give examples of actions that might constitute sexual harassment;
 - (3) The names and roles of all persons involved in implementing the procedures;
 - (4) A description of the process so all parties know what to expect, including time frames and deadlines for investigation and resolution of complaints;
 - (5) A prohibition against retaliation toward anyone involved in a complaint;
 - (6) A description of possible penalties including termination;
 - (7) A requirement that a written factual report be produced regardless of the outcome of the investigation;
 - (8) At least one level of appeal of the investigators recommendation;
 - (9) State clearly that someone can bypass the internal process and proceed directly to the New Hampshire commission on human rights, with address and phone number, or office of civil rights, with address and phone number; and
 - (k) The policy required by (j) above shall:
 - (1) Be written in age appropriate language; and

(2) Be published and available in written form to all those who must comply.

See Policy BBA

**APPENDIX
BBB-R
APPENDIX**

COUNTY OF CHESHIRE, SS:

WHEREAS the people in the Town of Hinsdale have elected you to the office of School Board, and the voters of the Town of Hinsdale have confidence in your ability and integrity to perform the duties of the office for the benefit of the residents on Hinsdale. Upon taking the oath of office set forth below, this certificate and said oath of office shall be recorded by the School District Clerk, you shall have all the powers, perform the duties and be subject to the liabilities of such office, for the period of three years from this date or until you are removed from office for cause as outlined in the State of New Hampshire's Revised Statutes Annotated (RSA), whichever first occurs.

Given this ___th day of March, 201__

I, _____, solemnly swear that I will faithfully and impartially discharge and perform all duties incumbent upon me as member of the Hinsdale School Board according to the best of my abilities, agreeable to the rules and regulations of the constitution and laws of the State of New Hampshire.

So Help me God

Name

**STATE OF NEW HAMPSHIRE
CHESHIRE, SS**

Personally appeared and took the subscribed foregoing oath, before me

_____ School District Clerk.

Date March __, 201__

Received and recorded

Clerk

School District

COUNTY OF CHESHIRE, SS:

WHEREAS the people in the Town of Hinsdale have elected you to the office of School Board, and the voters of the Town of Hinsdale have confidence in your ability and integrity to perform the duties of the office for the benefit of the residents on Hinsdale. Upon taking the oath of office set forth below, this certificate and said oath of office shall be recorded by the School District Clerk, you shall have all the powers, perform the duties and be subject to the liabilities of such office, for the period of three years from this date or until you are removed from office for cause as outlined in the State of New Hampshire's Revised Statutes Annotated (RSA), whichever first occurs.

Given this __th day of March, 201__

I, _____, solemnly state that I will faithfully and impartially discharge and perform all duties incumbent upon me as member of the Hinsdale School Board according to the best of my abilities, agreeable to the rules and regulations of the constitution and laws of the State of New Hampshire.

This I do under the pains and penalties of perjury,

Name

**STATE OF NEW HAMPSHIRE
CHESHIRE, SS**

Personally appeared and took the subscribed foregoing oath, before me

_____ School District Clerk.

Date March __, 201__

Received and recorded

Clerk

School District

APPENDIX

BBBH-R

RECOGNITION OF ORGANIZATION AND OPERATION OF THE SCHOOL ADMINISTRATIVE UNIT (SAU) SCHOOL BOARD

- A. SAU SCHOOL DISTRICTS: The School District of Hinsdale
- B. SAU BOARD: The combined school boards of the school districts.
- C. VOTING RIGHTS:

"RSA 194-C: 7 Representations. Every school district maintaining one or more public schools shall be entitled to 3 votes on the joint board of school administrative units, plus additional votes as provided in RSA 194-C:8. Districts not maintaining schools shall have one representative on said joint board that shall be entitled to one vote. Each school district board member present shall be entitled to have a proportionate share of the school district's votes provided that the total votes per district shall be equally divided among said district's board members present and cast as each member present decides on any issue.

RSA 194-C: 8 Weighted Voting. In all votes regarding school administrative unit affairs, including organizing of such unit school board and selection of officers, each district shall be entitled to one additional vote for each 16 resident pupils attending school within the SAU. Weighted votes shall only be used upon the demand of one or more board members present and voting at a meeting. The school board members present at a school administrative unit school board meeting shall be entitled to cast the entire number of votes assigned to their school districts, provided that each representative present shall be entitled to a proportionate share of the total to be cast as provided in RSA 194-C:7.

D. POWERS AND DUTIES: The SAU Board is required to provide Superintendent Services in accordance with RSA 194:4.

1. Elect, when necessary, a Superintendent.
2. Act upon the Superintendent's nominations for SAU professional staff.

-
3. Fix the salaries of all SAU personnel.
 4. Adopt a budget for the expenses of the SAU.
 5. Adopt policies affecting the SAU.

E. **VACANCY ON THE BOARD:** Any vacancy on the SAU Board shall be filled in accordance with the statute governing the Board of the school district of the resigned member.

F. **ELECTION OF SAU PROFESSIONAL STAFF:** When a vacancy occurs in the SAU professional staff, the Superintendent shall establish a screening committee, and serve as its chairperson (except if the Superintendent's position is being vacated).

G. **EMPLOYMENT OF OFFICE PERSONNEL:** All other SAU personnel shall be recommended for employment by their immediate supervisor and approved by the Superintendent of Schools.

H. **MEETINGS:**

1. Annual: The SAU Board shall meet annually between April 1 and June 1 in each year, at a time and place fixed by the Chairperson. The Board shall organize by electing the following officers:

- a. Chairperson
- b. Treasurer
- c. Secretary

The Board shall elect the professional staff members for the next fiscal year and fix the salaries of all SAU personnel.

2. Semi-Annual: The SAU Board shall hold a meeting between October 15 and December 15 in each year for the purpose of preparing a recommended budget for the next fiscal year for the expenses of the SAU.

3. Budget Hearing - Public: There shall be held within the SAU at a time and place specified by the SAU Board Chairman, a public hearing upon the recommended budget. The SAU Board shall adopt a budget, following the public hearing, for the next fiscal year. The previously stated provisions do not apply to School Administrative Units comprising only one district.

4. Special Meetings: The SAU Board may hold special meetings at the call of the Chairperson or at the request of any one of the member school boards.

5. Notification of Meetings and Procedure:

- a. Except in emergencies, written notice of each meeting is expected from the Superintendent's office well in advance of the appointed time and legally posted in accordance with RSA 91-A:2.
- b. The public budget hearing shall be held in an appropriate facility centrally located.
- c. An agenda shall be prepared by the Superintendent of Schools for each Board member prior to the meeting. Items will not be included for action of the SAU Board at a meeting unless submitted to the Superintendent of Schools four (4) days prior to the day of the meeting.
- d. The SAU Board may go into executive session by a majority vote of the members, in accordance with RSA 91-A: 3.
- e. A caucus of reasonable duration may be called by any one of the member school boards. The SAU Board will recess while individual boards are holding a caucus.

I. **ANNUAL AUDIT:** The SAU Board shall authorize an audit of the SAU accounts annually.

J. **NON-DISCRIMINATION POLICY:** The SAU Board does not discriminate on the basis of race, religion, color, sex, age, marital status, handicap, or national origin in the educational programs or activities which it operates and which are required by Titles VI and IX.

K. **ADMINISTRATIVE AUTHORITY:** The Superintendent of Schools is the chief executive officer of the School Districts and, in his absence; a designee will act as deputy chief administrative officer with the same power and responsibilities as vested in the Superintendent.

See Policy BBBH

APPENDIX BCA-R

SCHOOL BOARD MEMBER ETHICS

AS A MEMBER OF MY LOCAL BOARD OF EDUCATION, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION, AND, TO THAT END, I WILL STRIVE TO:

Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning the issues to be considered at those meetings.

Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings.

Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups.

Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.

Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent of Schools.

Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.

Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school board associations.

Support the employment of those people's best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.

Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law or is received in confidence or executive session.

Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Acknowledgment of School Board Ethics Policy

I, _____, have read the Hinsdale School Board
Policy BCA- School Board ethics.

I, shall, to the best of my ability, adhere to all ethical statements and consideration contained within that policy.

Signature of School Board Member

Date

Signature of School Board Chair

Date

Witness: _____
Superintendent Hinsdale

See Policy BCA

APPENDIX BDD-R

BOARD-SUPERINTENDENT RELATIONS

The Superintendent will keep the Board currently informed in all areas pertaining to the operation of the schools. He/she will prepare or cause to be prepared reports to the Board to facilitate its decisions. He/she will prepare the agenda for each Board meeting and will attend all meetings and participate in all deliberations except when his contract is being considered.

He/she will administer the schools in conformity with the adopted policies of the Board, the State Board of Education, and state law, making such administrative rules and regulations as may be necessary. He/she will be ultimately responsible for all areas reporting directly to him/her which include instruction, business management, personnel, pupil personnel, technical, vocational and continuing education, employee relations, information and community services, and federal and special programs. He/she will coordinate these functions to obtain the efficient operation of schools for the benefit of the total community.

The responsibilities of the Superintendent in a cooperative climate with the Board are identified as:

Board

1. To select a competent, established, educational leader as Superintendent
2. To serve as a policy-making body
3. To allow the Superintendent to administer the schools
4. To exercise sound judgment in business affairs of the school corporation
5. To deal always in an ethical, honest, straight-forward, open- and above-Board manner with the

Superintendent

- To administer effectively and provide the professional, educational leadership necessary
- To recommend sound policy and implement adopted policies by formulating and enforcing rules and regulations
- To make Board Policy effective through efficient Administration
- To keep the Board informed on financial matters, do sound long-range planning, and keep current expenditures within the approved budget
- To deal always in an honest, professional, straight forward, open and above board manner

Superintendent and the community	with the staff and community
6. To provide necessary personnel within budget limitations	To present personnel needs to the Board
7. To approve an organization pattern for the administration.	To make assignments for each position with the Board's authorization.
8. To take legal action required by law	To recommend to the Board all action required by law.
9. To examine and approve an annual budget	To recommend and annual budget with necessary supporting data.
10. To function as a Board rather than as individuals	To deal with the Board as a whole rather than with individual members.
11. To carry on Communications with members through the superintendent	To see that the staff can have necessary communication through the Superintendent with the Board.
12. To hold the Superintendent accountable for results	To accept responsibility for the results
13. To remember that schools exist for the Benefit of the students and community	To remember that schools exist for the students and community.
14. To fulfill such other duties required by regulations of the State Board of Education	To fulfill other duties required by regulations of the State Board of Education and state law.

See Policy BDD

ACCESS TO MINUTES AND PUBLIC RECORDS

1. These procedures will apply to all requests to inspect or obtain copies of governmental records, including minutes of School Board meetings, received by the administrative offices of the school district.
2. Individuals making Right-to-Know requests are encouraged to discuss their requests with the school administration to insure the request is stated in a manner that will focus on the records desired and avoid being unnecessarily overbroad. Carefully tailored requests often can be fulfilled more promptly and help avoid resources being expended to retrieve and prepare material which exceeds what is actually being sought. The Board encourages members of the public to make their requests in writing and to include a specific description of the desired record(s). Requests for records will not be denied if such request is not in writing. If the person making the request refuses to put the request in writing, the staff member receiving the request shall put the request in writing and shall provide the person with a copy.
3. All requests for public records must be made through the SAU/Superintendent's office.

If a board member receives a Right-to-Know request, the board member will forward the request to the Superintendent as soon as possible.

If a Principal or other school administrator receives a Right-to-Know request, he or she will forward the request to the Superintendent as soon as possible.
4. Public documents requested under the Right-to-Know law will be made available immediately if such records are properly disclosed and immediately available for inspection or copying. If such records are not immediately available, if a determination needs to be made if such records exist, or if a determination needs to be made whether such records are exempt from public disclosure, the Superintendent will, within five (5) business days of the request, respond to the requestor, in writing, acknowledging receipt of the request and providing a statement of the time reasonably necessary to determine whether the request shall be granted or denied. The Superintendent or designee may contact the person making the request if the request is unclear or will be time consuming or onerous to fulfill to determine if the person will clarify the request or agree to narrow the request. Any clarification or narrowing of the request shall be documented in writing and a copy provided to the person making the request.

5. The School District will charge a fee of .25 per page for copying/photocopies of records when the person requests a paper copy. No fee will be charged for the inspection of records.

6. Records will be reviewed in their entirety by either the Superintendent or his/her designee before they are released in order to ensure that no confidential or exempted information is disclosed. District legal counsel may be consulted as necessary.

7. Records exempted from disclosure by RSA 91-A:5 or other law will not be disclosed. If a member of the public requests records that are determined to be exempt from disclosure under RSA 91-A:5 or other law, the Superintendent will respond to the requestor, in writing, indicating that such records are exempt from disclosure.

8. Electronic records may be provided via e-mail or on a portable storage device (thumb drive), if the requestor so requests and if such records can practically be delivered electronically. To protect the integrity of the District's computer system, a thumb drive for this purpose must either be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District.

9. The Superintendent is authorized to contact the school district's attorney for any matter related to requests for public records.

Revised: September 2017

Revised: September 2016

First Reading of the Hinsdale School Board 11-07-17

Final Reading of the Hinsdale School Board 12-13-17

BEDD-R - Sample Rules of Order

1. The chair will use the following general rules of order. The intent of these rules of order is to keep the meeting efficient, understandable, and free of procedural quagmires. The chair will not follow the formal Robert's Rules of Order.
2. By majority vote, the school board can overrule any decision that the chair makes, including any rule that the chair establishes. A board member can raise such a request by a "Point of Order."
3. The Moderator will take the agenda in the order that it was presented, unless the board, chooses to take agenda items in a different order.
4. Everyone who speaks must do so in a manner in which he or she can be heard.
5. No one may speak unless he or she has been recognized by the chair. A board member may interrupt only to state a "Point of Order." The chair will then recognize the member for the limited purpose of stating the point of order.
6. Individuals speaking during a public comments portion of a meeting are asked to state their name and address. All public comments should be directed to the chair.
7. The chair will allow only one motion and only one proposed amendment to the main motion on the floor at a time. Exceptions may be made for the limited purpose of resolving a "Point of Order."
8. The chair will not accept negative motions, which are motions that require a "no" vote to cast a vote in the affirmative such as: "I move that we not adopt the budget."
9. All speakers must be courteous and must speak to the issues, not the individuals raising them. All comments and questions will be directed only to the chair. The chair will decide whether to recognize another board member or staff member to respond. The chair will not allow personal attacks or inappropriate language.
10. If any person disrupts the orderly conduct of a meeting, behaves in a disorderly manner, makes unlawful threats, in any other way disturbs the meeting, or willfully violates any rule of order, and after notice from the chair to cease, persists in such behavior, the chair may have a police officer remove such person from the meeting.

11. Each board member may only speak once until every board member has had an opportunity to speak once.

12. Recorded roll call votes will be taken when required by law, upon the request of two or more board members, and when called for by the chair.

See Policy BEDD

Issued April 2017

First Reading of the Hinsdale School Board 08-16-17

Final Reading of the Hinsdale School Board 09-13-17

NHSBA APPENDIX

CB-R DUTIES OF SCHOOL SUPERINTENDENTS

Adopted by the State Board 3-14-06
Document #8583, Effective 3-15-06
PART Ed 302
Ed 302.01 Executive Officer.

(a) The superintendent shall:

(1) Serve as the executive officer of the local school district or districts within the school administrative unit (SAU);

(2) Be responsible for the overall administrative and leadership services of the SAU; and

(3) Perform the duties specified in the section.

(b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts

(c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.

(d) Such local district services shall include but not be limited to the following areas:

- (1) Personnel;
- (2) Finance;
- (3) Communication/community relations;
- (4) Student service;
- (5) Maintenance/capital improvement;
- (6) Curriculum;
- (7) Instruction;
- (8) Assessment;
- (9) Short and long range planning;
- (10) Governance for student achievement;
- (11) Policy research;
- (12) Implementation, and review; and
- (13) Overall leadership on educational issues.

(e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).

(f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.

(g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.

(h) The superintendent may nominate for school administrative unit board appointment one or more assistants, including Superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

Ed 302.02 Substantive Duties. The superintendent shall in addition to those duties outlined in Ed 302.01:

(a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;

(b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.

(c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;

(d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;

(e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;

(f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules;

(g) Remove a teacher or other employee of the district in accordance with RSA 189:31;

(h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;

(i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools;

(j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;

(k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;

(l) Direct pupils to assigned classes and grades, consistent with local school board policies;

(m) Maintain a safe environment for pupils free of hazardous conditions;

(n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies;

(o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction;

(p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan;

(q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; and

(r) Be responsible for the implementation and review of school district policies

See policy CB

APPENDIX

CBI-R- SUPERINTENDENT EVALUATION AND GOAL SETTING FORM

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

**Scoring Key: 4 – Outstanding; 3 – Excellent; 2 – Good; 1 – Needs
Improvement**

PART I. FISCAL MANAGEMENT

Legal References:

- RSA 194-C:4, II(a), (j), (p)
- Ed 302.01(d)(2); Ed 302.02(d), (e)
- NHSBA Sample Policies DA, DB, DBC, DCI, DI

Indicators of Success:

- Budgets reflect district goals for student achievement.
- District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline.
- Finances are managed in accordance with applicable accounting standards.
- The annual audit shows no material deficiencies and audit recommendations are effectively implemented.
- Multi-year budget plans are used for planning purposes.

1.1. Developed and recommended the annual budget for the support of the educational program and for the operation and maintenance of schools.

Evaluation Score: _____

Comments: _____

-
- 1.2. Developed and maintained an accounting system and financial reporting procedures for all funds.

Evaluation Score: _____

Comments: _____

- 1.3. Evaluated financial needs and makes timely recommendations for adequate funding.

Evaluation Score: _____

Comments: _____

- 1.4. To the extent possible, transfers among budgetary line items were limited to unexpected or unanticipated expenses.

Evaluation Score: _____

Comments: _____

- 1.5. Engaged in thorough planning to develop budget and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program.

Evaluation Score: _____

Comments: _____

-
- 1.6. Established levels of funding that provided high quality education for the students of the district.

Evaluation Score: _____

Comments: _____

- 1.7. Provided timely and appropriate information to the Board and all staff with fiscal management responsibilities.

Evaluation Score: _____

Comments: _____

- 1.8. Established and implemented efficient procedures for accounting, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

**PART II. CURRICULUM, DELIVERY OF INSTRUCTION
AND PUPIL ACHIEVEMENT**

Legal References:

- RSA 194-C:4, II(c)
- Ed 302.01(d)(6); 302.02(f)
- NHSBA Sample Policies IGA, IGD

- RSA 194-C:4, II(e)
- Ed 302.01(d)(8); Ed 302.02(f)
- NHSBA Sample Policies ILBA, ILBAA

- RSA 194-C:4, II(c)
- Ed 302.01(d)(7); Ed 302.02(f)
- NHSBA Sample Policy IF

Indicators of Success:

- Specific progress is evident.
- Student learning is defined based on the knowledge and skills necessary to be successful.
- Data and information collected is reliable and valid.
- Data is regularly presented and is communicated in understandable forms.
- Data is used for future planning and improvement.
- Effective methods of providing, monitoring, evaluating, and reporting student achievement are used.
- Preparing students for post-secondary education and/or entrance into the job market.
- Data is disaggregated, analyzed, and explained.

- 2.1. Used appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Evaluation Score: _____

Comments: _____

-
- 2.2. Aligned and implemented the educational programs, plans, actions, and resources with the district's vision and goals.

Evaluation Score: _____

Comments: _____

- 2.3. Monitored and evaluated the effectiveness of curriculum, instruction and assessment.

Evaluation Score: _____

Comments: _____

- 2.4. Ensured that the district provided educational opportunities in accordance with State Minimum Standards.

Evaluation Score: _____

Comments: _____

- 2.5. Identified areas of academic strength and areas of academic weakness within the District and has implemented strategies to address areas of academic weakness.

Evaluation Score: _____

Comments: _____

2.6. Curriculum is aligned from grade-to-grade and from school-to-school.

Evaluation Score: _____

Comments: _____

2.7. Uses effective methods of providing, monitoring, evaluating and reporting student achievement.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

III. RELATIONSHIP WITH THE SCHOOL BOARD

Legal References:

- RSA 194-C:4, II(i)
- NHSBA Sample Policy BDD

Indicators of Success:

- The superintendent assists the board in developing clear policies that meet federal and state requirements.
- The superintendent understands and communicates legal liability to the district.
- The superintendent supports the board chair to maximize the effectiveness of board operations.

-
- The superintendent regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have impact on the district.
 - The superintendent follows agreed upon board-superintendent guidelines.
 - The superintendent meets deadlines and follows up on commitments and assignments.

- 3.1. Worked with the Board in the areas of analyzing, planning, implementing and evaluating policies.

Evaluation Score: _____

Comments: _____

- 3.2. Informed the Board on issues, operations, the instruction program, and needs of the school system.

Evaluation Score: _____

Comments: _____

- 3.3. Provided the Board with reports and information that enable the Board to sufficiently review the operations of the district.

Evaluation Score: _____

Comments: _____

- 3.4. Gave constructive advice and guidance to the Board regarding possibilities for District improvement.

Evaluation Score: _____

Comments: _____

- 3.5. Utilized the strengths of individual Board members and the Board itself in the decision-making process.

Evaluation Score: _____

Comments: _____

- 3.6. Offered professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

IV. ADMINISTRATION OF SCHOOL FACILITIES:

Legal References:

- RSA 194-C:4, II(k)
- Ed 302.01(d)(5); Ed 302.02(m); Ed 302.02(p)
- NHSBA Sample Policies CA, CF, EC, FA

Indicators of Success:

- All buildings meet safety, health, and construction codes.
- Facilities and equipment are not subject to improper wear or insufficient maintenance.
- Multi-year plans for maintenance, repairs, and facility upgrades are in place.
- Ongoing inspection and reporting systems are utilized.

- 4.1. Was responsible for developing and recommending to the school board an annual maintenance program and long-term capital improvement plan.

Evaluation Score: _____

Comments: _____

- 4.2. Provided support for facilities accommodate organization and instructional patterns that support the district's educational philosophy and instructional goals.

Evaluation Score: _____

Comments: _____

- 4.3. Ensured that all safety requirements were met for facilities and grounds.

Evaluation Score: _____

Comments: _____

-
- 4.4 Building design, construction, and renovation that will lend themselves to low maintenance costs and the conservation of energy.

Evaluation Score: _____

Comments: _____

- 4.5 Facilities lend themselves to utilization by the community in ways consistent with the overall goals of the district.

Evaluation Score: _____

Comments: _____

- 4.6 Keeps the Board informed about the condition of district facilities and anticipated needs in the areas of capital improvement.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

V. PERSONNEL

Legal References:

- RSA 194-C:4, II(c); RSA 194-C:4, II(j); RSA 194-C:4, II(n)

-
- Ed 302.01(e); Ed 302.02(a); Ed 302.02(h)
 - NHSBA Sample Policies – Section G – Personnel

Indicators of Success:

- Staff is treated fairly.
- Teachers work effectively within their classroom, throughout the school, across district schools, and with the community.
- Operations are clearly defined, communicated, and implemented.
- Personnel contracts are adhered to.
- Effective collective bargaining strategies advance and promote student learning.

5.1. Recruits and assigns the best available personnel in terms of their competencies. Recommends for employment personnel who have proper certification and skills for the position.

Evaluation Score: _____

Comments: _____

5.2. Develops and executes sound personnel policies and practices.

Evaluation Score: _____

Comments: _____

5.3. Includes the participation of faculty and staff in the establishment and the implementation of District-wide goals, objectives, and programs.

Evaluation Score: _____

Comments: _____

5.4. Facilitates evaluation of staff performance as required by state law and by Board policy.

Evaluation Score: _____

Comments: _____

5.5. Promotes programs for staff growth and development.

Evaluation Score: _____

Comments: _____

5.6. Meets and confers with employee groups representing the interests and directives of the Board.

Evaluation Score: _____

Comments: _____

5.7. Communicates concerns of employee groups to the Board and Board responses to these concerns to employee groups.

Evaluation Score: _____

Comments: _____

5.8. Organizes the roles and responsibilities of staff members to optimize staff effectiveness in accordance and in line with the district's educational mission and goals.

Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

First reading of the Hinsdale School Board 03-13-13

Final reading of the Hinsdale School Board 04-10-13

CFA-R

DUTIES OF THE PRINCIPAL

Ed 304.01 Substantive Duties; School Principals and Associate Principals.

- (a) The school principal shall be responsible for promoting the success of all students by :
- (1) Facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by the community, school board, and superintendent of schools;
 - (2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
 - (3) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
 - (4) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources ; and
 - (5) Having the knowledge and skills to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.
- (b) The school principal shall evaluate and make recommendations to the superintendent concerning candidates for professional and nonprofessional positions within the school administrative unit in accordance with local school board policy, or as directed by the superintendent.
- (c) The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent.
- (d) The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes, and rules of the state board of education.
- (e) The school associate principal shall be responsible for assisting and supporting the school principal in promoting the success of all students as stated in the above duties:

See Policy CFA

DFA-R

INVESTMENT OF SCHOOL DISTRICT FUNDS

GFOA

The purpose of this investment policy is to aid the general membership of Government Finance Officers Association (GFOA) in the preparation of an investment policy. This policy is not intended to supplant an existing policy. Each entity should use this sample as a model to customize a policy to fit its needs and to comply with state and local laws, regulations, and other policies concerning the investment of public funds.

SCOPE

This policy applies to the investment of short-term operating funds. Longer-term funds, including investments of employees' investment retirement funds and proceeds from certain bond issues, are covered by a separate policy.

1. Pooling of Funds

Except for cash in certain restricted and special funds, the [entity] will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

GENERAL OBJECTIVES

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield:

1. Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

a. Credit Risk

The [entity] will minimize credit risk, the risk of loss due to the failure of the security issuer or backer, by:

Limiting investments to the safest types of securities.

Pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisors with which the [entity] will do business.

Diversifying the investment portfolio so that potential losses on individual securities will be minimized.

b. Interest Rate Risk

The [entity] will minimize the risk that the market value of securities in the portfolio will fall due to changes in general interest rates by:

Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity.

Investing operating funds primarily in shorter-term securities, money market mutual funds, or similar investment pools.

2. Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Furthermore, since all possible cash demands cannot be anticipated, the portfolio should consist largely of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio also may be placed in money market mutual funds or local government investment pools which offer same-day liquidity for short-term funds.

3. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs.

Return on investment is of secondary importance compared to the safety and liquidity objectives described above. The core of investments are limited to relatively low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity with the following exceptions:

A security with declining credit may be sold early to minimize loss of principal a security swap would improve the quality, yield, or target duration in the portfolio. Liquidity needs of the portfolio require that the security be sold.

III. Standards of Care

1. Prudence

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of securities are carried out in accordance with the terms of this policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

2. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officers shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the [entity].

3. Delegation of Authority

Authority to manage the investment program is granted to [designated official, hereinafter referred to as investment officer] and derived from the following: (insert code citation, ordinances, charters or statutes).

Responsibility for the operation of the investment program is hereby delegated to the investment officer, who shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures

should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements, and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the investment officer. The investment officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate officials.

IV. Safekeeping and Custody

1. Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment services. In addition, a list also will be maintained of approved security broker/dealers selected by creditworthiness (e.g., a minimum capital requirement of \$10,000,000 and at least five years of operation). These may include "primary" dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following as appropriate:

Audited financial statements

Proof of National Association of Securities Dealers (NASD) certification

Proof of state registration

Completed broker/dealer questionnaire

Certification of having read and understood and agreeing to comply with the [entity's] investment policy.

An annual review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the investment officer. (See the GFOA Recommended Practice on "Governmental Relationships with Securities Dealers," in Appendix 3.)

From time to time, the investment officer may choose to invest in instruments offered by minority and community financial institutions. In such situations, a waiver to the criteria under Paragraph 1 may be granted. All terms and relationships will be fully disclosed prior to purchase and will be reported to the appropriate entity on a consistent basis and should be consistent with state or local law. These types of investment purchases

should be approved by the appropriate legislative or governing body in advance.

2. Internal Controls

The investment officer is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the [entity] are protected from loss, theft or misuse. The internal control structure shall be designed to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the investment officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:

Control of collusion

Separation of transaction authority from accounting and record-keeping

Custodial safekeeping

Avoidance of physical delivery securities

Clear delegation of authority to subordinate staff members

Written confirmation of transactions for investments and wire transfers

Development of a wire transfer agreement with the lead bank and third-party custodian

3. Delivery vs. Payment

All trades where applicable will be executed by delivery vs. payment (DVP) to ensure that securities are deposited in an eligible financial institution prior to the release of funds. Securities will be held by a third-party custodian as evidenced by safekeeping receipts.

V. Suitable and Authorized Investments

1. Investment Types

Consistent with the GFOA Policy Statement on State and Local Laws Concerning Investment Practices, the following investments will be permitted by this policy and are those defined by state and local law where applicable:

U.S. government obligations, U.S. government agency obligations, and U.S. government instrumentality obligations, which have a liquid market with a readily determinable market value;

Canadian government obligations (payable in local currency);

Certificates of deposit and other evidences of deposit at financial institutions, bankers' acceptances, and commercial paper, rated in the highest tier (e.g., A-1, P-1, F-1, or D-1 or higher) by a nationally recognized rating agency;

Investment-grade obligations of state, provincial and local governments and public authorities;

Repurchase agreements whose underlying purchased securities consist of the foregoing;

Money market mutual funds regulated by the Securities and Exchange Commission and whose portfolios consist only of dollar-denominated securities; and

Local government investment pools, either state-administered or through joint powers statutes and other intergovernmental agreement legislation.

Investment in derivatives of the above instruments shall require authorization by the appropriate governing authority. (See the GFOA Recommended Practice on "Use of Derivatives by State and Local Governments," 1994.)

2. Collateralization

Where allowed by state law and in accordance with the GFOA Recommended Practices on the Collateralization of Public Deposits, full collateralization will be required on non-negotiable certificates of deposit. (See GFOA Recommended Practices, Appendix 3.)

3. Repurchase Agreements

Repurchase agreements shall be consistent with GFOA Recommended Practices on Repurchase Agreements. (See GFOA Recommended Practices, Appendix 3.)

VI. Investment Parameters

1. Diversification

The investments shall be diversified by: limiting investments to avoid over concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities),

Limiting investment in securities that have higher credit risks, investing in securities with varying maturities, and continuously investing a portion of the portfolio in readily available funds such as local government investment pools (LGIPs), money market funds or overnight repurchase agreements to ensure that appropriate liquidity is maintained in order to meet ongoing obligations. (See the GFOA Recommended Practice on “Diversification of Investments in a Portfolio” in Appendix 3.)

2. Maximum Maturities

To the extent possible, the [entity] shall attempt to match its investments with anticipated cash flow requirements. Unless matched to a specific cash flow, the [entity] will not directly invest in securities maturing more than five (5) years from the date of purchase or in accordance with state and local statutes and ordinances. The [entity] shall adopt weighted average maturity limitations (which often range from 90 days to 3 years), consistent with the investment objectives.

Reserve funds and other funds with longer-term investment horizons may be invested in securities exceeding five (5) years if the maturity of such investments are made to coincide as nearly as practicable with the expected use of funds. The intent to invest in securities with longer maturities shall be disclosed in writing to the legislative body. (See the GFOA Recommended Practice on; "Maturities of Investments in a Portfolio" in Appendix 3.)

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds such as LGIPs, money market funds, or overnight repurchase agreements to ensure that appropriate liquidity is maintained to meet ongoing obligations.

VII. Reporting

1. Methods

The investment officer shall prepare an investment report at least quarterly including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last quarter. This management summary will be prepared in a manner which will allow the [entity] to ascertain whether investment activities during the reporting period have conformed to the investment policy. The report should be provided to the investment officer, the legislative body, and any pool participants. The report will include the following:

Listing of individual securities held at the end of the reporting period.

Realized and unrealized gains or losses resulting from appreciation or depreciation by listing the cost and market value of securities over one-year duration that are not intended to be held until maturity (in accordance with Governmental Accounting Standards Board (GASB) requirements).

Average weighted yield to maturity of portfolio on investments as compared to applicable benchmarks.

Listing of investment by maturity date.

Percentage of the total portfolio which each type of investment represents.

2. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The portfolio should obtain a market average rate of return during a market/economic environment of stable interest rates. A series of appropriate benchmarks shall be established against which portfolio performance shall be compared on a regular basis.

3. Marking to Market

The market value of the portfolio shall be calculated at least quarterly and a statement of the market value of the portfolio shall be issued at least quarterly. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed consistent with

the GFOA Recommended Practice on "Mark-to-Market Practices for State and Local Government Investment Portfolios and Investment Pools" (See GFOA Recommended Practices, Appendix 3.) In defining market value, considerations should be given to the GASB Statement 31 pronouncement.

VIII. Policy Considerations

1. Exemption

Any investment currently held that does not meet the guidelines of this policy shall be exempted from the requirements of this policy. At maturity or liquidation, such monies shall be reinvested only as provided by this policy.

2. Amendments

This policy shall be reviewed on an annual basis. Any changes must be approved by the investment officer and any other appropriate authority, as well as the individual(s) charged with maintaining internal controls.

IX. List of Attachments

The following documents, as applicable, are attached to this policy:

Listing of authorized personnel,

Relevant investment statutes and ordinances,

Repurchase agreements and tri-party agreements,

Listing of authorized broker/dealers and financial institutions,

Credit studies for securities purchased and financial institutions used,

Safekeeping agreements,

Wire transfer agreements,

Sample investment reports, and

Methodology for calculating rate of return.

See Policy DFA

COLLATERALIZATION OF PUBLIC DEPOSITS

This agreement is between the _____ School District and the _____ Bank of _____. The _____ School District requires collateralization of deposits of school district funds pursuant to Chapter 383 of New Hampshire Laws of 1991 in accordance with the rules of the collateralization of Public Deposits, Chapter Ban 1400, and PART Ban 1450, as adopted by the Bank Commissioner and approved by the Joint Legislative Committee in Administrative Rules on September 18, 1992.

The _____ Bank hereby agrees to provide permanent collateral in the amount of \$ _____ to secure all of the School District's deposit amounts. If additional collateral is required, the District's Treasurer, or other district agent, agrees to contact the Bank's CFO, treasurer by telephone, fax, or mail with the request. The Bank's CFO/treasurer agrees to then purchase the additional collateral requested to secure all of the School District's deposit account.

This agreement shall remain in effect until the Treasurer of the School District provides _____ Bank with a written notice canceling this agreement or until the _____ Bank no longer accepts municipal deposits. The _____ Bank must provide the School District with a 90-day written notice before this agreement can be cancelled by the bank. The collateralization of the municipal deposits will remain in effect until the day of cancellation.

Legal References:

RSA 197:23-a

RSA 383:22

NHSBA APPENDIX DI-R

FISCAL ACCOUNTING AND REPORTING REGULATIONS

The following purposes must be satisfied by the accounting system:

1. Administrative Control: The financial records must be adequate to guide the making or deferring of purchases, the expanding or curtailing of programs, and the controlling of expenses. Current data should be immediately available and in such form that periodic summaries may be readily made from the data.
2. Budget Preparation: The financial records must be adequate to serve as a guide to budget estimates of subsequent years, and to hold expenditures to the amounts appropriated. Accounts are to be kept for each item for which separate budget estimates must be made. An adequate code of expenditure accounts will be used.
3. Accounting for Stewardship: The financial records of the district must be adequate to show that those in charge have handled funds within the framework of law and in accordance with Board policy.

The district's financial records will provide the following information:

1. For each account in the district's budget: the appropriation, appropriation transfers, expenditures, encumbrances, and unencumbered balance.
2. For each purchase order: the name of vendor, description of the item involved, the amounts, the call for bids if required, and an abstract of the bids received. Purchase order sets will be numbered and each shall be accounted for.
3. For each purchase: the purchase order information above, plus the record of receipt and condition of goods, the invoice and the record of payment.
4. For each income account: the budget estimate, the estimates as revised periodically, the receipts to date, and the balance anticipated.
5. Offsetting revenues received under an abatement will be debited to the appropriate previously expended account.

See Policy: DI

DJC-R -PETTY CASH ACCOUNTS

The following administrative rules/procedures are established for the oversight of petty cash funds.

1. Petty cash may be used to purchase items costing less than \$50.00.
2. Funds will be in the form of cash on hand.
3. The Building Principal is responsible for all expenditures/reimbursements made from the petty cash fund.
4. No purchase will be reimbursed through a petty cash account unless accompanied by a receipt and noted on the petty cash report.
5. No single purchase/reimbursement shall exceed \$50.00. Incremental purchases will not be made for the purpose of circumventing this regulation.
6. The petty cash report and accompanying receipts shall be turned in monthly to the business office to reimburse the fund. The report must be filled out completely.
7. The maximum petty cash allowable for each building is \$100.00.
8. When the petty cash account is reimbursed, the appropriate account will be charged.
9. Money received must not be put directly into petty cash. This money must be turned in to the business office, and the appropriate fund will be credited.

See Policy: DJC

Revised: September 2009

First reading of the Hinsdale School Board 12-14-11

Final reading of the Hinsdale School Board 01-11-12

NHSBA APPENDIX EBBC-R

FIRST AID DIRECTIONS EMERGENCY CARE FOR SICKNESS AND ACCIDENTS

The directions listed below are to be considered Standing Orders for emergency and first aid care of pupils and personnel in the event of illness or injury during school hours or a scheduled school activity.

Whether or not a child sees a Physician is the decision of his parent. In the event of a severe injury, the School Nurse or person in charge acting *in loco parentis* should determine the proper course of action and the necessary step. The instructions of the parent as listed on the Emergency Card should be followed.

Abdominal Pain -- Rest - Notify parent - refer to physician.

Asphyxiation (Choking) -- Occasionally, coins and other foreign bodies, even particles of food, become lodged in the throat, obstructing the air passage. Immediately call the Physician. Slapping the person on the back, bending him forward with face downward, or, in case of children, inverting the body, frequently causes dislodgment and expulsion of the foreign body. After removal, perform artificial respiration if breathing has ceased.

Bleeding - Major Wounds -- Apply dressing and then pressure; elevate; notify parents and direct to physician or hospital.

Minor Wounds -- Apply antiseptic (Zephiran) bandage.

Nosebleed -- Put injured in sitting posture with head back. Loosen collar. Have him breathe through mouth. Pressing the nostrils together stops bleeding. If bleeding does not stop, apply sterile gauze pad to nostrils, hold in place. Notify parents and refer to physician.

Burns - 1st Degree -- If possible, immerse in cold water. Apply dry dressing - notify parents and refer to physician.

2nd Degree--If possible, immerse in cold water. Apply dry dressing - notify parents and refer to physician.

3rd Degree -- If possible, immerse in cold water. Apply dry dressing - notify parents and refer to physician.

Chemical -- Use large quantities of water to wash off the chemical, notify parents and refer to physician.

Electric Shock -- Shut off current at once, and pull injured away. In releasing injured, do not touch wire, source of current, or injured body. Don't touch with bare hands anything made of metal. Use a dry stick or a cloth to pull injured away, or tug at some loose part of his clothing. Do not use moist objects. Begin artificial respiration. Burns, if they occur, may be treated later.

Ears - Foreign Bodies -- Notify parents and refer to physician.

Earache -- Notify parents and refer to physician.

Eyes - Injuries & Foreign Bodies -- Do not rub the eye. Keep it closed and let the tears gather to wash the foreign substance to corner. Use eye wash (eye cup with warm water). If foreign body is imbedded, see physician.

Fainting -- Loosen all tight clothing. Place body flat on back with head slightly lowered. Ensure plentiful supply of fresh air, rest and quiet. Smelling salts held to the nose are useful. When seated person is about to faint, do not move him. Bend his head down between the knees. Notify parents and refer to physician.

Frostbite -- Caused by exposure to unusually cold temperatures, resulting in freezing of parts of the body, usually fingers, toes, nose and other exposed areas. Pain is usually present in freezing of hands or feet, but may be absent in freezing of the ears and nose.

Head Injuries -- Notify parents and refer to physician.

Toothache -- Apply oil of clove; notify parent and refer to dentist.

Sore Throat -- Notify parent.

Foreign Body in Throat -- Occasionally coins and other foreign bodies, even particles of food, become lodged in the throat, obstructing the air passage.

After calling the physician, an attempt should be made to remove the foreign body. Slapping the person on the back, bending him forward with face downward, or, in case of children, inverting the body, frequently causes dislodgment and expulsion of the foreign body. After removal, perform artificial respiration if breathing has ceased.

Poisoning (by Mouth) -- Take to Emergency Room of nearest hospital with container of liquid swallowed or contact the Poison Center at Dartmouth Hitchcock Medical Center, Hanover, New Hampshire: 1-800-562-8236

Shock -- Lie flat; elevate feet if no head or neck injury is evident; cover (but not to point of perspiring); contact parents; call ambulance or proceed as directed by physician.

Stings, Bites, etc.

Animal Bites -- Wash wound thoroughly. Apply antiseptic and sterile gauze, and bandage. Notify parent and refer to Physician.

Insect Bites & Stings -- Apply compress soaked in ammonia water. The sting of a bee is usually seen in the wound and should be removed by scraping. Plucking out with thumb and forefinger empties the contents of the poison sac into the wound. In the event an allergy exists, follow directions from parents or child's physician.

Poison Ivy, Oak, Sumac

First Contact -- Wash with soap and water.

Rash -- If rash is present, apply Caladril Lotion.

Suspected Fractures, Sprains -- Apply support or splint and cold pack. Notify parent and refer to physician.

Transportation of Injured -- Notify parent - if injury is severe, call ambulance.

Miscellaneous Illnesses -

Headache -- Rest for short period of time. If headache continues, notify parent and send child home.

Digestive Upset -- rest for short period of time. If vomiting is present, notify parent and send child home.

Dysmenorrhea -- Rest - notify parent of the presence of this condition.

Wounds

Abrasions -- Wash with soap and water. Apply bandage or dressing.

Bruises -- If skin is broken, apply antiseptic, bandage and ice pack. Notify parent.

Laceration -- Apply dressing to control bleeding. Notify parent and refer to physician if warranted.

Puncture Wounds

Minor -- (i.e., pencil) Wash with soap and water. Apply antiseptic and dressing.

Major -- Apply dressing - notify parent and refer to physician.

Internal Medicine -- Under no circumstances (unless under doctor's orders) are internal medications to be given to any child - this includes aspirin.

NOTE: Any accident which requires the attention of a Physician is to be considered a major accident.

I. In case of a minor accident to a pupil, the procedure to be observed is as follows:

- a. If the nurse is in the school, the pupil should be sent to her.
- b. If the nurse is not available, first aid should be given and a record made for the nurse of the pupil's name, grade and address.
- c. Report accident on School Accident Claim form if the injured is covered by school insurance.

II. In case of a major accident to a pupil, the procedure to be followed is:

- a. If the nurse is in the school, she should be called to take charge until the parent can be called and allowed to determine what is to be done.
- b. If the nurse is not readily available, the teacher in charge of the class or activity is responsible.
- c. Such first aid as may be indicated should be administered by a staff member who has had first aid training.
- d. If the parent cannot be reached, the School Physician should be called and his recommendations are to be followed. If the School

Physician cannot be reached, the nearest physician or the nearest hospital should be notified of the emergency and the recommendations followed.

- e. If the parent cannot be reached and the hospital assumes charge of the case, the parent should be notified of this fact at the earliest possible moment.
- f. The nurse, or the Principal, or a member of the Principal's staff who is in charge of the activity, shall accompany the pupil to the hospital unless the Principal directs otherwise.
- g. The accident should be reported by phone by some employee to the Superintendent of Schools' Office and a written report provided either on the claim form, if the injured is insured or if not insured, on the regular accident report form furnished by the SAU Office.

III. Sending pupils home

- a. Sick or injured pupils who are permitted to go home must always be accompanied by the School Nurse, a teacher, the parent, or the parent's representative.
- b. The School Nurse shall perform all first aid and emergency care in accordance with the School Physician's written orders, which shall be posted in the school health office. In the event that the School Nurse is not available, the chain of responsibility for administration of first aid shall be as follows:

Principal/Administrator
Guidance Counselor
Physical Education Teacher

If the injury is minor, one of the designated staff members may administer first aid in accordance with the posted instructions of the physician.

Reference Policy: EBBC

**NHSBA APPENDIX
EBCA-R**

EMERGENCY PLANS

CHECKLIST FOR DEVELOPING A SCHOOL EMERGENCY PLAN

The following checklist is designed primarily to help school Administrators reveal gaps as they develop their school disaster plans.

	<u>Yes</u>
1. Obtain a resolution from the School Board.	___
2. Appoint a school district disaster coordinator.	___
3. Contact advisory personnel regarding development of plan.	___
4. Correlate plan progress with local emergency operations plan.	___
5. Compile information for plan into a written document.	___
6. Review plan with local officials (civil defense, police, others).	___
7. Obtain legal advice concerning the status of school personnel and property in the event of disaster.	___
8. Present plan to School Board for approval.	___
9. Notify parents of plan.	___
10. Conduct drills as outlined in school disaster plans.	
a. Drills on building evacuation	___
b. Drills on moving personnel to shelter area.	___
11. Evaluate drills for efficiency.	___
12. Evaluate warning system when used in drills.	___

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13. Train teachers in disaster preparedness classes. _____
 14. Integrate emergency training into curriculum. _____

Reference Policy: EBCA

**FIRE EXIT DRILLS
IN EDUCATIONAL
OCCUPANCIES**

See Policy EBCB

**NHSBA APPENDIX
EBCB-R**

FIRE EXIT DRILLS IN EDUCATIONAL OCCUPANCIES

**State of New Hampshire Department of Safety
Richard M. Flynn, Commissioner**

Division of Fire Safety

Office of the State Fire Marshall

**State Fire Marshall
10 Hazen Drive, Concord, NH 03305 (603) 271-3294, Fax (603) 271-1091**

Information Bulletin 99-2 August, 1999

FIRE EXIT DRILLS IN EDUCATIONAL OCCUPANCIES

The 1997 edition of the NFPA 101 *Life Safety Code* has been adopted as part of the New Hampshire State Fire Code (Section Saf-C 8008.03), effective July 2, 1999.

Section 11-7 of the *Life Safety Code* establishes the requirements for the fire exit drills in educational occupancies. Section 11-7, 1.2.1 has been amended in New Hampshire to encourage schools and communities to plan and practice for events such as hurricanes, floods, tornadoes, and earthquakes.

Two of the required monthly fire drills may be replaced with two “natural hazard drills”,
provided that:

- * an emergency response plan has been placed on file with the fire chief and the
NH Office of Emergency Management; and
- * The fire chief has approved the elimination of the two fire drills.

The following is the amended text of the fire drill requirement for educational occupancies (the NH amendment is italicized in bold print):

11-7, 1, 2.1 At least one fire drill shall be conducted every month the facility is in session.

Exception No. 1: In climates where the weather is severe, the monthly fire Exit drills shall be permitted to be deferred provided that the required number of fire exit drills is achieved and at least four (4) are conducted before the drills are deferred.

Exception No 2: With the approval of the local fire official, no more than two (2) of the required fire drills may be eliminated and replaced by drills that test emergency response to natural hazards such as earthquakes, hurricanes, and floods. No required fire drills shall be replaced by natural hazard drills unless an emergency response plan is submitted to the local fire official and the New Hampshire Office of Emergency Management.

11-7, 1, 2.2 One additional fire exit drill shall be required within thirty (30) days of operation.

11-7,1,3 Drills shall be executed at different hours of the day or evening, during the changing of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires. If a drill is called while pupils are going up and down the stairways, such as during the time classes are changing, the pupils shall be instructed to form in file and immediately proceed to the nearest available exit in an orderly manner.

11-7.1.4 Every fire exit drill shall be an exercise in school management for principal and teachers with the chief purpose of every drill being the complete control of the class so that the teacher can form it's ranks quickly and silently, and can halt, turn, or direct the class as desired. Great emphasis shall be put upon the execution of each drill in a brisk, quiet, and orderly manner. Running shall be prohibited. If there are pupils incapable of holding their places in a line moving at a reasonable speed, provisions shall be made to have them taken care of by the more capable pupils, who will keep them from moving independently of the regular line of march.

11-7, 1.5 Monitors shall be appointed from among the more mature pupils to assist in the proper execution of all drills. They shall be instructed to hold doors open in the line of march or to close doors where necessary to prevent spread of fire or smoke in accordance with 5-2.1.8. There shall be at least two (2) substituted for each appointment as to provide for proper performance in case of the absence of the regular monitors. The searching of toilet or other rooms shall be the duty of the teachers or other members of the staff. If the teachers are to search, this should be done after they have joined their classes to the preceding lines.

11-7, 1.6 as all drills simulate an actual fire condition, pupils shall not be allowed to obtain clothing after the alarm is sounded, even when in homerooms, due to the confusion that would result in forming the lines and the danger of tripping over dragging apparel.

11-7, 1.7 each class or group shall proceed to the predetermined point outside the building and remain there while a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building or when dismissed. Such points shall be sufficiently far away from the building and from each other as to avoid danger from any fire in the building, interference with fire department operations, or confusion among different classes or groups.

11-7, 1.8 Fire exit drills in schools shall not include any fire extinguishing operations.

For assistance in developing a natural hazard response plan for the schools in your community, please contact Mr. Gregg Chaplin at the NH Office of Emergency Management, 107 Pleasant St. Concord, NH 03301, and 603-271-2231.

For further information concerning fire exit drills in schools and other occupancies, please feel free to contact this office at 603-271-2394. Helpful information can also

Be found in the NFPA 101 Life Safety Code ® Handbook, 1999 edition.

TDD Access: Relay NH 1-800-735-2964
ARSON HOT LINE 1-800-400-3526

NHSBA APPENDIX EDCA-R

CELL PHONE USE PROCEDURES

District-owned cellular telephones may be purchased and authorized for staff use in accordance with the following guidelines:

Cellular Telephone Authorization

Employees shall make written application to the Superintendent explaining the need for the device and the perceived benefits to the district.

Cellular telephones may be assigned or made available on a temporary basis by the Superintendent when it is determined that:

1. The assignment of a cellular telephone to the employee is a prudent use of District resources;
2. The employee's job responsibilities require the ability to communicate frequently and access to a District or public telephone is not readily available.
3. The employee's job involves situations where immediate communication is necessary to ensure the security of District property or safe of students, staff or others while on District property or engaged in District-sponsored activities.

Cellular Telephone Use

1. Cellular telephones are provided specifically to carry out official District business when other means of communications are not readily available. Cellular telephones may not be used for routine communications.
2. Cellular telephones are not to be used when a less costly alternative is readily available, unless as otherwise necessary for safety or emergency circumstances.
3. Personal use of cellular telephones is limited to making or receiving calls for family emergency purposes, including contacting a family member or child care provider to advise that the employee is going to be late arriving home or picking up children for a reason directly related to his/her official District duties, i.e., a meeting which runs later than expected or a last minute schedule change. Whenever possible, such calls should be made or received on District or other public telephones.

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4. Cellular telephones are not to be used for conversations involving District information of a confidential nature.
 5. Cellular telephones are not to be loaned to others.
 6. Employees issued a cellular telephone are responsible for its safekeeping at all times. Defective, lost or stolen cellular telephones are to be reported immediately to the Business Manager who will in turn notify the service provider.
 7. Employees who are issued such devices shall agree not to use hand-held devices while driving a district vehicle. If the district issues hand-held devices, employees may use them in the use is required to deal with an emergency. The district vehicle shall not be moving when emergency use of a hand-held device is required.
 8. Employees may be issued hands-free devices to be used for district business should the need arise. If hands-free devices are issued, employees shall be trained annually in their safe use. Written documentation of the training and employee signatures that they completed the training and understand this policy shall be maintained.
 9. The Board shall receive a detailed monthly billing statement for each device.
 10. Employees who are issued devices shall agree in writing to reimburse the district for any inadvertent or emergency personal use of the device.
 11. Cellular telephones issued for employees are to be returned to the Business Manager at the conclusion of the school year, activity or as otherwise specified.
 12. Failure to follow these rules shall be grounds for employee discipline, up to and including termination.

Privately Owned Cellular Telephones

1. District employees may be reimbursed for use of privately owned cellular telephones to conduct District business in accordance with Board policy and this regulation, with prior approval of the Superintendent.
2. Personal use of privately owned cellular telephone authorized to use such equipment for District business is restricted to lunch, breaks or other such times when the employee is not on duty.

Reimbursement

1. On a [monthly] [quarterly] basis all personal call are to be highlighted on the billing statement by the user. [A notation for each highlighted entry indicating the nature of the call is required.]
2. The cost of all personal calls made/received by an employee are to be totaled and a check written for the amount to the District.
3. The check, along with the highlighted copies of the monthly billing statement

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- are to be submitted to the Business Manager for review and recommendation for approval.
4. The check and billing statement are to be forwarded to the Business Manager for review and the check credited to the appropriate account.
 5. Requests for reimbursement for authorized use of employee owned cellular telephones are to be submitted on District provided forms accompanied by a copy of the billing statement with the District business related calls highlighted. A notation for each highlighted entry, indicating the nature of the call is required.
 6. All requests for reimbursement, including the highlighted billing statement must be submitted within thirty (30) days of the end of the time period for which reimbursement is requested. Requests submitted after the reimbursement deadline has passed will be denied.
 7. District reimbursement for authorized use of employee owned cellular telephones will be made in conformance with District payment procedures:

See Policy EDCA

NHSBA APPENDIX EEA-R

STUDENT TRANSPORTATION SERVICES

REGULATIONS FOR STUDENTS RIDING SCHOOL BUSES

1. The driver is in full charge of the bus and the students. Students shall obey the driver promptly.
2. Students shall occupy the seat designated for them by the driver.
3. Students shall be on time at the point of pickup. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent's responsibility to transport the student to school.
4. Students living outside the walking limits to school are granted the privilege of riding the school buses to and from school.
5. In an effort to make the school day on the bus both enjoyable and safe, it will be necessary for bus students and parents to cooperate with the bus driver and the school in adhering to the rules and regulations given below.
 - a. While waiting for the bus to arrive at the bus stop, please stand 6 (six) feet from the road edge. All youngsters shall line up at the bus stop with the oldest children in the front of the line. As you load the bus, go to the appropriate seats.
 - b. Approach the bus only after it has come to a complete stop and the red lights are flashing.
 - c. Walk onto the bus with care and sit down. There shall be no more than 2 - 3 persons to a seat, depending on the size of the student.
 - d. Feet shall be on the floor and out of the aisle.
 - e. Hands and arms shall be kept out of the aisle and inside the windows.
 - f. Musical instrument cases must be placed in the area designated by the bus driver.

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- g. Standing in aisles or jumping on seat areas is prohibited at all times.
 - h. Students are to remain seated until the bus reaches school, your home or other designated area and the bus comes to a complete stop.
 - i. Physical abuse and/or use of abusive language to others or bus drivers will not be tolerated.
 - j. Talking should be limited to those in your seat. Please refrain from loud talking, whistling, shouting or singing. Remember - unnecessary noise is distracting to the driver, and his/her concern is your safety.
 - k. Once the bus is stopped, please depart in an orderly and polite manner.

THE ROLE OF STUDENTS AND PARENTS IN TRANSPORTATION

The following guidelines suggest the role for students and parents as they relate to pupil transportation:

1. Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct of your child jeopardizes the safe operations of the school bus or the safety of the children riding this bus.
2. Parents are responsible for the safety of their children from the time they leave home in the morning until the time they board the school bus; and at the end of the school day from the time the school bus departs the loading/unloading area and the children reach home. Once the child enters the school bus, the authority lies with the bus driver and the school Administrator.
3. Students should leave home early enough so that they arrive at the designated school bus stop point five (5) minutes before the scheduled arrival time of the school bus.
4. Parents should be aware of their responsibility not only for their child's behavior while on the school bus, but also their responsibility for damage caused by their child(ren) to the property of others, including the school bus. When a child walks to and from the bus stop, and while he/she waits at the school bus stop, and when he/she walks home from the school bus stop at the end of the school day, he must show consideration and respect for the property of those

citizens whose homes and places of business are located along these routes.

5. Parents, together with the child, should develop a route to and from the school bus stop, or school, which minimizes the exposure of the child to vehicular traffic. Shortcuts through isolated fields and woods or across streams or railroad tracks can often be dangerous. Entering of abandoned houses or deserted buildings by children on their way to or from school should not be condoned. Injuries incurred as a result of deviation from the normal route of travel may not be covered by school insurance companies. The route should be direct and uninterrupted.
6. Parents should walk with younger children to and from the school bus stop, using this opportunity to teach the child (ren) proper pedestrian practice. If the parents cannot accompany their child (ren), arrangements should be made, if possible, for older children (brother, sister, or neighbor) to escort the younger children to and from the school bus stop or school.
7. Parents should develop in their child (ren) an awareness of the molestation (personal harassment) problem. Encourage children not to accept candy, soft drinks, money, toys or rides from strangers or to associate with anyone they do not know. If your child is confronted with these problems on his way to or from school, he should tell you or his teacher as soon as possible. This is a situation that should be referred to the police.
8. Parents should realize that weather determines how a child is to be dressed. Encourage your child to wear the type clothing that will not only keep him/her warm and enable him/her to see where he/she is going, but also permit him/her to be seen. If the child (ren) cannot be seen by the drivers of vehicles, they are in danger. For example, white clothing is difficult to see in snow, but makes one clearly visible at night. If the weather is inclement, the child should be dressed for the occasion and leave a few minutes earlier than his/her normal starting time in order to reach the school bus stop or school safely and on time.
9. In inclement weather announcements regarding the closing of schools of school or delayed opening begin at approximately 6:00 a.m. During severe weather conditions, pertinent information concerning the transportation program will be announced on the radio.

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10. The application of common sense is the best method of determining the role of the parents regarding the safety of children traveling to and from school, either as a passenger on a school bus or as a pedestrian.

OPERATION OF THE SCHOOL BUS SYSTEM

- A. Bus routes/stops shall be established by the Transportation Coordinator in conjunction with school and the SAU administration and be subject to approval by the School Board. Routes will be over the most direct roads practicable for bus travel to serve those entitled to transportation service. Where an alternate route may be selected without sacrifice to efficiency or economy, preference will be given to that route serving the larger number of pupils more directly. Routes will be designed to employ as nearly as practicable the full carrying capacity of each bus trip. New routes will be established only when full capacity of the trips on existing routes has been reached or is imminent.
- B. Bus schedules shall be established by the Transportation Coordinator and school administration under the direction of the Superintendent and be subject to Board approval. The purpose of bus scheduling shall be to achieve maximum service with a minimum fleet of buses consistent with rendering reasonably equal service to all patrons. The measure of service rendered shall be the total time between leaving a bus stop in the morning and returning thereto in the afternoon on a regular bus trip. To the greatest extent possible, routes will minimize and balance the time students spend on buses.
- C. Bus stops shall be established by the Transportation Coordinator and school administration under the direction of the Superintendent and subject to Board approval. The operator may not permit drivers to load or unload pupils at other than authorized bus stops. Priority in distance to stops will be given to younger children to the greatest extent possible.
- D. Authorized bus stops shall be located at convenient intervals in places where pupils can be loaded or unloaded, cross highways and await arrival of buses with the utmost safety permitted based upon highway conditions, terrain, and visibility. The number of bus stops on each trip shall be limited, consistent with the policy, so as to enable buses to maintain a reasonable timetable and schedule.

E. The process of establishing routes/stops is as follows:

1. Bus coordinator obtains student enrollment list - early July.
2. Coordinator and drivers meet, evaluate past year's routes and stops, find houses of new students, and draft a route/stop proposal.
3. Proposal is reviewed with Superintendent and/or Principal.
4. In August, final draft is reviewed at the School Board Meeting, Recommended by Coordinator, Superintendent and Principal. Action to approve a roster of Routes/Stops is taken by the School Board.
5. Routes and stops are published in local newspapers.
6. Late regulations and other factors may necessitate alteration of newly established and publicized routes and stops.
7. The Coordinator reviews routes/stops and requests with the Principal. Approval of any changes requested is reviewed at the September or October Board meeting.

F. Students entitled to transportation service will be assigned to a school bus and will be expected to adhere to the assignment. Parent requests for changes in a child's regular bus assignment should be sent to the bus coordinator. Bus assignment changes will be made based on the following criteria:

1. Request must be written by parent or guardian.
2. Space must be available.
3. Change in a student's regular bus assignment may be approved for the year, the half year or the quarter. Changes for shorter periods will not be honored by the coordinator.
4. Emergency situations or one-day changes may be authorized on a case-by-case basis by the Principal. Any such one-time change must be requested in writing and in advance by the parent/guardian. The Principal will coordinate the change directly.

G. Conflict Resolution Process

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1. Conflict, requests, and questions are presented to the Coordinator for review.
 2. If the Coordinator perceives a safety concern or if there is agreement that a change or addition to the route/stop is justified, the Coordinator will immediately make the change on a temporary basis. Changes will be brought to the Board for confirmation at its next scheduled meeting through communication with the Superintendent.
 3. If the Coordinator does not approve the request, and the petitioner wishes to appeal this decision:
 - a. The Coordinator compiles all appropriate data from his/her investigation for Board review.
 1. The Coordinator may request a meeting with the petitioner and the Principal to seek resolution.
 2. The Coordinator may seek the advice/review of state officials.
 - b. The petitioner writes an appeal to the School Board, submitted to the Superintendent.
 - c. The Board hears the appeal as part of its next available agenda.
 - d. The Board makes a decision on the route/stop question after hearing all appropriate information.

See Policies EEA, EEACC & JICC
See Appendix: JICC-R

NHSBA APPENDIX EEAEA-R

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS

School bus and commercial vehicle drivers shall be subject to a drug and alcohol testing program that fulfills the requirements of the Code of Federal regulations, Title 49, Part 382.

Other persons who drive vehicles designed to transport 16 or more passengers, including the driver, are likewise subject to the drug and alcohol testing program.

Testing procedures and facilities used for the tests shall conform to the requirements of the Code of Federal Regulations, Title 49, §§ 40, et seq.

Pre-Employment Tests

Tests shall be conducted before the first time a driver performs any safety-sensitive function for the District.

Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work, until he/she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising, performing, or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driver requirements related to accidents; and performing any other work for the District or paid work for any entity.

The tests shall be required of an applicant only after he/she has been offered the position.

Exceptions may be made for drivers who have had the alcohol test required by law within the previous 6 months and participated in the drug testing program required by law within the previous 30 days, provided that the District has been able to make all verifications required by law.

Post-Accident Tests

Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable on any driver: who was performing safety-sensitive

functions with respect to the vehicle, if the accident involved loss of human life; or who receives a citation under state or local law, for a moving traffic violation arising from the accident.

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention.

No such driver shall use alcohol for 8 hours after the accident, or until after he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within 2 hours or if a drug test is not administered within 32 hours, the District shall prepare and maintain records explaining why the test was not conducted. Tests will not be given if not administered within 8 hours after the accident for alcohol or within 32 hours for drugs.

Tests conducted by authorized federal, state, or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

Random Tests

Tests shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions. The number of random alcohol tests annually must equal 25% of the average number of driver positions. The number of random drug tests annually must equal 50% of the average number of driver positions. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made.

Reasonable Suspicion Tests

Tests shall be conducted when a supervisor or District official trained in accordance with law has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work

day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within 2 hours of a determination of reasonable suspicion, the District shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after 8 hours.

A supervisor or District official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

Enforcement

Any driver who refuses to submit to a post-accident, random, reasonable suspicion, or follow-up test shall not perform or continue to perform safety-sensitive functions.

Drivers who test positive for alcohol or drugs shall be subject to disciplinary action up to and including dismissal.

A driver who violates District prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help, if any, the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which he/she has a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he/she has properly followed the prescribed rehabilitation program and shall be subject to unannounced follow-up tests after returning to duty.

Return-to-Duty Tests

A drug or alcohol test shall be conducted when a driver who has violated the District's drug or alcohol prohibition returns to performing safety-sensitive duties.

Employees whose conduct involved drugs cannot return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and District standards.

Follow-Up Tests

A driver who violates the Districts drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during, or just after the time when the driver is performing safety-sensitive functions.

Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. the person designated by the District to answer driver questions about the materials;
2. the categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. specific information concerning driver conduct that is prohibited by Part 382;

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5. the circumstances under which a driver will be tested for drugs and/or alcohol under Part 382;
 6. the procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct driver;
 7. the requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
 8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
 9. the consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
 10. the consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and
 11. information concerning the effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

Drivers shall also receive information about legal requirements, District policies, and disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials.

Before any driver operates a commercial motor vehicle, the District shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

Before drug and alcohol tests are performed, the District shall inform drivers that the tests are given pursuant to the Code of Federal Regulations, Title 49, Part 382. This notice shall be provided only after the compliance date specified in law.

The District shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The District shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District shall also tell the driver which controlled substance(s) were verified as positive.

Drivers shall inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle.

EEAG-R

STATEMENT OF INSURANCE ON PRIVATE VEHICLES

School Year _____

School _____ Date _____

The School Board requires proof of insurance coverage in force on all private vehicles used for the transportation for all school-sponsored activities. The groups that may be transported include, but are not limited to, students, coaches, sponsors, faculty, and chaperones.

This form is to be completed for each private vehicle used for the transportation of school sponsored groups. It is valid for the school year in which it is filed. If the insurance policy expires or is cancelled during the school year, a new statement must be submitted.

DRIVER INFORMATION

Driver's Name _____ Age _____

Address _____ Phone _____

New Hampshire Driver's License:

Type: _____ Number: _____

VEHICLE INFORMATION

Vehicle Make _____ Year _____ Model _____

Inspection Expiration Date: _____

License Tag _____

INSURANCE INFORMATION

Name of Insured(s) _____

Policy Number _____

Insurance Company _____

Policy period: From _____ To _____

This policy provides the following recommended limits of liability coverage for private passenger cars and qualified multipurpose passenger vehicles (MPV) being used to transport students on field trips and other activities:

- Combined Single Limit (CSL) or
- Bodily Injury Limit--per person/per accident.

[] Yes

[] No

Insurance Agent _____

Address _____ Telephone _____

I certify that insurance policies, subject to their terms, conditions, and exclusions are at present in force with the company indicated and that the information above is correct.

Signature of Owner/Insured

Date

This information above has been verified.

Signature of Principal or Designee

Date

First Reading of the Hinsdale School Board 08/12/09

Final Reading of the Hinsdale School Board 09/09/09

NHSBA APPENDIX EGA-R

ACCEPTABLE INTERNET USE PROCEDURES

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software which connects users. The network includes all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services

The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.
2. Information networks will be used for the purposes of research, education, and school-related business and operations.

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3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
 4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.
 5. All communications and information accessible via any District network should be treated as private property.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.

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9. Uses a network to access inappropriate materials.
 10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
 11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

District Rights

The District reserves the right to:

1. Monitor all activity.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what appropriate use is.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the District's network activity.

III. School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct.

1. Protect your Internet log from information from others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.

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4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
 5. Treat information created by others as the private property of the creator. Respect copyrights.
 6. Use any network in a way that does not disrupt its use by others.
 7. Do not destroy, modify or abuse the hardware or software in any way.
 8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.
 9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.
 10. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

IV. School District Internet Access Release Form

As a condition of my right to use the School District network resources, including access to the Internet, I understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.
2. That District administrators and staff have the right to review any material stored on district computers in files and to edit or remove any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable and I hereby waive any right of privacy which I may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.
4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.

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5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.
 6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.
 7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Name of User _____

Home phone _____

School _____ Grade _____

I hereby certify that I will abide by the conditions set forth in this document, the Acceptable Use Procedures and the Code of Conduct.

Signature of User _____

Signature of Parent/Guardian _____

Date: _____

Authorized Staff Member Signature _____

Date: _____

See Policy EGA

NHSBA APPENDIX EGAD-R

COPYRIGHT COMPLIANCE

Authorized Reproduction and Use of Copyrighted Material in Print.

In preparing for instruction, a teacher may make or have made a single copy of a Chapter from a book; and article from a newspaper or periodical; a short story; Short essay or short poem; or a chart, graph, diagram, cartoon or picture from a book, periodical or newspaper. A teacher may make multiple copies not exceeding more than one per pupil for classroom use if the copying meets the test of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity

- a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer pomes can not exceed 250 words;
- b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work; which ever is less may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph)
- c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this included children’s books combining poetry, or prose or poetic prose.

2. Spontaneity

Should be at the “instance and inspiration” of the individual teacher.

3. Cumulative Effect

Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work of periodical column during one class term.

Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. "Consumable" works include: workbooks; exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term.

Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may make a single copy of a copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstances, the entire work may be copied. In any case, the copy shall contain the notice of copyrighted and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reverse use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which constitute a performable unit such as a complete section, movement, or song.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

See Policy EGAD

EHB-R LOCAL RECORDS RETENTION SCHEDULE

See Board Policy: EHB

Related Policies: EH, EHAB, JRA, and JBJ

The following schedule shall apply to all records obtained, created or maintained by the District, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc..

Z. Special Education Records.

7. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
8. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
9. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
10. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
11. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
12. The District shall provide public notice of its document destruction policy at least annually.

AA. Litigation Hold.

On receipt of notice from legal counsel representing the District that a litigation hold is required, the routine destruction of governmental records, including paper and electronic records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the district has received a written directive from the attorney representing the district authorizing resumption of the routine destruction of those records.

BB. Right-to-Know Request – Hold.

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt, the requested material shall be preserved for no less than 90 days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from the attorney representing the District authorizing destruction of the records has been received.

CC. Electronic Records.

For legal purposes, electronic records and communications are no different than paper documents. The state law on preservation of electronic records, RSA 33-A:5-a Electronic Records, does not explicitly apply to school districts, but does provide guidance: “Electronic records as defined in RSA 5:29, VI and designated on the disposition schedule under RSA 33-A:3-a to be retained for more than 10 years shall be transferred to paper or microfilm, or stored in portable document format/archival (PDF/A) on a medium from which it is readily retrievable. Electronic records designated on the disposition schedule to be retained for less than 10 years may be retained solely electronically if so approved by The Superintendent responsible for the records. The Superintendent is responsible for assuring the accessibility of the records for the mandated period.”

DD. Retention Period Schedule.

The following schedule shall apply to all records obtained, created or maintained by the District, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc. A Data Retention Committee will consist of the Business Administrator, Director of Technology, Special Services Director, Executive Assistant to the Superintendent, Administrative to the Principals and Guidance will be in charge of reviewing the retention records on a yearly basis.

Note regarding records relating to federal funds (items marked below with ""):** Before any records related to federal funds are destroyed, however, the requirements of the General Education Provisions Act (GEPA) 20 U.S.C. 1232f shall be observed. Namely, that statute requires that district “shall keep records which fully disclose the amount and disposition by the recipient of [federal] funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit . . . for three years after the completion of the activity for which the funds are used.” Therefore, to the extent that the below schedule, or other authorities, suggest that a purchase order, with

accompanying documentation, may need to be retained only until the records are audited, plus 1 year, if the purchase is in part or in whole with federal funds the record must be retained for three years after the completion of the activity for which the funds are used, a much longer period of time.

Type of Record	Statute, Rule, or other legal authority – if none listed the retention period is a recommendation	Retention Period
Business Records		
Accident Reports:		
• Employee		Term of employment, plus 6 years
• Student		Age of majority, plus 6 years
Accounts Receivable	RSA 33-A:3-a	Until audited, plus 1 year
Annual Audit	RSA 33-A:3-a (10 years)	Permanent
Annual Report (District), Warrants, Annual Meeting Minutes, Budgets (District & SAU)	RSA 33-A:3-a	Permanent
Application for Federal Grants	20 U.S.C. 1232f., (three years after the completion of the activity for which the funds are used) other authorities may apply	5 years
Architectural Plans		Permanent
Asbestos Removal		Permanent
Bank Deposit Slips	RSA 33-A:3-a	6 years
Bonds and continuation certificates	RSA 33-A:3-a (expiration plus 2 years)	Permanent
Budget Worksheets		End of budget year, plus 1 year
Cash receipts, disbursement records, checks	RSA 33-A:3-a	Until Audited and at least 6 years after last entry
Child Labor Permits		1 year
Work-study	29 C.F.R. §570.37	3 years from date of enrollment

<ul style="list-style-type: none"> Construction Contracts, Capital projects, fixed assets that require accountability after acquired* 	RSA 33-A:3-a (Life of project/asset)	Life of contract, building, asset plus 20 years
<ul style="list-style-type: none"> Engineering Surveys 		Permanent
<ul style="list-style-type: none"> Unsuccessful bids 	RSA 33-A:3-a (Completion of project, plus one year)	Life of contract plus 3 years
Certified Educator		Permanent
COBRA Notices	42 U.S.C. 300bb-1, <i>et. seq.</i> (3 years) ERISA 29 U.S.C. §1027 (6 years)	6 years from date of issue
Collective Bargaining Agreements		Permanent
Correspondence for Business transactions*		Life of subject matter plus 4 years
Correspondence - General		3 years or longer when historic/useful
Correspondence Transitory	RSA 33-A:3-a	As needed for reference
Deeds		Permanent
District Meeting Minutes & Warrant		Permanent
Insurance policies	RSA 33-A:3-a	Permanent
Notes (loan documents)	RSA 33-A:3-a	Until paid, Audited, plus 3 years
Student Activities Records/Accounts	RSA 33-A:3-a (bank deposit slips and statements 6 years)	Until Audited, plus 6 years
Enrollment Reports:		
<ul style="list-style-type: none"> Fall Reports A12A (RSA 189:28) 		Permanent
<ul style="list-style-type: none"> Pupil Registers 	RSA 189:27-b	Permanent
<ul style="list-style-type: none"> Resident Pupil Membership Forms 		14 years
<ul style="list-style-type: none"> School Opening Reports 		3 years

<ul style="list-style-type: none"> Statistical Report A-3 (RSA 189:28) 		Permanent
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Federal Projects Documents	Review specific project/grant program requirements. 20 U.S.C. 1232f, (three years after the completion of the activity for which the funds are used), other authorities may apply	5 years after submission of final audit report and documentation for expenditures, unless there is an ongoing audit
FICA Reports – monthly		7 years
Fixed Trip Requests/Confirmation		1 year
Fixed Assets Schedule		Permanent/as updated
Form C-2 Unemployment		6 years
Wage Report (DES 100)		6 years
Invoices*	Until Audited, plus 1 year	3 years*
MS-22 Budget Form		6 years
MS-23 Budget Form		6 years
MS-25 Budget Form		Permanent
Minutes of Board Meetings, Board Committees	RSA 91-A:2, II, RSA 33-A:3-a	Permanent
Purchase Orders*		Until Audited, plus 1 year
Request for Payment Vouchers*		Until Audited, plus 1 year
Requisitions*		Until Audited, plus 1 year
Retirement Reports – Monthly		1 year
Time Cards:		
• Bus Drivers	Lab 803.03. Notification and Records no less than 4 years	5 years
• Custodial	Lab 803.03. Notification and Records no less than 4 years	5 years
• Secretarial	Lab 803.03. Notification and Records no less than 4 years	5 years
• Substitute Teachers pay slips	Lab 803.03. Notification and Records no less than 4 years	5 years
Payroll Records	RSA 33-A:3-a Audited, plus 2 year 29 C.F.R. §1627.3 (3 years) ADEA: 29 U.S.C. §626, 29 CFR Part 1602 (2 years from job action); 29 C.F.R § 825.500 FMLA, 29 U.S.C. §2616, 3 years	6 years
Travel Reimbursements*	Until Audit, plus 1 year	3 years*

Treasurer's Receipts – canceled checks		6 years
Treasurer's Report		6 years
Vocational Education:		
• AVI Forms		1 year
• Vocational Center Regional Contracts		20 years
• Federal Vocational Forms*		6 years
Vouchers Manifests*		Until Audit, plus 1 year
Tax Forms:		
• W-2's, 1099 *	Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2)(tax advisors say 7 years)	7 years
• W-4 Withholding Exemption Certificate	Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years)	7 years
• W-9	Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years)	7 years
• 941-E Quarterly Taxes	Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years)	7 years
Personnel Records	RSA 33-A:3-a. Retirement or termination, plus 50 years	Term of Employment, plus 50 years
Application for employment - Successful	RSA 33-A:3-a Unsuccessful applicants: current year, plus 3 years.	Term of Employment, plus 50 years
Attendance Records:		
• Leaves	Family Medical Leave Act – 3 years	3 years
• Request for Leaves		1 year
Class Observation Forms		1 year
Criminal Record Check:		
• No criminal record	RSA 189:13-a (Superintendent only)	Destroy immediately after review
• Criminal record	RSA 189:13-a (Superintendent only)	Destroy within 30 days of receipt

Civil Rights Forms, Discrimination claims, accommodation under ADA, information used for EEO-5 report, EEO-5 report	29 C.F.R. §1602.40; 42 U.S.C. 12117; 42 U.S.C. § §§ 2000e-8-2000e-12; 42 U.S.C. § 2000ff-6; (final disposition, 2 years, 3 years)	6 years
Deferred Compensation plans	RSA 33-A:3-a	7 years
Dues Authorization	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Employment test papers with results	29 C.F.R. §1627.3	One year from date of personnel action
Evaluations	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
HIPPA Documentation	RSA 33-A:3-a. – Personnel record HIPPA: 45 C.F.R. §164,316(b) & .530(j) – 6 years. HITECH 42 U.S.C. §17938	Term of Employment, plus 50 years
Labor-PELRB actions	RSA 33-A:3-a	Permanent
Labor Negotiations	RSA 33-A:3-a	Permanent
Legal Actions - lawsuits	RSA 33-A:3-a	Permanent
Medical Benefits Application	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Medical exams, Physical examinations used for personnel action	29 C.F.R. §1627.3(One year from date of personnel action) RSA 33-A:3-a. – Personnel record 29 C.F.R. §1910.1020 (term of employment plus 30 years)	Term of Employment, plus 50 years
Oaths of Office	RSA 33-A:3-a Term, plus 3 years	Permanent
Promotion, demotion, transfer, selection for training, layoff, recall, or discharge	29 C.F.R. §1627.3 (1 year from date of action) RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Recruitment Documents	29 C.F.R. §1627.3	One year from date of personnel action
Re-employment Letter of Assurance	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Retirement application	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years

School Bus Driver Drug Tests – positive results & records of administration of test	49 C.F.R. §382.401; 49 C.F.R. § 40.333	5 years
School Bus Driver Drug tests – negative & cancelled	49 C.F.R. §382.401	1 year
Separation from Employment Form/Letter	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 50 years
Settlement agreements, even if in anticipation of a lawsuit	RSA 91-A:4, VI (10 years)	Permanent
Staff Development Plan	Term of Employment, plus 50 years	Term of Employment, plus 50 years
Substitute Teacher Lists		7 years
Student Records:		
Applications for Free/Reduced Lunch		6 years
Assessment Results	Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.	Permanent
Attendance	Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.	Permanent
Disciplinary Records		Term of Enrollment, plus 3 years
Early Dismissal		1 year
Emergency Information Form		1 year/as updated
Grades	Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.	Permanent
Health and Physical Records		Term of Enrollment, plus 3 years
Immunization Record		Term of Enrollment, plus 3 years
Log of requests for access to education records	FERPA 20 U.S.C. §1232g (b)(4)(A)	As long as the education record is retained

Medical Reports		Term of Enrollment, plus 3 years
Registration Form		Term of Enrollment, plus 3 years
Student Handbook		1 copy of each edition, Permanent
Transcripts	Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.	Permanent
Internal Records:		
Child Abuse Reports/Allegations		Permanent
Criminal Investigation		Permanent
Personnel Investigations		Permanent
Sexual Harassment		Permanent
Records Management, transfer to storage or disposal	RSA 33-A:3-a (summary report of what category of records, for what range of dates, was put in storage or destroyed)	Permanent
Vehicle maintenance	RSA 33-A:3-a	Life of vehicle, plus 3 years

First Reading -December 12, 2018

Final Reading January 9, 2019

DFA-R

INVESTMENT OF SCHOOL DISTRICT FUNDS

GFOA

The purpose of this investment policy is to aid the general membership of Government Finance Officers Association (GFOA) in the preparation of an investment policy. This policy is not intended to supplant an existing policy. Each entity should use this sample as a model to customize a policy to fit its needs and to comply with state and local laws, regulations, and other policies concerning the investment of public funds.

SCOPE

This policy applies to the investment of short-term operating funds. Longer-term funds, including investments of employees' investment retirement funds and proceeds from certain bond issues, are covered by a separate policy.

1. Pooling of Funds

Except for cash in certain restricted and special funds, the [entity] will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

GENERAL OBJECTIVES

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield:

1. Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

a. Credit Risk

The [entity] will minimize credit risk, the risk of loss due to the failure of the security issuer or backer, by:

Limiting investments to the safest types of securities.

Pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisors with which the [entity] will do business.

Diversifying the investment portfolio so that potential losses on individual securities will be minimized.

b. Interest Rate Risk

The [entity] will minimize the risk that the market value of securities in the portfolio will fall due to changes in general interest rates by:

Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity.

Investing operating funds primarily in shorter-term securities, money market mutual funds, or similar investment pools.

2. Liquidity

The investment portfolio shall remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Furthermore, since all possible cash demands cannot be anticipated, the portfolio should consist largely of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio also may be placed in money market mutual funds or local government investment pools which offer same-day liquidity for short-term funds.

3. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs.

Return on investment is of secondary importance compared to the safety and liquidity objectives described above. The core of investments are limited to relatively low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity with the following exceptions:

A security with declining credit may be sold early to minimize loss of principal a security swap would improve the quality, yield, or target duration in the portfolio. Liquidity needs of the portfolio require that the security be sold.

III. Standards of Care

1. Prudence

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of securities are carried out in accordance with the terms of this policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

2. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officers shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the [entity].

3. Delegation of Authority

Authority to manage the investment program is granted to [designated official, hereinafter referred to as investment officer] and derived from the following: (insert code citation, ordinances, charters or statutes). Responsibility for the operation of the investment program is hereby delegated to the investment officer, who shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures

should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements, and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the investment officer. The investment officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate officials.

IV. Safekeeping and Custody

1. Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment services. In addition, a list also will be maintained of approved security broker/dealers selected by creditworthiness (e.g., a minimum capital requirement of \$10,000,000 and at least five years of operation). These may include "primary" dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following as appropriate:

Audited financial statements

Proof of National Association of Securities Dealers (NASD) certification

Proof of state registration

Completed broker/dealer questionnaire

Certification of having read and understood and agreeing to comply with the [entity's] investment policy.

An annual review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the investment officer. (See the GFOA Recommended Practice on "Governmental Relationships with Securities Dealers," in Appendix 3.)

From time to time, the investment officer may choose to invest in instruments offered by minority and community financial institutions. In such situations, a waiver to the criteria under Paragraph 1 may be granted. All terms and relationships will be fully disclosed prior to purchase and will be reported to the appropriate entity on a consistent basis and should be consistent with state or local law. These types of investment purchases

should be approved by the appropriate legislative or governing body in advance.

2. Internal Controls

The investment officer is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the [entity] are protected from loss, theft or misuse. The internal control structure shall be designed to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the investment officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:

Control of collusion

Separation of transaction authority from accounting and record-keeping

Custodial safekeeping

Avoidance of physical delivery securities

Clear delegation of authority to subordinate staff members

Written confirmation of transactions for investments and wire transfers

Development of a wire transfer agreement with the lead bank and third-party custodian

3. Delivery vs. Payment

All trades where applicable will be executed by delivery vs. payment (DVP) to ensure that securities are deposited in an eligible financial institution prior to the release of funds. Securities will be held by a third-party custodian as evidenced by safekeeping receipts.

V. Suitable and Authorized Investments

1. Investment Types

Consistent with the GFOA Policy Statement on State and Local Laws Concerning Investment Practices, the following investments will be permitted by this policy and are those defined by state and local law where applicable:

U.S. government obligations, U.S. government agency obligations, and U.S. government instrumentality obligations, which have a liquid market with a readily determinable market value;

Canadian government obligations (payable in local currency);

Certificates of deposit and other evidences of deposit at financial institutions, bankers' acceptances, and commercial paper, rated in the highest tier (e.g., A-1, P-1, F-1, or D-1 or higher) by a nationally recognized rating agency;

Investment-grade obligations of state, provincial and local governments and public authorities;

Repurchase agreements whose underlying purchased securities consist of the foregoing;

Money market mutual funds regulated by the Securities and Exchange Commission and whose portfolios consist only of dollar-denominated securities; and

Local government investment pools, either state-administered or through joint powers statutes and other intergovernmental agreement legislation.

Investment in derivatives of the above instruments shall require authorization by the appropriate governing authority. (See the GFOA Recommended Practice on "Use of Derivatives by State and Local Governments," 1994.)

2. Collateralization

Where allowed by state law and in accordance with the GFOA Recommended Practices on the Collateralization of Public Deposits, full collateralization will be required on non-negotiable certificates of deposit. (See GFOA Recommended Practices, Appendix 3.)

3. Repurchase Agreements

Repurchase agreements shall be consistent with GFOA Recommended Practices on Repurchase Agreements. (See GFOA Recommended Practices, Appendix 3.)

VI. Investment Parameters

1. Diversification

The investments shall be diversified by: limiting investments to avoid over concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities),

Limiting investment in securities that have higher credit risks, investing in securities with varying maturities, and continuously investing a portion of the portfolio in readily available funds such as local government investment pools (LGIPs), money market funds or overnight repurchase agreements to ensure that appropriate liquidity is maintained in order to meet ongoing obligations. (See the GFOA Recommended Practice on "Diversification of Investments in a Portfolio" in Appendix 3.)

2. Maximum Maturities

To the extent possible, the [entity] shall attempt to match its investments with anticipated cash flow requirements. Unless matched to a specific cash flow, the [entity] will not directly invest in securities maturing more than five (5) years from the date of purchase or in accordance with state and local statutes and ordinances. The [entity] shall adopt weighted average maturity limitations (which often range from 90 days to 3 years), consistent with the investment objectives.

Reserve funds and other funds with longer-term investment horizons may be invested in securities exceeding five (5) years if the maturity of such investments are made to coincide as nearly as practicable with the expected use of funds. The intent to invest in securities with longer maturities shall be disclosed in writing to the legislative body. (See the GFOA Recommended Practice on; "Maturities of Investments in a Portfolio" in Appendix 3.)

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds such as LGIPs, money market funds, or overnight repurchase agreements to ensure that appropriate liquidity is maintained to meet ongoing obligations.

VII. Reporting

1. Methods

The investment officer shall prepare an investment report at least quarterly including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last quarter. This management summary will be prepared in a manner which will allow the [entity] to ascertain whether investment activities during the reporting period have conformed to the investment policy. The report should be provided to the investment officer, the legislative body, and any pool participants. The report will include the following:

Listing of individual securities held at the end of the reporting period.

Realized and unrealized gains or losses resulting from appreciation or depreciation by listing the cost and market value of securities over one-year duration that are not intended to be held until maturity (in accordance with Governmental Accounting Standards Board (GASB) requirements).

Average weighted yield to maturity of portfolio on investments as compared to applicable benchmarks.

Listing of investment by maturity date.

Percentage of the total portfolio which each type of investment represents.

2. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The portfolio should obtain a market average rate of return during a market/economic environment of stable interest rates. A series of appropriate benchmarks shall be established against which portfolio performance shall be compared on a regular basis.

3. Marking to Market

The market value of the portfolio shall be calculated at least quarterly and a statement of the market value of the portfolio shall be issued at least quarterly. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed consistent with

the GFOA Recommended Practice on "Mark-to-Market Practices for State and Local Government Investment Portfolios and Investment Pools" (See GFOA Recommended Practices, Appendix 3.) In defining market value, considerations should be given to the GASB Statement 31 pronouncement.

VIII. Policy Considerations

1. Exemption

Any investment currently held that does not meet the guidelines of this policy shall be exempted from the requirements of this policy. At maturity or liquidation, such monies shall be reinvested only as provided by this policy.

2. Amendments

This policy shall be reviewed on an annual basis. Any changes must be approved by the investment officer and any other appropriate authority, as well as the individual(s) charged with maintaining internal controls.

IX. List of Attachments

The following documents, as applicable, are attached to this policy:

Listing of authorized personnel,

Relevant investment statutes and ordinances,

Repurchase agreements and tri-party agreements,

Listing of authorized broker/dealers and financial institutions,

Credit studies for securities purchased and financial institutions used,

Safekeeping agreements,

Wire transfer agreements,

Sample investment reports, and

Methodology for calculating rate of return.

See Policy DFA

COLLATERALIZATION OF PUBLIC DEPOSITS

This agreement is between the _____ School District and the _____ Bank of _____. The _____ School District requires collateralization of deposits of school district funds pursuant to Chapter 383 of New Hampshire Laws of 1991 in accordance with the rules of the collateralization of Public Deposits, Chapter Ban 1400, and PART Ban 1450, as adopted by the Bank Commissioner and approved by the Joint Legislative Committee in Administrative Rules on September 18, 1992.

The _____ Bank hereby agrees to provide permanent collateral in the amount of \$ _____ to secure all of the School District's deposit amounts. If additional collateral is required, the District's Treasurer, or other district agent, agrees to contact the Bank's CFO, treasurer by telephone, fax, or mail with the request. The Bank's CFO/treasurer agrees to then purchase the additional collateral requested to secure all of the School District's deposit account.

This agreement shall remain in effect until the Treasurer of the School District provides _____ Bank with a written notice canceling this agreement or until the _____ Bank no longer accepts municipal deposits. The _____ Bank must provide the School District with a 90-day written notice before this agreement can be cancelled by the bank. The collateralization of the municipal deposits will remain in effect until the day of cancellation.

Legal References:

RSA 197:23-a

RSA 383:22

NHSBA APPENDIX DI-R

FISCAL ACCOUNTING AND REPORTING REGULATIONS

The following purposes must be satisfied by the accounting system:

1. Administrative Control: The financial records must be adequate to guide the making or deferring of purchases, the expanding or curtailing of programs, and the controlling of expenses. Current data should be immediately available and in such form that periodic summaries may be readily made from the data.
2. Budget Preparation: The financial records must be adequate to serve as a guide to budget estimates of subsequent years, and to hold expenditures to the amounts appropriated. Accounts are to be kept for each item for which separate budget estimates must be made. An adequate code of expenditure accounts will be used.
3. Accounting for Stewardship: The financial records of the district must be adequate to show that those in charge have handled funds within the framework of law and in accordance with Board policy.

The district's financial records will provide the following information:

1. For each account in the district's budget: the appropriation, appropriation transfers, expenditures, encumbrances, and unencumbered balance.
2. For each purchase order: the name of vendor, description of the item involved, the amounts, the call for bids if required, and an abstract of the bids received. Purchase order sets will be numbered and each shall be accounted for.
3. For each purchase: the purchase order information above, plus the record of receipt and condition of goods, the invoice and the record of payment.
4. For each income account: the budget estimate, the estimates as revised periodically, the receipts to date, and the balance anticipated.
5. Offsetting revenues received under an abatement will be debited to the appropriate previously expended account.

See Policy: DI

DJC-R -PETTY CASH ACCOUNTS

The following administrative rules/procedures are established for the oversight of petty cash funds.

1. Petty cash may be used to purchase items costing less than \$50.00.
2. Funds will be in the form of cash on hand.
3. The Building Principal is responsible for all expenditures/reimbursements made from the petty cash fund.
4. No purchase will be reimbursed through a petty cash account unless accompanied by a receipt and noted on the petty cash report.
5. No single purchase/reimbursement shall exceed \$50.00. Incremental purchases will not be made for the purpose of circumventing this regulation.
6. The petty cash report and accompanying receipts shall be turned in monthly to the business office to reimburse the fund. The report must be filled out completely.
7. The maximum petty cash allowable for each building is \$100.00.
8. When the petty cash account is reimbursed, the appropriate account will be charged.
9. Money received must not be put directly into petty cash. This money must be turned in to the business office, and the appropriate fund will be credited.

See Policy: DJC

Revised: September 2009

First reading of the Hinsdale School Board 12-14-11

Final reading of the Hinsdale School Board 01-11-12

**NHSBA APPENDIX
GBAA-R**

**THE SCHOOL DISTRICT
SEXUAL HARASSMENT AND SEXUAL VIOLENCE
REPORT FORM**

General Statement of Policy Prohibiting Sexual Harassment

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone _____

Work Phone _____

Date of Alleged Incident(s)

Name of person you believe sexually harassed or was sexually violent toward you.

List any witnesses that were present.

Where did the incident(s) occur?

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature) _____
(Date) _____

Received by _____
(Date) _____

Reference: Policy GBAA

GBAA-R
THE SCHOOL DISTRICT
SEXUAL HARASSMENT AND SEXUAL VIOLENCE
REPORT FORM

General Statement of Policy Prohibiting Sexual Harassment

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sexual discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant:

Home Address:

Work Address:

Home Phone: _____

Work Phone: _____

Date of Alleged Incident(s):

Name of person(s) you believe sexually harassed or was sexually violent toward you:

List any witnesses that were present:

Where did the incident(s) occur?

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature: _____

Date: _____

Received by: _____

Date: _____

Reference: Policy GBAA

Revised: May 2017

First Reading of the Hinsdale School Board 09-13-17
Final Reading of the Hinsdale School Board 10-11-17

NHSBA APPENDIX

GBCD-R

TECHNICAL ASSISTANCE ADVISORY

Prepared by the Department of Education and the Department of Safety

SCHOOL EMPLOYEE BACKGROUND INVESTIGATION, INCLUDING A CRIMINAL HISTORY RECORDS CHECK

Purpose.

The purpose of this Technical Assistance Advisory is to provide clear and concise requirements for school administrative units (hereinafter, the “SAU”), school districts, or charter schools with respect to a school employee background investigation, including a criminal history records check, for each selected applicant regularly in contact with pupils in the performance of his/her duties.

Definitions. The following definitions shall apply:

- (a) “Background investigation” means an investigation into the past employment and other background of a selected applicant in a SAU, school district, or charter school or an employee or employees of a contractor which contracts with a SAU, school district, or charter school with the intent of determining whether:
 - (1) The applicant is qualified for the position for which he/she has applied, and
 - (2) The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible for employment.
- (b) “Conditional offer of employment” means an offer of employment extended to a selected applicant subject to a successful completed criminal history record check which is satisfactory to the SAU, school district, or charter school.

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- (c) “Contractor” means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:
- (1) cafeteria workers,
 - (2) school bus drivers,
 - (3) custodial personnel,
 - (4) any other direct service or services to students of the district or charter school.
- (d) “Criminal history records check” means a criminal history records inquiry conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation (hereinafter, the “FBI”).
- (e) “Persons regularly in contact with pupils” means a person or persons who in the performance of his/her duties:
- (1) Comes in direct contact with pupils on a daily basis for any period of time;
 - (2) Meets regularly, once or twice a week, with students, including but not limited to an art, music, or physical education teacher; or
 - (3) A substitute teacher who comes in direct contact with pupils on a limited basis.
 - (4) Designated volunteers are categories of volunteers that designated by the governing bodies of SAU, school districts, or charter schools to have criminal history records checks performed.
- (f) “School employee” means an employee in any position in a SAU, school district, or charter school.
- (g) “Selected applicant” means a person selected for employment who has provided a SAU, school district, or charter school with:
- (1) A signed notarized criminal history records release form, and
 - (2) A complete set of fingerprints taken by a qualified law enforcement agency or an authorized employee of a SAU, school district, or charter school which have been submitted by a SAU, school district, or charter school to the New Hampshire State Police for a criminal history record check.
- (h) “Subcontractor” means a private business or agency or an employee or employees of a contractor that contracts with a contractor to provide services.

Employee Background Investigation

Each SAU, school district, or charter school, as part of the employment process, shall conduct an employee background investigation for each selected applicant for employment

SAU's, school districts, or charter schools are not liable in any lawsuit for negligence or deficiencies, if the SAU, school district, or charter school satisfies the requirements of RSA 189:13-a, I

Criminal Records Check.

- (a) For each selected applicant the SAU, school district, or charter school shall submit, with appropriate fees, a notarized criminal history records release form provided by the state police, (Attachment #1) and a complete set of fingerprints on a FBI Applicant Fingerprint Card (Attachment #2) to the New Hampshire State Police so that the State Police can conduct a criminal history record inquiry through the state repository and through the FBI.
- (b) No selected applicant may be extended a conditional offer of employment unless the SAU, school district, or charter school has initiated a criminal history records check.
- (c) A criminal history record check shall be prepared in compliance with RSA 189:13-a (Attachment #3) and with New Hampshire Department of Safety requirements included in this advisory.
- (d) The Department of Safety, Division of State Police shall notify, in writing, to the submitting agency whether the selected applicant does or does not have any convictions under RSA 189:13-a, V or a submitted list of other felonies
 - (1) The SAU, school district, or charter school will immediately destroy a "does not have any convictions" notification received from the state police.
 - (2) The SAU, school district, or charter school has 30 days to destroy a "does have a conviction" notification received from the state police.
 - (3) Under no circumstances shall the criminal history records notification be kept by the school administrative unit, school district, or charter school.
- (e) No selected applicant shall be extended a final offer of employment if such person has been convicted of:
 - (1) RSA 630:1 Capital Murder
 - (2) RSA 630:1-a First Degree Murder

(3) RSA 630:1-b	Second Degree Murder
(4) RSA 630:2	Manslaughter
(5) RSA 632-A:2	Aggravated Felonious Sexual Assault
(6) RSA 632-A:3	Felonious Sexual Assault
(7) RSA 632-A:4	Sexual Assault
(8) RSA 633:1	Kidnapping
(9) RSA 639:2	Incest
(10) RSA 639:3	Endangering Welfare of Child or Incompetent
(11) RSA 645:1,I (b)	Indecent Exposure and Lewdness
(12) RSA 645:2	Prostitution and Related Offenses
(13) RSA 649-A:3	Child Pornography
(14) RSA 649-B:3	Computer Pornography and Child Exploitation
Prevention	
(15) RSA 649-B:4	Certain Uses of Computer Services Prohibited
(16) RSA 650:2	Obscene Matter Offenses

- (f) A SAU, school board, or charter school board of trustees may deny a selected applicant a final offer of employment if such person has been convicted of a felony in addition to (e) above as determined by the SAU, school district, or charter school.

**Criminal Records Check through the Division of State Police,
Department of Safety**

- (a) The law (RSA 189:13-a) requires that a SAU, school district, or charter school must submit to the State Police a complete set of fingerprints and a notarized release form for each individual covered by the law. The state police must conduct a New Hampshire criminal records check, and will forward the fingerprints to the FBI for a national records' check. The FBI will not conduct that check without a proper set of fingerprints.
- (b) The state police will provide to each SAU, school district or charter school a set of records release forms and fingerprints cards. The records release forms and the fingerprint cards, provided by the state police, will be the only types of forms that will be accepted. However each SAU, school district, or charter school may produce the release form as is necessary.
- (c) The selected applicant will complete the release form, have it notarized and bring the fingerprint card to a person qualified to take fingerprints. Depending on arrangements that have been made by the district, this may be a local law enforcement agency or a trained individual employed by the selected an employed by the SAU, school district, or charter school.
- (d) The SAU, school district, or charter school will then forward the release form and the fingerprints to the state police. The submission of the release form

and the fingerprints must be accompanied by the proper fees, which cover the cost of both the state and federal records check. Inadequate fees will delay the process. The fees are as follow are set by the SAU :

- (e) The criminal history record check conducted by the FBI will take between 30 to 60 days. The FBI will forward the results to the state police and the state police will send a notification to the hiring agency indicting the presence or absence of a criminal conviction. If there is no criminal history record, the FBI will destroy the fingerprint card once the check has been completed. Similarly, no copy of the fingerprints will be kept by the state police.
- (f) The results of the completed criminal history records checks by the state police will be sent separately from the completed criminal history records checks by the FBI. The average time to receive a notification for a New Hampshire criminal history records check is two weeks.

Criminal History Records Check by the State Police for Persons Who Work for Several School Districts.

- (a) Because criminal history record information must be destroyed by the SAU, school district, or charter school, there is no record information to share with another SAU, school district, or charter school.
- (b) The sole exception will apply to substitute teacher applicants.
- (c) Substitute teachers concurrently applying to multiple SAU's, school districts, or charters schools will submit the proper release forms, fingerprints and fees to only one of the districts.
- (d) Upon request, in person or in writing to the state police, the substitute teacher applicant will receive a copy of their criminal history record notification.
- (e) The substitute teacher applicant will show the state police notification to the other SAU's school districts or charter schools, and this will satisfy the statutory requirements for the criminal history records check.
- (f) This copy of the substitute's criminal history record notification will be valid for 14 days from the date of the notification. After this time period the criminal history records check process must be reinitiated.

Fingerprints.

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- (a) The overriding issues with respect to the fingerprints are that they be taken properly on the FBI Applicant Fingerprint Card supplied by the State Police.
 - (b) The law allows this to be done by a qualified law enforcement agency or an authorized person employed by the SAU, school district, or charter school.
 - (c) If, after two attempts a set of fingerprints is invalid, a SAU, school district, or charter school may, in lieu of fingerprints, accept clearances from every city, town or county where an applicant has lived during the past five years.
 - (d) To assure that completed criminal history records checks are returned to the correct SAU's, school districts or charter schools, the SAU, school district, or charter school must place the name, address and identification number in Employer and Address section and the OCA section of the FBI Applicant Fingerprint Card.

Conditional Offer of Employment.

- (a) A SAU, school district, or charter may extend a conditional offer of employment to a selected applicant, with a final offer of employment subject to a successful completed records check including a criminal history records check.
- (b) A selected applicant extended a conditional offer of employment shall be eligible for the same salary and fringe benefits as if he/she were provided a final offer of employment.
- (c) A conditional offer of employment may continue during the time the SAU, school district, or charter school is awaiting receipt of a completed criminal history records notifications.
- (d) In the event that the first set of fingerprints is invalid and a second set of fingerprints is necessary in order to complete the criminal history records check the conditional offer of employment shall remain in effect.
- (e) A conditional offer of employment for a selected applicant shall be valid for no more than on resubmission of fingerprints and the subsequent clearances for the law enforcement agencies in the city, town or county which the applicant has lived for the last five years.

Final Offer of Employment.

- (a) A SAU, school district, or charter school may extend a final offer of employment to a selected applicant, who has a conditional offer of

employment, if the selected applicant receives a successfully completed records check including a criminal history records check.

- (b) If a selected applicant is extended a final offer of employment, the individual shall be entitled to membership in the collective bargaining unit subject to the requirements of RSA 273-A and shall immediately be covered by the terms and conditions of the collective bargaining agreement.

Records Retention.

Under no circumstances shall the criminal records be released to the school administrative unit, school district, or charter school. The school administrative unit, school district or charter school shall maintain the confidentiality of all criminal history records information received pursuant to this paragraph. If the criminal history records information indicates no criminal record, the school administrative unit, school district or charter school shall immediately destroy the information received from the Division of the State Police. If the criminal history record information indicates that the applicant has been convicted of a felony or a crime listed in paragraph V, the school administrative unit, school district or charter school shall review the information for a hiring decision, and the division of state police shall notify the department of education of any such convictions. The school administrative unit, school district or charter school shall destroy any criminal history record information that indicates a criminal record within 30 days of receiving such information.

Contractors or Subcontractor Responsibility.

- (a) An employee background investigation including a criminal history records check shall be conducted by a contractor or subcontractor for each employee in regular contact with pupils in accordance with this advisory.
- (b) The cost of such investigation, including criminal history records checks for employees or selected applicants for employment with such contractors, shall be borne by the contractor or subcontractor.
- (c) The contractor or subcontractor shall submit to the SAU, school district, or charter school, a written verification that a background a criminal history records check has been done for each employee of the contractor or subcontractor who is regularly in contact with pupils.
- (d) In the event that services performed by a SAU, school district, or charter school, are now provided by a contractor, an employee background investigation shall not be required for a school employee who becomes an employee of the contractor.

Unsuccessful Criminal History Records Notification.

If a SAU, school district, or charter school receives a criminal history records

notification which states “does have a conviction” for crimes listed in RSA 189:13-a V, or a separate list of felonies submitted by that agency’s governing authority for a selected applicant the SAU, school district, or charter school shall immediately, within 24 hours of receipt of such report, excluding Saturday, Sunday, or a holiday, dismiss the selected applicant.

Cost of an Employee Background Investigation, Including Criminal History Records Check. The cost of a background investigation, including history records check or any other relevant records check shall be borne by the selected applicant unless otherwise determined by a SAU, school board, or charter school.

EMPLOYEE INITIATION OF A CRIMINAL RECORDS HISTORY CHECK

*(The new employee must initiate the Criminal Records Check at the Superintendent's Office **before** s/he can be issued a conditional employment contract.)*

1. Sign and have notarized the Criminal Records Release Authorization form.
2. Arrange to have your fingerprints taken by making an appointment with the appropriate police department.
3. Bring your (1) signed Criminal Records Release Authorization form, (2) completed fingerprints card, and (3) check for the proper amount made payable to State of New Hampshire - Criminal Records. The fee is set by the New Hampshire Division of Safety and is to be paid by the employee, not the School District.

Do not send these materials directly to the Division of Safety.

4. Once the completed forms have been logged and sent to the NH Department of Safety via certified mail, you will be issued an employment contract. Sign two copies of the conditional employment contracts. Retain one copy and send the other copy to the Superintendent's office. Pursuant to RSA 198:13-a, this conditional employment contract entitles you to the same salary and economic benefits as you would otherwise receive under a final offer of employment, except that you are not covered by the terms and conditions of any applicable collective bargaining agreement while conditionally employed.

Completion of Criminal Records History Check

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5. The Superintendent's office will send by certified mail your Criminal Records Release Authorization form, fingerprints card, and payment to the New Hampshire Department of Safety, Division of State Police, Central Reporting for Criminal Records, 10 Hazen Drive, Concord.
 6. The State Police will conduct a New Hampshire Criminal Records Check and will forward your fingerprints to the FBI for a National Criminal Records Check. The check done by the FBI will take a minimum of 30 days. The FBI will destroy your fingerprint card once the check has completed. No copy of the fingerprint card will be kept by the State Police.
 7. The results of the completed Criminal Records Check conducted by the State Police will be sent to the Superintendent and the Department of Education separately from the completed Records Check conducted by the FBI. Your two-part Criminal Records Report shall be kept confidential, and only the Superintendent and the Principal shall have access to it. The Department of Education establishes its own confidentiality procedure. The Criminal Records Report issued by the FBI and the NH Department of Safety becomes the property of the School Administrative Unit, however, you, as an employee, may request and receive one attested copy of these Reports from the Superintendent's Office at no charge.

Final Offer of Employment

The District will automatically convert your conditional employment to a final employment contract if you have not been found guilty of a criminal activity or of any other contract if you have not been found guilty of any Criminal Records Check, then state law requires that you be dismissed from employment within 24 hours of our receipt of the report, excluding Saturday, Sunday or holidays.

See Policy GBCD

GBEF-R ACCEPTABLE INTERNET USE PROCEDURES – STAFF

Category Priority-The subject matter of these policies is required by state and or federal law.

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services

The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.
2. Information networks will be used for the purposes of research, education, and school-related business and operations.

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3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
 4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.
 5. The District does not allow personal hardware (example: computers, printers, or other devices) on the Hinsdale School District network without prior approval of the Hinsdale School District Technology Coordinator.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.
10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding any related laws, staff members have no expectation of privacy regarding their use on the school district computer network.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what appropriate use is.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct. Users are expected to abide by the following terms and conditions:

1. Protect their Internet log from others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the private property of the creator. Respect copyrights.
6. Use any network in a way that does not disrupt its use by others.
7. Do not destroy, modify or abuse the hardware or software in any way.
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.

9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.

10. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

School District Internet Access Release Form

As a condition of my right to use the School District network resources, including access to the Internet, staff members understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.
2. That District administrators and designated staff have the right to review, edit and/or delete any material stored on District computers, which they believe, in their sole discretion, may be unlawful, obscene, abusive, or otherwise objectionable. Staff members hereby waive any right of privacy which they may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.
4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.
5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.
6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.
7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Name of User/Staff Member:

Home phone:

School of Employment:

Position of Employment:

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in those document.

Signature of User/Staff Member:

Date:

Signature of HR Coordinator:

Date:

See Policy GBEF

First reading of the Hinsdale School Board 08-10-11

Final Reading of the Hinsdale School Board 09-14-11

**NHSBA APPENDIX
GBJ-R**

PERSONNEL RECORDS

1. A personnel folder for each employee, certificated and non-certificated, shall be accurately maintained in the administrative offices and permanently stored in an acceptable form.
2. In addition to the application for employment and references, such folders shall contain records and information relative to compensation, payroll deductions, evaluations and other such information as may be considered pertinent.
3. All personnel records of individual employees of the board shall be considered confidential. They shall not be open for public inspection. The Superintendent and his designees shall take the necessary steps to safeguard against unauthorized use of all confidential material.
4. Each employee shall have the right, upon request and within a reasonable period of time, to review the contents of his own personnel file, with the exception of references and recommendations provided to the District on a confidential basis by universities, colleges or persons not connected with the District.
5. A list of employees, their addresses and their salaries shall be tendered to any citizen upon request in accordance with RSA 91-A.

See Policy GBJ

**NHSBA APPENDIX
GBJA-R**

**HEALTH INSURANCE PORTABILITY AND
ACCOUNTABILITY ACT (HIPAA)**

NOTICE OF PRIVACY PRACTICES

THIS NOTICE DESCRIBES HOW MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED AND HOW YOU CAN GET ACCESS TO THIS INFORMATION. PLEASE REVIEW IT CAREFULLY.

If you have any questions about this notice, please contact Penny Bell, Privacy/Security Officer, at 603-352-6955.

Who Will Follow the Requirement of This Notice. This notice describes the District's practices and those of its employees and business associates. The District, its employees, and its business associates may share medical information with each other for the purposes of treatment, payment or other operations of the District as described in this notice.

Privacy of Health Information. We understand that medical information about you and your health is personal. This notice tells you about the ways in which we may use and disclose medical information about you. We also describe your rights and certain obligations that we have, regarding the use and disclosure of medical information. We are required by law to:

1. assure the medical information that identifies you is kept private;
2. give you this notice of our legal duties and privacy practices with respect to medical information about you and
3. follow the terms of the notice that is currently in effect.

Use and Disclosure of Medical Information. The following describes the different ways that we may use and disclose medical information. Generally, private health information may be released without your authorization for the purposes of treatment, payment or other healthcare operations of the District. Medical information may also be released for the following purposes:

1. as required by law;
2. for public health services;
3. in connection with the investigation of abuse, neglect or domestic violence;

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4. to health oversight agencies in connection with health oversight activities;
 5. for judicial and administrative proceedings;
 6. for law enforcement purposes;
 7. to coroners, medical examiners and funeral directors;
 8. for research if a waiver of authorization has been obtained;
 9. to prevent serious and imminent harm to the health or safety of a person or the public;
 10. for specialized governmental functions;
 11. for military and veterans activities;
 12. for national security and intelligence;
 13. for protective services for the President and others;
 14. to the Department of the State to make medical suitability determinations;
 15. to correctional institutions and law enforcement officials regarding an inmate or
 16. for workers' compensation if necessary to comply with the laws relating to workers' compensation and other similar programs.

Rights Regarding Medical Information. You have the following rights regarding medical information that we maintain about you:

Right to Inspect and Copy. You have the right to inspect and copy medical information that may be used to make decisions about you, including medical and billing records. To inspect and copy medical information about you, you must submit your request in writing to the Privacy/Security Officer. If you request a copy of this information, we may charge a fee for the costs of copying, mailing or other supplies associated with your request. We may deny your request to inspect and copy in certain very limited circumstances. If you are denied access to medical information, you may request that the denial be reviewed.

Right to Amend. If you feel that the medical information we have about you is incorrect or incomplete, you may ask us to amend the information. You have the right to request an amendment for as long as the information is kept by or for the District. To request an amendment, your request must be made in writing and submitted to the Privacy/Security Officer. In addition, you must provide a reason that supports your request. We may deny your request if the information:

1. is not in writing or properly supported by a reason;
2. was not created by us;
3. is not part of the medical record kept by the District;
4. is not part of the information that you would be permitted to inspect and copy or is accurate and complete.

Right to an Accounting. You have the right to request an "accounting of disclosures." This is a list of the disclosures we have made of medical information about you. To request this list, you must submit your request in writing to the Privacy/Security Officer. Your request must state a time period that may not be longer than six years and may not include dates before April 14, 2003. Your request must also indicate in what form you want the list (for example, on paper or electronically). The first list that you request within a 12-month period is free. For additional lists, We may charge you for the cost of providing the list. We will notify you of the cost involved and you may choose to withdraw or modify your request before any cost is incurred.

Right to Request Restrictions. You have the right to request a restriction or limitation on the medical information that we use or disclose about you for treatment, payment or healthcare operations. You also have the right to request a limit on the medical information that we disclose about you to someone who is involved in your care or the payment for your care.

However, we are not required to agree to your request. If we do agree, we will comply with your request unless the information is needed to provide you with emergency treatment. To request restrictions, you must make a written request to the Privacy/Security Officer telling us what information you want to limit; whether you want to limit our use, disclosure or both; and to whom you want the limits to apply, for example disclosures to your spouse.

Right to Request Confidential Communications. You have the right to request that we communicate with you about medical matters in a certain way or at a certain location, for example by mail or only at work. To request confidential communications, you must make your request in writing to the Privacy/Security Officer and specify how or where you wish to be contacted. We will not ask you the reason for your request and will accommodate all reasonable requests.

Right to a Paper Copy of This Notice. You have the right to a paper copy of this notice. You may ask us to give you a copy of this notice at any time. Even if you have agreed to receive this notice electronically, you are still entitled to a paper copy. You may obtain a copy of this notice by contacting the Privacy/Security Officer's Office.

Changes to This Notice. We reserve the right to make changes to this notice, and to make the revision or change applicable to medical information we already have about you. We will post a copy of the current notice in each building in the District.

Complaints. If you believe your privacy rights have been violated, you may file a complaint with the District. To file a complaint, please contact Patricia Bassett, at the Hinsdale School District 603-336-5728 Ext 7686.

All complaints must be submitted in writing. You can also complain to the Office for Civil Rights, US. Department of Health and Human Services, 200 Independence Avenue, S.W., Room 509F, HHH Building, Washington, D.C, 20201-0004, (800) 368-1019,

Other Uses of Medical Information. Other uses and disclosures of medical information not covered by this notice will be made only with your written permission. If you provide us with permission to use or disclose medical information about you, you may revoke that permission in writing at any time. If you revoke your permission, we will no longer use or disclose medical information about you for the reason covered by your written authorization. However, we will not be able to take back any disclosures that we already made during any period in which your permission was in effect.

See Policies GBJA, JLCD and JRA

**NHSBA APPENDIX
GBK-R**

EMPLOYEE COMPLAINTS AND GRIEVANCES

A complaint* is an assertion by an employee that there has been a violation, misinterpretation, or inequitable application of District policies, regulations and procedures, existing laws, or other actions that adversely and directly affect the employee personally and/or his/her work.

It is the intent of this procedure that employee complaints will be identified and corrected at the earliest possible time, and at the lowest level of supervision.

Complaint processing should be viewed as a positive and constructive effort which seeks to establish the facts upon which the complaint is based and come to a fair conclusion. Employees will not be discriminated against nor will reprisal be attempted against an employee because he/she filed a complaint.

Procedures

Complaints will be processed according to the step-by-step procedures outlined below:

1. Working Site Level (Step 1)

- a. A complaint will be presented orally and informally to the immediate supervisor. If the complaint is not promptly resolved, it will be reduced to writing, using the Employee Complaint Form, and submitted to the immediate supervisor.
- b. Within five (5) workdays of receiving the complaint, the immediate supervisor will render a decision, in writing, using the Complaint Response Form, to the complainant and the person or persons originally involved in the complaint.

2. Site Level (Step 2)

- a. Within five (5) workdays after receiving the decision at Step 1, the complainant may appeal the decision, in writing, to the appropriate Principal.
- b. The Principal will, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the

immediate supervisor and to the person or persons originally involved in the complaint.

3. District Level (Step 3)

- a. Within five (5) workdays after receiving the decision at Step 2, the complainant may appeal the decision, in writing, to the Superintendent, or official designee.
- b. The Superintendent, or official designee, will, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the Principal, or immediate supervisor, and to the person or persons originally involved in the complaint. Such decisions will be final.

* Note: Other procedures are followed for the processing of grievances as defined in collective bargaining agreements. Such procedures are set forth in agreements with staff units.

See Policy GBK

NHSBA APPENDIX

HEALTH AND SEX EDUCATION EXEMPTION: OPT-OUT FORM

I, _____ (parent/guardian) request that my child, _____ be excused from participating in certain units of health or sex education instruction based on religious objections.

I request that the District waive the class attendance of my child in a class or courses on:

- ☐ Comprehensive sex education, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.
- ☐ Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.
- ☐ Instruction on diseases.
- ☐ Recognizing and avoiding sexual abuse.
- ☐ Instruction on donor programs for organ/tissue, blood donor, and transplantation.

Please identify the grade level, class, and building.

_____.

I understand that I am requesting the school to excuse my child from certain units of curriculum that are required by state law. I further understand that in lieu of receiving instruction in this unit of health education, my child may be required to receive alternative learning in health education that is sufficient to enable my child to meet state requirements for health education. I further understand that this opt-out exemption is only valid for the school year in which it is signed and subsequent waivers may be necessary.

Parent/Guardian Signature

Administrator Signature

Date Received _____

First Reading of the Hinsdale School Board 1-10-18

Final reading of the Hinsdale School Board 02-14-18

IHBA-R-PROCEDURAL SAFEGUARDS FOR CHILDREN WITH DISABILITIES

Category Priority-The subject matter of these policies is required by state and or federal law.

See Policy IHBA

Informal Process

Before requesting a due process hearing, the Superintendent or designee and a parent/guardian may agree to meet informally to resolve any issue(s) relating to the identification, assessment or education and placement of the student. The Superintendent or designee shall have the authority to resolve the issue(s).

If this informal process fails to resolve the issue(s), either party may file for a state level due process hearing as described below.

Due Process Hearing Procedures

A parent/guardian, the district, and/or a student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever:

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR §300.403(b).

Upon requesting a due process hearing, the parent/guardian or attorney representing the student shall provide notice, which shall remain confidential, to the district specifying: (20 USC §1415(b); 34 CFR §300.507)

1. The student's name;
2. The student's address;
3. The name of the school the student attends;
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem;

5. A proposed resolution to the problem to the extent known and available to the parents/guardians at the time;

At least five business days prior to a due process hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. (20 USC §1415(f))

Due Process Hearing Rights (34 CFR §300.509)

1. The right to request Alternative Dispute Resolution.
2. The right to request a mediation conference at any point during the hearing process. The mediation process shall not be used to deny or delay a parent/guardian's right to a due process hearing or to deny any other rights afforded under the Individuals with Disabilities Education Act.
3. The right to examine student records and receive copies within five days of request.
4. The right to a fair and impartial administrative hearing at the state level before a person knowledgeable and under contract in accordance with law.
5. The right to have the student who is the subject of the state hearing present at the hearing.
6. The right to open the state hearing to the public.
7. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses.
8. The right to compel the attendance of witnesses, including the right to issue subpoenas.
9. The right to have witnesses excluded from the hearing.
10. The right to an interpreter, when the primary language of a party to a hearing is other than English, or other mode of communication.
11. At the hearing, the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.
12. If the hearing officer conducts all or part of a hearing by electronic means, the right of each participant in the hearing to participate in and hear the entire

proceeding while it is taking place and to observe exhibits.

13. The right to written or, at the option of the parent/guardian, electronic findings of facts and decisions. The district shall provide this record and findings of fact to the parent/guardian at no cost.

14. The right to be informed by the other parties to the hearing, at least 10 days prior to the hearing, as to what those parties believe are the issues to be decided at the hearing and their proposed resolution of the issues.

15. At least five business days prior to the hearing, the right to receive from other parties to the hearing a copy of all documents and a list of all witnesses and their general area of testimony that the parties intend to present at the hearing, including all completed assessments and recommendations based on those assessments.

Parents/guardians or emancipated students have the following additional due process rights:

1. The right to receive written notice of parent/guardian.
2. The right to initiate referral of a child for special education.
3. The right to obtain an independent educational assessment.
4. The right to participate in the development of the individualized education program (IEP) and be informed of the availability under state and federal law of free and appropriate public education and of all available alternative programs, both public and nonpublic.
5. The right to provide written parental consent pursuant to applicable law before any assessment of the student is conducted unless the district or Special Education Local Plan Area prevails in a due process hearing relating to such assessment. Informed parental consent need not be obtained in the case of a reassessment of the student if the district can demonstrate that reasonable measures have been taken to obtain consent and that the student's parent/guardian has failed to respond.
6. The right to provide written parental consent pursuant to applicable law before the student is placed in a special education program.
7. The right to determine whether the due process hearing will be open or closed to the public.

Prior Written Notice

The Superintendent or designee shall send to parents/guardians of a student with a disability a prior written notice within a reasonable time before: (20 USC §1415(c); 34 CFR §300.503)

1. The district initially refers the student for assessment.
2. The district proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education.
3. The district refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education.
4. The student graduates from high school with a regular diploma.

This notice shall include: (20 USC §1415(c); 34 CFR §300.503)

1. A description of the action proposed or refused by the district.
2. An explanation as to why the district proposes or refuses to take the action.
3. A description of any other options that the district considered and why those options were rejected.
4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action.
5. A description of any other factors relevant to the district's proposal or refusal.
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained.
7. Sources for parents/guardians to obtain assistance in understanding these provisions.

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by law. (34 CFR

§300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR §300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability upon: (20 USC §1415(d))

1. Initial referral for evaluation;
2. Each notification of an IEP meeting;
3. Reevaluation of the student;
4. Registration of a complaint;
5. Filing for a prehearing mediation conference or a due process hearing

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with applicable law. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting.

In addition, this notice shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; attorney's fees, and the state's complaint procedure.

(20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act; 34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities)

NHSBA APPENDIX
IHBAA-R

SPECIAL EDUCATION EVALUATION PROCEDURES

1. Request for Initial Evaluation

- a. Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
- b. Upon receiving a request from a parent or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parents, whether or not the district convenes a meeting.
- c. If a meeting is held, the district invites parents to participate.
- d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
- e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.

2. The initial evaluation consists of procedures:

- a. To determine if the child has a disability; and
- b. To identify the child's educational needs.

3. The district conducts the initial evaluation within 45 school days of receiving parental consent for evaluation unless:

- a. The district and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
- b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or

c. The parent repeatedly fails or refuses to produce the child for evaluation.

4. Re-evaluation

a. The district conducts re-evaluations:

(1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;

(2) When the child's parents or teacher request a re-evaluation; and

(3) At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

b. The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

5. Evaluation Planning

a. The district, or designated referral and evaluation agency for preschool children, ensures that, as part of an initial evaluation (if appropriate), the child's IEP team, including the parents and other qualified professionals, as appropriate, review and document their review of existing evaluation data on the child including:

(1) Evaluations and information provided by the child's parents;

(2) Current classroom-based, local or state assessments and classroom-based observations; and

(3) Observations by teachers and related service providers.

b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:

(1) Whether the child has a disability;

(2) The child's present levels of academic achievement and related development needs;

(3) Whether the child needs or continues to need special education and related services; and

(4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:

(a) To enable the child to meet the measurable annual goals in the child's IEP; and

(b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

-
- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
 - b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
 - c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
 - (1) Whether the child has a disability; and
 - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
 - d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - (3) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (4) Are administered by trained and knowledgeable personnel; and
 - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
 - e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
 - f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.

g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
- b. When the IEP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of his or her age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers

and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.

e. Each eligibility team prepares a written eligibility statement that includes:

- (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
- (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in New Hampshire law;
- (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
- (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
- (5) A determination of whether, as a result of the disability, the child needs special education services;
- (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
- (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.

f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:

- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
- (2) Limited English proficiency; and
- (3) The child does not otherwise meet the eligibility criteria found in New Hampshire law for the category (ies) of disability under consideration.

g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.

h. A child may have disabilities in more than one disability category, but the team needs to find the child eligible in only one category. However, the district evaluates the child in all areas related to the

suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

First reading Hinsdale School Board 06/10/09

Final Reading Hinsdale School Board 08/12/09

**NHSBA APPENDIX
IHBBA-R**

**LIMITED ENGLISH PROFICIENT PROGRAMS
PARENT NOTIFICATION FORM**

Dear Parent/Guardian:

Your child, has been identified as needing help to learn English. We have placed him/her in a _____ (name of program) to help improve his/her English skills. S/he has been identified as “Limited English Proficient/English Language Learner” (LEP/ELL) student, and in need of help to learn English, because: _____

_____.

Specifically, your child has the following levels of English Language skills:

_____.

We determined those levels in the following ways: _____

_____.

The status of your child’s academic achievement is: _____

_____.

Please see the attached pages for more specific information on the program we have chosen improve your child’s English skills.

(If applicable: the district offers another program for English instruction. The attached pages explain how the other program is different from your child’s program. If this other program is available, you have the right to request that your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.)

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings, we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to learn and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program, or if you would like to change your child's program, we would like you to speak with _____. All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

Building Principal

(Attach other pages as appropriate)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Questions 5, 6 and 7 should be included only if the district offers more than one LEP program. Question 8 should be included only if the student has an Individualized Education Program (IEP).

Q1. What is my child's _____ (insert name of program) designed to do?

A1. *This program is designed to help him/her learn English by _____ (describe).
It will meet your child's educational strengths and needs by _____ (describe). It will help your child
be promoted and reach graduation by _____ (describe).*

Q2. What results can I expect from my child in this program?

A2. *By the time your child finishes this program, we expect that s/he will be able to do the following:* _____

[Describe exit requirements, including “Go from this program into a regular classroom at the following rate: (describe rate).” And for secondary school students, “Graduate from high school at the following rate: (describe rate).”]

Q3. What methods will this program use to help my child improve his/her English language skills?

A3. *Your child’s program will use the following methods of instruction:*

(describe)

Q4. Does the district offer other programs for English learners different from my child’s?

A4. *Either “No, we do not” or “Yes, we offer a (name of other program offered).”*

Q5. How is the other program different from my child’s program?

A5. *The _____ (name of the other program) is different from your child’s in:*

Content: _____
(describe).

Instructional Goals: _____ (describe).

Use of English: _____ (describe).

Native Language Instruction: _____ (describe).

Q6. Why was my child placed in this program and not a different program?

A6. *We have placed your child in this specific program because* _____

(Explain).

Q7. Can I have my child placed in the other program? How?

A7. *Choose one: (Instead of the Bilingual Education Program, you can request your child be placed in the Free-Standing English as a Second Language Program.) or (Instead of the Free-Standing English as a Second Language Program, you can request your child be placed in the Bilingual Education Program if it is available in your child’s school, or*

offered in a different school in the district.) If you make this request, your child will be removed immediately from the current program. You must then come to your child's school and meet with the principal to discuss the options.

Q.8 My child has a disability and has an Individualized Education Program (IEP). How will this English Language program meet his/her special objectives?

A8. *To meet your child's IEP objectives, this English Language instruction program will:*

(Describe).

See Policy IHBBA

Reviewed: July 2004

IHBG-R - PARTICIPATION IN PUBLIC SCHOOL ACTIVITIES BY HOME EDUCATED, CHARTER AND NONPUBLIC PUPILS

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

Related Policies: IHBG, JJJ

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance RSA 193:1-c and these administrative regulations.

A. Participation in Curricular Courses.

Requests by home educated, public chartered school, or nonpublic school pupils for participation in curricular courses shall be made in writing by the parent/guardian to the building Principal. The following criteria and conditions are established:

1. The curricular course is developmentally and academically appropriate for the pupil.
2. All course prerequisite requirements are met.
3. Transportation to and from school generally shall not be provided. The Principal may make an exception to this condition based on his/her review of all pertinent circumstances.
4. The Principal's decision shall be final.
5. Pupils participating in curricular courses are expected to maintain punctual attendance and complete all required coursework, homework, exams, etc., as established by the teacher or instructor.
6. The parent/guardian may be required to provide proof of prior course work to establish academic appropriateness and/or to establish that all academic prerequisites have been met.
7. If the pupil is taking the course for credit or grade, such credit or grade will be granted only after the completion of the class.
8. Requests for participation that are received after class schedules have been made will be granted only if there is space available.
9. Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall generally be denied. If a

dispute arises between the parent/guardian and the District as to the pupil's right to these services, the building Principal shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

B. Participation in Co/Extra-Curricular Activities.

Requests by home educated, public chartered school, or nonpublic school pupils for participation in co/extra-curricular activities shall be made in writing by the parent/guardian to the building Principal. Co/extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others.

The following criteria and conditions are hereby established:

1. The parent/guardian must provide prior written permission for participation.
2. The participating pupil agrees to abide by all Board policies relative to student code of conduct and eligibility.
3. Participation in the activity is developmentally appropriate for the pupil.
4. The building Principal may ask the parent/guardian to chaperone an event.
5. Coaches, teachers and group/club supervisors may establish their own rules relative to participation, attendance, and expectations, provided such rules are not contrary to this Appendix or its corresponding policy. Participating home educated and nonpublic school pupils are expected to abide by those rules as well.
6. Home educated, public chartered school, or nonpublic school pupils may be required to provide proof of a recent physical examination from their physician for participation in athletic activities, consistent with other Board policies relative to athletic participation.

C. Use of School Texts and Library Materials.

Home educated, public chartered school, and nonpublic school pupils will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupil enrolled in the District.

Legal References:

RSA 193-A, Home Education

RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools, or Home Educated Pupils

First Reading of the Hinsdale School Board 9-12-18

Final Reading of the Hinsdale School Board 10-10-18

Appendix IHBH-R2 -MEMORANDUM OF UNDERSTANDING FOR EXTENDED LEARNING OPPORTUNITIES

Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.

EXTENDED LEARNING OPPORTUNITY PROGRAM MEMORANDUM OF UNDERSTANDING OBLIGATIONS OF PARTICIPANTS

Student Name	High School Name
Mentor Organization	Mentor Address

A. HIGH SCHOOL INTERN agrees to fulfill the following program obligations:

Duration: Participate in the program for a complete academic term, on-site with the sponsor and attending scheduled group meetings with intern coordinator.

Transportation: Arrange own transportation to and from the extended learning opportunity site. The District may provide transportation under certain circumstances consistent with Policy IHBH.

Communication: Maintain communication with the school district relative to assignments, progress reports, and other mandatory assignments.

Hours Worked: Learn the school procedure for recording hours worked and regularly report them.

Work Habits: Demonstrate good attendance and grooming, accuracy, orderliness, promptness, maturity, appropriate dress and proper business etiquette and professionalism.

Initiative: Seek additional responsibilities in the organization/company/sponsor to enhance the learning experience.

Assignments and Projects: Complete all assignments and projects as assigned by intern coordinator. Assignments and projects may be subject to review by the sponsor at the end of the internship.

B. PARENT OR GUARDIAN of the intern agrees to meet the following obligations:

Work Habits: Reinforce the need for good attendance and the development of good work habits.

Transportation: Assure that the student has transportation to and from the internship site.

Support: Provide encouragement and reinforcement.

Communication: Maintain contact with the school district about any program-related problems.

C. SPONSOR agrees to fulfill the following program obligations:

Insurance, Work-place Safety Standards, Applicable Labor Laws: Maintain all insurance and safety standards that are required by state and federal law.

Internship Plan: Work with the School District coordinator to prepare an individualized student work plan(s).

Supervision: Provide daily, appropriate supervision of the student.

Progress Reports/Assessment: Provide period progress reports regarding the student's work, as may, from time to time, be required and requested by the School District.

Attendance: Verify student attendance. Notify the School District coordinator when student is absent without prior approval or for any other situation requiring attention.

Summary: Review and sign off on the intern's summary of the internship experience.

D. COORDINATOR agrees to fulfill the following program responsibilities:

Academic Progress: Work with student and school personnel to monitor student's academic progress.

Objectives: Coordinate and monitor the internship experience on a day-to-day basis to assure that the program achieves the stated goals.

Policies: Inform the intern, sponsor, and parent or guardian about the purposes and policies of the program at the beginning of the term.

Site Visits: Make regular contacts with the sponsor to review the quality of the internship and the intern's development in the program, to suggest necessary changes in approach, and to follow-up on recommendations. These contacts may be in the form of electronic mail, on- and off-site visitations, or teleconferencing.

E. CONNECTING ACTIVITIES: INTERN, SPONSOR, COORDINATOR

Training Plan: Jointly develop a plan whereby the intern will use and improve the academic skills he or she already has while learning new skills.

Organizational Overview: The sponsor will provide the intern with activities that provide a comprehensive view of the organization and focus on the roles, responsibilities, and functions of the organization. The intern will undertake these activities and seek insight into the qualities, skills, and knowledge that help an executive or manager perform effectively.

Assignments: Jointly define special assignments for the intern to meet the educational objectives of the program.

F. ACADEMIC CREDIT

If the extended learning opportunity is being taken for credit, credit will be granted per the provisions of Board Policies ILBA, ILBAA and IMBC.

Student signature	Date	MCPS Coordinator signature	Date
Parent signature	Date	Mentor Signature	Date

First Reading of the Hinsdale School Board 08-15-12

Final reading of the Hinsdale School Board 09-12-12

NHSBA APPENDIX - IJK-R

SUPPLEMENTAL MATERIALS SELECTION AND ADOPTION

_____ **SCHOOL DISTRICT**

PARENTAL/GUARDIAN NOTIFICATION FORM
Use of Commercially Produced Movie/Video Recordings

Date: _____

Dear Parent/Guardian:

I am planning on showing ____movie/video/film_____ to your child's class. This film/video/movie is rated _____.

The rating is due to these factors:

_____.

The purpose of showing this film/movie/video is class is:

_____.

_____ The film/movie/video will be shown in its entirety.

_____ Only the following portions of the film/movie/video will be shown: _____

—.

If you wish to preview the film/movie/video, it may be borrowed or rented from: _____.

Signature of Teacher

Please sign below and return this form with your child or mail it to the address indicated. Please return this form on or before _____ (date).

_____ My child has my permission to view this film/movie/video.

_____ I do not want my child to view this film/movie/video. Please substitute a meaningful, related, alternative activity.

Students name:

Signature of Parent

Date

**NHSBA APPENDIX
IJOA-R**

**REQUEST FOR EDUCATIONAL FIELD
TRIP**

At least **one month** before the proposed day of any field trip if transportation is involved, the teacher shall supply the following information to the principal in duplicate.

Grade ____ Date _____

Trip _____

Date of Trip _____

Estimated Miles _____

Departure Time _____ Return by _____

Number of Pupils _____ Adults _____

Teacher _____

Bus Driver _____

Names of Chaperones _____

Comments _____

See Policy IJOA

NHSBA APPENDIX

IJOC-R -VOLUNTEERS – CONFIDENTIALITY AGREEMENT

See Also Policy IJOC

Volunteer Confidentiality Agreement

While performing volunteer services for the _____ School District, I understand that I am bound by laws and policies which protect the privacy of student information I am given access to. I agree to keep this information in the strictest confidence and recognize that the failure to do so may result in my being denied the opportunity to volunteer.

Signature of Volunteer

Date

Signature of District designee
(Principal, Superintendent, etc.)

Date

Appendix revised: April 2011

First reading of the Hinsdale School Board 10-20-11

Final reading of the Hinsdale School Board 11-09-11

**NHSBA APPENDIX
IKAD-R**

CHANGING STUDENT GRADES - PROCESS

Should a request be made to change a letter grade on final exams or grades at the end of a marking period, term, or semester, the following procedures are to be followed:

Step 1 - Informing the Teacher

Parents/guardians, or a student who is 18 years of age or older, who are dissatisfied with the student's final grade received during a marking period may submit a written request to either the teacher of the course, or to the principal, to have the final grade reviewed and/or changed.

This request must be received by the teacher or principal within ten (10) days of the parent's/student's receipt of the grade.

Step 2 – Meeting Between Parents, Teacher and Principal

If the request is sent to the teacher, the teacher shall immediately inform the principal of the request. If the principal receives the request, the principal shall inform the teacher thereof. Within five (5) days of receiving a request to correct or remove a final grade, the principal shall contact the parents/student and arrange for a meeting to discuss the matter. A meeting shall be scheduled as soon as is practically possible that allows for attendance of the teacher, the principal, and the parents/student.

At the meeting, the parent/student will be provided with a copy of Policy IKAD – Changing Student Grades.

At the meeting, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons for which the grade was given.

Parents/students may also present evidence, either written or verbally, as to why they believe the grade should be changed. Parents/students are encouraged to limit their evidence to material that will establish an error consistent with the provisions of Policy IKAD.

Step 3 - Resolution

Within five (5) school days of the meeting, the principal shall issue a written decision on the parent's/student's request to change the student's grade. Parents/students will be notified of the principal's decision in writing.

Student grades will only be changed for one of the reasons set forth in Policy IKAD. However, if after meeting with the parents/student, the teacher determines that extenuating circumstances affected the student's grade, the teacher may recommend that the principal take into consideration such circumstances when reaching his/her decision.

The decision of the principal shall be final.

The principal may, upon his/her own discretion, elicit the assistance of other teachers or guidance counselors to assist in making the decision.

New Appendix: April 2009

**ILD-R PROTECTION OF PUPIL RIGHTS AMENDMENT
SUPPORTING FORMS**

Protection of Pupil Rights Amendment - Consent For Specific Activities

(For activities not funded in whole or in part by the United States Department of Education)

Dear Parent/Guardian,

For your convenience you will find attached a copy of our school district's
"Notification of Protection of Pupil Rights Amendment" (PPRA). On
_____ at

Date

_____ there will be a survey, analysis, or
evaluation, and your consent is required so that your child (ren) may participate.
This activity consists of:

Name of School/Site

Description:

Please sign below in the event that you consent to your children's participation
and return this form to your Principal/designee by

_____.

Five (5) days before activity or as directed

If you would like to review any survey instrument or instructional material used
in connection with any protected information or marketing survey, please submit
a request to your Principal/designee. You will be notified of the time and place
where you may review these materials. You may review a survey and/or
instructional materials before the survey is administered to a student.

As the parent/guardian, I give my consent for my children, as noted below, to
participate in the activity designated above.

STUDENT (PRINT NAME)
GRADE

SCHOOL

Parent Signature

Date

Opt-Out For Specific Activities

(For activities not funded in whole or in part by the United States Department of Education)

Dear Parent/Guardian,

For your convenience you will find attached a copy of our school district's
"Notification of

Protection of Pupil Rights Amendment" (PPRA). On

_____ at

_____ there will be a protected
information survey conducted

Date

Name of School/Site

This activity consists of:

If you do not want your children to participate, please sign below and return the
form to your Principal/designee by

_____.

Five (5) days before activity or as directed

OPTIONAL: You may also opt out of the activity by calling or e-mailing your
Principal no later than _____ at

_____ or

Five (5) days before activity or as directed

Phone

_____.

e-mail address

If you do not indicate your decision to opt out by the date set forth above, the student will be permitted to participate in the activity. If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to your Principal/designee. You will be notified of the time and place where you may review these materials. You may review a survey and/or instructional materials before the survey is administered to a student.

As the parent/guardian, I do not want my children, as noted below, to participate in the activity designated above and, by signing and returning this form, indicate my decision to opt them out of the activity.

STUDENT (PRINT NAME)
GRADE

SCHOOL

Parent Signature

Date

Reference Policy: ILD

**NHSBA APPENDIX
JBAA-R**

**THE SCHOOL DISTRICT
SEXUAL HARASSMENT AND SEXUAL VIOLENCE
REPORT FORM**

General Statement of Policy Prohibiting Sexual Harassment

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant:

Home Address:

Work Address:

Home Phone

Work Phone

Date of Alleged Incident(s)

Name of person you believe sexually harassed or was sexually violent toward you.

List any witnesses that were present.

Where did the incident(s) occur?

Describe the incident(s) as clearly as possible, including such things as:
what force, if any, was used; any verbal statements (i.e., threats, requests,
demands, etc.); what, if any, physical contact was involved; what did you do
to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has
sexually harassed or was sexually violent to me. I hereby certify that the
information I have provided in this complaint is true, correct and complete
to the best of my knowledge and belief.

(Complainant Signature) _____
(Date) _____

Received by _____
(Date) _____

Reference: Policy GBAA & JBAA

**NHSBA APPENDIX
JFA – R**

**TECHNICAL ASSISTANCE ADVISORY
RESIDENCY**

Purpose.

The purpose of this Technical Assistance Advisory is to clarify existing law with respect to a pupil's district of residency and school district liability for educational costs when a child is placed in a home for children; the home of a relative or friend by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463; health care facility; or state institution.

Definitions. The following definitions shall apply:

(a) "Legal residence" means, in the case of a minor, where the parents reside, except:

(1) If parents live apart and are not divorced, legal residence is the residence of the parent with whom the child resides.

(2) If parents are awarded joint legal custody the legal residence of a minor child is the residence of the parent with whom the child resides.

(3) If a parent is awarded sole or primary physical custody, legal residence of a minor child is the residence of the parent who has sole or primary physical custody.

(4) If the parent with sole or primary physical custody lives outside the state of New Hampshire, a minor child does not have residence in New Hampshire.

(5) If the parents are awarded joint or shared physical custody legal residence of a minor child is the residence of whichever parent has primary physical custody. If primary physical custody is not awarded by a court of competent jurisdiction the legal residence of a minor child is the residence of the parent with whom the child resides more than 50% of the school week, or 3 days out of the 5-day school week.

(b) "Legal guardian" means a person appointed by a probate court in New Hampshire or a court of competent jurisdiction in another state, territory, or country. A legal guardian shall not be appointed solely for the purpose of allowing a pupil to attend school in a district other than the district of residence of the minor's parent or parents.

(c) "Legal resident" as defined in RSA 193:12, III means:

-
- (1) Legal resident of a school district is “a natural person who is domiciled in the school district and who, if temporarily absent, demonstrates an intent to maintain a principal dwelling place in the school district indefinitely and to return there, coupled with an act or acts consistent with that intent.
- (2) A married person may have a domicile independent of the domicile of his or her spouse.
- (3) If a person removes to another town with the intention of remaining there indefinitely, that person shall be considered to have lost residence in the town in which the person originally resided even though the person intends to return at some future time.
- (4) A person may have only one legal residence at a given time.”
- (d) “Home for children or health care facility” means any
- (1) Orphanage;
 - (2) Institution for the care, treatment, or custody of children;
 - (3) Child care agency as defined by RSA 170-E: 25, II and III;
 - (4) A residential school approved under RSA 186:11, XXIX; or
 - (5) A program approved pursuant to Ed 1133.
- (e) “Child of homeless parents” means a child whose parents:
- (1) Lack a fixed, regular and adequate residence; or
 - (2) Have a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodations such as:
 - a. Public assistance hotels,
 - b. Emergency shelters,
 - c. Battered women’s shelters, and transitional housing facilities, or
 - d. A public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- (f) “Home of a relative or friend” means an unlicensed home of a relative or friend where a child has been placed by the Department of Health and Services or a court of competent jurisdiction. “Friend” means any non-relative.
- (g) “Legal custody” means an award of legal custody by a court of competent jurisdiction, in this state or in any other state. A parent shall not have legal custody if legal custody has been awarded to some other individual or agency, even if that parent retains residual parental rights.

-
- (h) "Placement" means the physical placement of a child in a residence. For purposes of assigning financial or programmatic responsibility for a child's education or special education and related services, it shall not include incidental, transient, or short-term stays of an emergency nature.

Legal Residence and Right of Attendance.

- (a) No person shall attend school, or send a pupil to the school, in any district of which the pupil is not a legal resident, without the consent of the district or of the school board.
- (b) In accordance with RSA 189:1-a, "It shall be the duty of the school board to provide, at district expense, elementary and secondary education to all pupils who reside in the district until such time as the pupil has acquired a high school diploma or has reached age 21, whichever occurs first; provided, that the board may exclude specific pupils for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, and further provided that this section shall not apply to pupils who have been exempted from school attendance in accordance with RSA 193:5."
- (c) "Whenever any child is placed and cared for in any home for children, or is placed by the department of health and human services in the home of a relative or friend of such child pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, such child, if of school age, shall be entitled to attend the public schools of the school district in which said home is located unless such placement was solely for the purpose of enabling a child residing outside said district to attend such schools, provided that the school district for a child placed in a group home, as defined in RSA 170-D:25, II(b), within a cooperative school district, shall be the cooperative school district." (RSA 193: 28)

Education of a Child Placed and Cared For In Any Home for Children.

- (a) Nothing shall limit or abridge the right of any child placed and cared for in any home for children, as defined in RSA 193:27, to attend school in the district in which the home is located.
- (b) Any child placed in the home of a relative or friend by the Department of Health and Human Services, or by a court pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, may attend the public schools of the school district in which the home for children or home of the relative or friend is located.\
- (c) Whenever a parent or guardian voluntarily places a child with a relative at the recommendation or request of the Department of Health and Human Services, that child shall be permitted to attend the public schools of the school district in which that relative resides provided that:

“Upon request of the school district, the Department of Health and Human Services shall confirm that the department recommended or requested that the child be placed with the relative to promote the child’s well being, and not for the purpose of allowing the child to attend school in the district where the relative resides; and

Upon request of the school district, the relative shall take reasonable steps to secure a court award of guardianship over the child; the child being allowed to attend school in that district while the relative seeks guardianship.” (RSA 193:12, V, a)

“Upon request of the school district, the Department of Health and Human Services shall confirm that the department recommended or requested that the child be placed with the relative to promote the child’s well being, and not for the purpose of allowing the child to attend school in the district where the relative resides; and

Upon request of the school district, the relative shall take reasonable steps to secure a court award of guardianship over the child; the child being allowed to attend school in that district while the relative seeks guardianship.” (RSA 193:12, V, a)

Legal Guardianship

(a) Legal guardianship shall not be appointed solely for the purpose of allowing a pupil to attend school in a district other than the district of residence of the minor’s parent or parents.

(b) Whenever a petition for guardianship or legal custody is filed in a court of competent jurisdiction on behalf of a relative of a child, other than a parent, the child shall be permitted to attend school in the district in which the relative of the child resides pending a court determination relative to custody or guardianship.

(c) Upon the request of the school district, the relative shall take reasonable steps to secure a court award of guardianship over the child, and the child shall be allowed to attend school in that district while the relative seeks guardianship.

(d) Any change of legal guardianship shall be filed with and approved by the probate court.

(e) If guardianship papers are filed with the probate court, the pupil shall be entitled to attend school in the district in which the guardian resides.

(f) Once guardianship is approved, the pupil shall be a resident of the school district in which the guardian resides.

Liability of School District for Special Education Costs.

(a) If a child is:

- (1) placed in a home for children, the home of a relative or friend by the Department of Health and Human Services or a court of competent

jurisdiction pursuant to RSA 169-B, RSA 169-C, or RSA 463, health care facility, or state institution; and

- (2) The child is not in the legal custody of a parent or if the parent resides outside the state, then the school district in which a child most recently resided prior to such placement shall be liable for the cost of special education and related services. However, if the child is retained in the legal custody of a parent residing within the state, the school district in which the parent resides shall be liable for the cost of special education and related services.

(b) If custody is transferred subsequent to the original placement of a child in a home for children, the home of a relative or friend in which a child is placed by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, health care facility, or state institution, then the “sending district” shall be, from the change in legal custody or guardianship forwards, that district in which the child resided at the time of the original placement.

(c) If a pupil 17 years of age or older, who is living independently, is placed in a non-residential facility by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, the pupil shall be considered a resident of the school district in which he/she is living.

(d) If a pupil 17 years of age or older is placed in a residential facility by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, the school district which was liable for the cost of special education and related services immediately prior to the pupil’s 17th birthday shall remain the school district of liability.

(e) If a child is placed by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, and the parent resides outside the state of New Hampshire, the district of liability shall be determined in accordance with the interstate agreement.

Appeals: Residency

(a) The superintendent shall decide all residency issues within a school district.

(b) If more than one school district is involved in a residency dispute or the parents who live apart cannot agree on the residence of a minor child, the respective superintendents shall jointly make such decision.

(c) In those instances when an agreement between superintendents cannot be reached within 10 days, the Commissioner of Education shall make a determination.

(d) The Superintendents shall jointly submit to the Commissioner a written Request for Determination of Residency identifying the specific issues involved in the residency dispute.

(e) The Commissioner, upon receipt of the written Request for a Determination of Residency, shall utilize the provisions of Ed 200, except that Ed 213 shall apply to a proceeding before the Commissioner.

(f) A decision of the Commissioner of Education may not be appealed to the State Board of Education.

(g) If the residency dispute does not involve more than one school district the dispute shall be resolved by the local school board. Such decision may be appealed to the State Board in accordance with Ed 200.

(h) During the pendency of a determination of residency, a pupil shall remain in attendance in the pupil's current school.

Appeals: District of Liability

(a) The State Board of Education shall determine the district of liability in disputes involving a special education child placed in the home of a relative of that child by the Department of Health and Human Services, or placed in the home of a relative or friend by a court pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463.

(b) Such determination shall be made in accordance with rules adopted by the State Board of Education.

Nonresidents.

(a) No person shall attend school, or send a pupil to the school, in any district of which the pupil is not a legal resident, without the consent of the district or of the school board except as otherwise provided by law or a local school board policy.

(b) Each school district shall adopt an admission and attendance of non-resident student's policy.

Purpose

The purpose of this advisory is to provide clarification concerning the education of homeless students in New Hampshire. Varying Interpretations of homelessness, school placement, and New Hampshire Residency Law regarding homeless students have led to confusion and in certain instances have prohibited children from enrolling and attending school. This advisory addresses the basic requirements for school districts to meet the needs of homeless students and answers some of the most frequently asked questions.

Definition

The Stewart B. McKinney Homeless Assistance Act, Subtitle VII-B: Education of Homeless Children and Youth, protects homeless children and youth from being excluded from school enrollment due to the nature and impermanence of their night-time residence. Under the McKinney Act, school districts must review any rules or regulations, practices, or policies that may act as barriers to the enrollment of homeless children and undertake steps to revise such regulations, practices or policies to assure that homeless children and youth are afforded the same opportunities as non-homeless children and youth.

“New Hampshire Education for Homeless Children and Youth”, means as part of the Stewart B. McKinney Homeless Assistance Act, that a homeless child has the right to:

- A free, appropriate public education.
- Remain in the school of origin (last school attended or school attended when child lost housing) for the remainder of the academic year, or if the child or youth became homeless between academic years, for the following academic year, or attend the school nearest their shelter or temporary home. To the extent feasible, the Local Education Agency (LEA) shall comply with the request made by the parent or guardian regarding school placement, regardless of whether the child or youth lives with the homeless parent(s) or is temporarily living elsewhere.
- Immediate enrollment, even when school or medical records cannot be produced at the time of enrollment.
- A priority to pre-school programs.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION Questions and Answers Regarding Homelessness

Which school may a homeless child attend?

There are options, whichever is in the best interest of the child or youth, either

1. The school of origin, which is the school attended when last permanently housed, or the school in which the child was last enrolled; or
2. Any school in which non-homeless students living in the attendance area are eligible to attend. In making a determination of school attendance, the best interest of the child and the request of the parent and/or youth are to be considered.

Is there any reason to delay enrolling a homeless child or youth?

No. Lack of school records or immunizations **cannot** prevent a homeless student from enrolling in a new school. It is the responsibility of the new school to request health and academic records from the previous schools in a “timely manner” and to refer parents and/or youth to a physician or to a free or low cost

clinic for any required immunizations. Homeless students do not need to wait until academic or health records arrive to attend the new school. Federal law requires immediate enrollment of homeless children and youth.

Who is considered homeless?

If a family, out of necessity, because of lack of housing, must reside in a shelter, motel, vehicle, campground, on the street, or doubled up with family or friends, they are homeless. Children and youth living under these or similar circumstances with or without other family members, are considered homeless.

Does homelessness have to be proven?

No. If a family reports they are homeless, the case must be decided individually. Present living conditions (i.e., shelter, campground, motel, hotel or doubled-up families) should be reviewed according to present situation of the family and relative permanence and adequateness of the living environment.

Does residency have to be proven in order for a homeless child to enroll in school?

No.

Proof of residency is not required for the enrollment of homeless children. A school may require the parents or guardian of a homeless child to submit an address or other information for contact purposes, as they would for any non-homeless child enrolling in their school.

How does the New Hampshire Residency Law deal with school enrollment of homeless students?

- RSA 193:12 (IV) provides the definition of a homeless child and exceptions to legal residence requirements for homeless pupils. Homeless pupils may attend school in either the district the child/youth is presently residing or, if parents and another district agree, in the best interest of the child, for continuity of education, remain in the school the child/youth was attending when he/she became homeless (known as the school of origin).
- In those cases when there appears to be a conflict in state law and federal law with respect to homeless students, federal law prevails.

What if there is a disagreement on school placement between two superintendents?

The following procedures are in place if superintendents are not able to reach a placement agreement, taking into consideration the best interest of the student(s), and request of the parent(s):

- The Coordinator for the Education of Homeless Children and Youth, Lynda Thistle Elliott (271-3840) may be called upon to help resolve differences.

-
- In those instances when an agreement between superintendents cannot be reached within 10 days, the Commissioner of Education will make a determination.
 - The Superintendents shall jointly submit to the Commissioner a written Request for Determination of Residency identifying the specific issues involved in the residency dispute.
 - The Commissioner, upon receipt of the written Request for Determination of Residency, shall utilize the provisions of Ed 200, except that Ed 213 shall apply to a proceeding before the Commissioner.
 - A decision of the Commissioner of Education may not be appealed to the State Board of Education.

What if there is a school placement dispute between homeless constituents and Local Education Agencies (LEAs)?

The following steps are provided when there is a placement dispute between parents/youth and LEAs:

- Informal discussion between school district personnel and homeless parents/or or homeless youths to reach a mutually agreeable solution.
- The State Coordinator for the Education of Homeless Children and Youth (271-3840) may be called upon to help resolve continued differences.
- If the residency dispute does not involve more than one school district the dispute shall be resolved by the local school board. Such decision may be appealed to the State Board of Education. The State Coordinator will provide information to the homeless parents and or youths and the school district about the state appeals process in accordance with the New Hampshire Code of Administrative Rules, Chapter Ed 200.
- During the pendency of a determination of residency, a pupil shall remain in attendance in the pupil's current school.

Where can you call for more information?

If you have questions about enrolling homeless children or youth or providing services please call the Department of Education Homeless Education Program at 271-3840 or e-mail LthistleElliott@ed.state.nh.us.

**NHSBA APPENDIX
JFABB- R**

ADMISSION OF FOREIGN EXCHANGE STUDENTS

Academic Requirements

No student will be admitted who has already graduated from the equivalent of twelfth grade or who will reach the age of twenty-one years on or before September 15 of that school year.

The student must have average or above-average grades in school at home and must not require special education services in order to function in the regular academic program.

The student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. If a student's English proficiency is found to be insufficient to function in the regular Instructional program without special assistance, the exchange program or private sponsor must provide a tutor or make other educational arrangements for the student at their expense. If the program or sponsor fail to do so, the student will be withdrawn and INS will be notified.

The district will not provide foreign students with admission to special education programs, English as a Second Language programs, post secondary options or other special programs.

Students are expected to take five classes per term including one language arts or English class and one American history or government class and are expected to maintain passing grades in all classes.

General Requirements

Foreign students will be treated as regular students. They are responsible for complying with all district policies and regulations.

Foreign students are expected to pay for all lunches, books, athletic and student activity fees and other fees, yearbook costs, and all other expenses normally borne by students in the district. Foreign students are not entitled to free or reduced prices for lunches.

The eligibility requirement of the NHIAA will be followed.

The sponsor, host family and local program representative must maintain personal contact with the school, must be available and willing to meet with school

personnel when problems or circumstances require and must assume full and final responsibility for resolving problems including the early return of the student if personal, family or school difficulties cannot be resolved.

If a student's grades, conduct or discipline are deemed unsatisfactory by the school, the student may be withdrawn.

Admissions process

Approvals for admission must be obtained from the district between April 15th and July 31st for the following school year or between October 15th and December 15th for the second semester, except under unusual circumstances.

All applications will be screened by the superintendent or designee before they are forwarded for review and approval of the principal of the school where admission is being requested.

The student must attend the school in the attendance area in which the host family or sponsor lives, unless an appropriate transfer is approved by the district. Should a large number of foreign students be scheduled for a particular school, a transfer to another school may be recommended by the district in order to create a balance in foreign student enrollment.

Upon the student's arrival in the district, the adult sponsor (host family and/or local representative of the exchange program) and student must come to the school to complete the enrollment process. Students must arrive in sufficient time for attendance on the first day of school.

Students requesting admission must submit:

1. Birth certificate or other proof of age
2. Recent official transcript with English translation reflecting courses taken and grades earned
3. Records showing any required immunizations
4. Evidence of medical insurance that will cover the student while residing in the district.
5. A letter of application written in English by the student that provides pertinent information about the student, including student's name, age, birth date, home address and phone number, level of education, reasons for wanting to attend school in the district and the projected duration of enrollment.
6. The names, addresses and phone numbers of the exchange student's own parents/guardians, the host family and the local exchange program representative.
7. Proof of English proficiency, including evidence that the student has successfully completed a minimum of three years of instruction in English and

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- a letter of recommendation from the English language teacher documenting the level of proficiency or evidence that the student has passed a test of English language proficiency, such as the SLEP, TOEFL or FSI.
8. A notarized temporary custody agreement between the student's parents and the host family and/or exchange program.

Private sponsors must submit:

- a. Proof of residence; or
- b. Affidavit of support, including the following supporting evidence:
- A statement from an officer of a bank or other financial institution in which deposits are recorded giving details regarding the date the accounts were set up.
 - A statement from the employer on letterhead stationery showing the date and nature of employment, the salary paid and whether the position is temporary or permanent
 - If self-employed, a copy of the last income tax return filed

Only programs designated by the United States Information Agency will be considered for placement of foreign students on J-1 visas.

The program must have a local representative residing in or near the district who will meet with the student, host family, and school personnel on a regular basis.

Orientation, both pre-departure and upon arrival in the United States, must be provided to help foreign students adjust to a new culture. Ongoing contact and support from the local representative of the exchange program must also be provided.

Orientation must be provided to the host family in advance of the foreign student's arrival. The family should be acquainted with the needs and requirements of housing a visitor for a long period of time, advised of potential problems in hosting a foreign student and provided with suggestions for coping with these problems. Ongoing contact and support from the local representative of the exchange program must also be provided.

JFABD-R1

HOMELESS EDUCATION DISPUTE RESOLUTION PROCESS

Level I

A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five (5) business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the Superintendent of the formal complaint and the disposition.

Level II

Within five (5) business days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent by filing a written appeal. This appeal shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five (5) business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

A written explanation of the Superintendent's decision regarding school enrollment shall be provided to the parent/guardian, student of lawful age, or unaccompanied youth, including a statement regarding the right to appeal the decision to the commissioner of the New Hampshire Department of Education.

Level III

The complainant may appeal the Superintendent's decision to the commission of the New Hampshire Department of Education. In the case of an unaccompanied youth, the Local Homeless Education Liaison will assist the youth in the appeal process.

See Policy JFABD

JFABD-R2 HOMELESS EDUCATION DISPUTE RESOLUTION PROCESS

WRITTEN NOTIFICATION OF ENROLLMENT DECISION
(Denial of Enrollment Request)

To be completed by the receiving school when an enrollment request is denied.

Date: _____ School: _____

Person _____ completing _____ form:
_____ Title: _____

In compliance with Section 722(g) (3) (E) of the McKinney-Vento Homeless Education Assistance Act of 2001, this written notification is provided to the following.

Student(s): _____

After reviewing your request to enroll the student(s) listed above, the enrollment request is denied. This determination was based upon the following.

You have the right to appeal this decision by completing form JFABD-R3 or by contacting the school district's local homeless education coordinator.

Liaison's name: _____ Title: _____

Phone number: _____

In addition:

- The student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute.
- You may provide written or verbal documentation to support your position. You may use form JFABD-R3 attached to this notification.
- You may complete the appropriate form or contact the state coordinator for homeless education to request a state-level review of the district's final decision regarding an enrollment issue.
- You may seek the assistance of advocates or attorneys.

A copy of our state's enrollment dispute resolution process for students experiencing homelessness is attached.

STUDENT RULES AND CONDUCT ON THE SCHOOL BUS

1. Pupil shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
2. Pupil shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed you to proceed.
3. Pupil shall wait in an orderly line and avoid horseplay.
4. Pupil shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Pupil shall go directly to an available or assigned seat when entering the bus and move in toward the window.
6. Pupil shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency door will be used for emergencies only.
7. Everyone shall observe classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decisions and requests must be followed.
8. Pupil is permitted to carry only objects that can be held on his/her lap.
9. Pupil shall refrain from throwing or passing objects on, from or into buses.
10. Pupil shall refrain from eating and drinking on the bus.
11. Pupil shall respect the rights and safety of others.
12. Pupil shall refrain from leaving or boarding the bus at locations other than assigned stops at home or school. Students may ride only the bus that they have been assigned. (Exceptions will only be made with a note from a principal.
13. Pupil is prohibited from extending head, arms or objects out of the bus windows.
Students will not be allowed to lower windows without permission of the driver.
14. Only authorized riders will be permitted on the bus.

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15. When necessary, students will be expected to sit three passengers to a seat.
 16. Pupil is prohibited from using tobacco, alcohol, drugs, or any controlled substance. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
 17. Pupil shall refrain from the use of profane language, obscene gestures, excessive noise, fighting, wrestling or acts of physical aggression on the bus.
 18. Pupil shall not carry hazardous material, nuisance items and animals onto the bus.
 19. Pupil is prohibited from hitching rides via bumper or other parts of the bus.
 20. Students/Parents will be held responsible for any and all damages to the bus perpetrated by the student.

There may be circumstances that could result in immediate suspension from the bus -- such disciplinary action to be at the discretion of the appropriate school administrator. The following procedure will be used whenever rules 1 through 15 have been violated:

FIRST OFFENSE will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.

SECOND OFFENSE will result in one (1) hour after school detention. Parents must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange other transportation for their children home after a detention.

THIRD OFFENSE will result in an immediate five (5) day suspension from ANY bus. (This includes field trips, sports events or any activities.)

All suspensions represent school days, not calendar days.

For infractions 16 through 20 the following procedures will be followed:

FIRST OFFENSE will be an immediate five (5) day suspension from ALL buses.

SECOND OFFENSE will be an immediate ten (10) day suspension from ALL buses.

THIRD OFFENSE will result in the immediate suspension from ANY bus. “RSA 189:9 -- Pupils prohibited for Disciplinary Reasons. Notwithstanding the provisions of RSA 189:6-8, the Superintendent, or his representative as designated in writing, is authorized to suspend the right of pupils from riding in a school bus when said pupils fail to conform to the reasonable rules and regulations as may be promulgated by the school board. Any suspension to continue beyond twenty (20) school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil's parent or legal guardian.

- I. If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority that suspended this pupil's right.
- II. Until the appeal is heard, or if the suspension of pupil's right to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

See Policies EEA, EEACC & JICC

JICD-R
MEMORANDUM OF UNDERSTANDING

MEMORANDUM OF UNDERSTANDING
for administering the Provisions of RSA 193-D
Safe School Zones

1. General Principles

The School Board and the Police Department agree to work in a cooperative effort to provide a safe and healthy school environment for students, staffs and visitors. In furtherance of that effort, this Memorandum of Understanding is intended to comply with the provisions of RSA 193-D Safe School Zones. The Board and the Police Department further agree to respond effectively to incidents of school delinquency or criminal behavior in school, on school grounds, and at school sponsored events.

This memorandum deals with the law enforcement response to any incident involving the possession, use, sale or distribution of alcohol and other drugs in a school setting or during any school sponsored activity. This memorandum also addresses the efforts by- the school and police to respond to incidents of violence; weapons possession; or acts of theft, violence or destruction, on school property and at school functions, under the provisions of and in concert with the implementation of the Safe Schools Act, RSA 193-D. This Memorandum applies to reportable behavior of adults, as well as, children.

The School Board and the Police Department agree to coordinate these efforts with the local prosecuting Attorney's Office and the New Hampshire Department of Education.

The School Board recognizes that in cases of an emergency situation or imminent danger to students, staff or the community, the Police Department and the School District may act without regard to the Memorandum of Understanding. Nothing contained in this Memorandum is intended to limit the events that may be reported to the Police Department or limit school employees from requesting police assistance on matters not referred to in this Memorandum.

In the event either the School Board or the Police Department desires to amend this Memorandum, the agency seeking changes will arrange for meeting with the other.

MEMORANDUM OF UNDERSTANDING

2. Definitions

The following terms, as defined in RSA 193:D-1 apply to this Memorandum:

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- "Safe School Zone" means an area inclusive to any school property or school buses.
 - "School" means any public or private elementary, secondary or secondary vocational-technical school in New Hampshire. It shall not include home schools.
 - "School Employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing, or performing continuing contract services for any public or private school, school districts school department or school administrative unit.
 - "School property" means all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
 - "School purposes" means school-sponsored programs, including but not limited to educational or extra-curricular activities.

3. School/Police Liaisons

In order to facilitate prompt and clear communication of incidents School Board and the Police Department will designate individuals to serve as primary contact liaisons. The Superintendent of Schools shall designate the Principal at each school as that school's Reporting Official. He/she shall be responsible for handling all reportable incidents of: (1) drug/alcohol use, possession, sale and/or distribution; (2) assault or violence; (3) possession of weapons; and/or (4) theft or destruction of property. The School District liaison will communicate information on such incidents to the Police Department.

The Chief of Police shall designate a police officer(s) who shall be responsible for handling all reportable incidents brought to the attention of the Police Department by the school's Reporting Officials. In addition to communication between the Reporting Official and the Police Officer on the specific incidents mentioned above, it is recommended that Official and Officer meet regularly to discuss the scope of these problems, and to identify strategies aimed at reducing them.

4. Reportable Acts

A. School Reports to Police Department

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1. Mandatory: Notwithstanding the provisions of RSA 193-D, the Safe School Zone Act, the following incidents must be reported to the Police Department by the designated school employee:
 - a. Possession of alcohol by a minor or if it appears that a student is under the influence of alcohol or drugs on school property, or at school functions;
 - b. Possession, selling or distribution of any controlled substance (including drug paraphernalia) as defined in NH RSA 318-B, by an individual on school property, or at school functions;
 - c. Any incident in which any individual who is responsible for, suspected of, or determined to be selling or distributing drugs or alcohol on school property, or at school functions,;
 - d. Unlawful possession, sale, or use of firearms or other dangerous or prohibited weapons, fireworks and explosives, as defined in NH RSA's 208, 644 and 159, on school property, or at school functions;
 - e. Arson under RSA 634:1 any person who knowingly starts any fire or causes any explosion which results in injury, damage to property of another, or is done with intentional disregard for the safety of others;
 - f. Burglary under RSA 635: any person who enters a building to separately secured section of a building, with a purpose to commit a crime;
 - g. Robbery under RSA 636: including any theft that is accomplished by the physical force or the threat of imminent use of force;
 - h. Thefts of property where the value is more than \$50.00, repeated occurrences of theft by one student, (thefts by students who are in the third grade or lower are generally not reported to the Police);
 - i. Homicides under RSA 630: any death shall immediately be reported to the Police Department, regardless of suspected cause;

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- j. Any first or second degree assault under RSA 63 1, whereby an injury occurs to a person, requiring medical treatment beyond basic first aid or requiring outside medical follow up, caused by another person. Investigation may reveal that not all if these incidents constitute an actual crime. Reporting will allow an investigation to be conducted;
 - k. Any sexual assault under RSA 632-A will be reported;
 - l. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of \$50 or more of damage. This includes vandalism to school property;
 - m. Threatening behavior under RSA 631:4 which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.

2. Discretionary Reporting Events are up to the Discretion of the Building Principal.

- a. Refusal or neglect to conform to reasonable rules of the school or to clear non-injurious directions given by staff member.
- b. Simple assault incidents (which don't meet the criteria as stated in j. above), depending upon the nature of the incident, as determined by the school administration.
- c. Theft, under RSA 637, of property under \$49.
- d. Criminal Mischief under RSA 634:2, purposely or recklessly damaging the property of another, resulting in a value of \$49 or less of damage. This includes vandalism to school property.

B. Police Department Reports to School

- 1. The following information shall be reported by the Police Department to the School Principal:

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- a. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student, or of other students in the school, where the law allows.

2. The following information may be shared with school Administration by the Police Department, subject to applicable statutes and regulations governing confidentiality:

- a. The arrest and filing of a delinquency complaint against any student under the age of 17 years.
- b. Other non-criminal activity that the Police Department deems pertinent to the student's well-being, including but not limited to threatening to attempt suicide; victimization of the student by a parent, caretaker or other individual).

5. Procedures for Reporting

- A. It is agreed that every school employee who has witnessed, or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act immediately to a supervisor. A supervisor receiving such report shall immediately forward such information to the school Principal. The Principal shall then contact the Police Department by telephone and report the incident. The Principal shall also provide the Police Department with a written report within 48 hours of the incident.
- B. The report required shall include:
 1. Identification of the act of theft, destruction, or violence that was alleged.
 2. The name and address of witnesses to the alleged act.
 3. The name and home address of any person suspected of committing the act.
- C. The written report required above shall be waived when there is a law enforcement response at the time of the incident which results a written police report.
- D. School Response
 1. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act shall:

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- a. Confront the student with the nature of the offense;
 - b. Take the student to the Principal's office;
 - c. Retrieve and turn over any physical evidence to the Principal.

2. For Mandatory Reportable acts, the Principal shall:

- a. Notify the police and student's parent/guardian, and inform them of the nature of the incident;
- b. Turn over any physical evidence seized and a written fact summary to the Police Department;
- c. Initiate disciplinary action in accordance with Board policies.

3. For Discretionary Reportable Acts, the Principal shall:

- a. Determine if the police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible. Any incident reported to the Police shall also be reported to the student's parent/ guardian;
- b. Initiate disciplinary action in accordance with Board policies.

E. Police Response

- (1) The Police Officer will make contact with the school as soon as possible after receiving a report from the Principal to investigate the incident, or take any other appropriate action.
- (2) During the investigation, the Police Officer may meet with the Principal, the student, the student's parent/guardian and appropriate persons with knowledge of pertinent facts, if required.
- (3) If at the conclusion of the investigation, the student is found to have committed the alleged offense, the Police Officer may initiate the formal complaint process.
- (4) When the Police Officer is called to the school in response to offenses involving the sale and/or distribution of drugs or alcohol, violent behavior, or the possession of a

weapon, and when probable cause exists for arrest, the Officer shall take the appropriate action to initiate the formal complaint process.

- (5) To the extent possible, precautions will be taken by both Police and school officials at all times to ensure the education process is not disrupted.

Chief of Police

Date

School Board Chair

Date

Superintendent

Date

First reading of the Hinsdale School Board 11/17/09

Final reading of the Hinsdale School Board 12/09/09

See policies IHBA, JICD & JICI

MODIFICATION OF A WEAPONS EXPULSION

Pursuant to RSA 193:13, IV, the Superintendent may, upon written application of an expelled pupil, recommend modification to the expulsion. Prior to the School Board's consenting to such a modification, the pupil shall be required to submit to the Superintendent sufficient evidence in the form of letters, work history or other documents or testimony demonstrating that it is in the school's best interest and the pupil's best interest to allow a modification. In making such a decision, due regard will be given to other pupils and staff whose safety and well-being shall be of paramount importance.

See policy JICI

**NHSBA APPENDIX
JICJ-R**

PROCEDURES FOR HANDLING UNAUTHORIZED

COMMUNICATION DEVICES

Disciplinary Action

Any student who is in possession of, or uses an unauthorized beeper, portable cellular phone or similar portable communications device, may be suspended from school for up to two consecutive days by the superintendent or his/her designated representative. The superintendent or his/her designee will immediately notify the parent/guardian of the offense and disciplinary action. All such devices will be confiscated and turned over to the parent/guardian.

Authorization to Carry Portable Communications Devices

All beepers, portable cellular phones, and similar portable communications devices are unauthorized except as follows. The principal or principal's designee may authorize the carrying of portable communications device upon showing of good cause by a students' parent(s) or guardian(s). Any authorization, must and may specify conditions, including hours or allowed use. The student must carry the written authorization whenever s/he is in possession of the portable communications device. Failure to carry the written authorization shall result in the confiscation of the device but the student may avoid suspension by producing the written authorization. Abuse of an authorization is grounds for the revocation of the authorization. Any teacher or administrator may inspect the written authorization at any time.

Student Handbooks

Student handbooks shall include a rule prohibiting the use of beepers, Portable cellular phones, and other portable communications devices in School buildings pursuant to this regulation and policy JICJ.

See policy JICJ

Name of Witness/ Reporter: _____

Position: _____

Name of Victim _____

Name of alleged bully: _____

Description of Incident: _____

Other pertinent information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Review and approved November 8, 2009 by the Hinsdale School Board

NHSBA APPENDIX

JICK-R

SCHOOL BOARD NOTIFICATION OF BULLYING REPORT

Notification to the school Board in compliance with RSA –F: 3, Pupil Safety and Violence Prevention.

School _____

Date _____

Incident Report (example):

A fourteen year old freshman boy has, on several occasions, bullied and harassed freshman girls by making inappropriate insulting/sexual remarks, snapping her bra strap and exhibiting assaulting behavior. He has also recently verbally harassed other classmates, male and female. This behavior seems to be carried over from students' neighbor/community.

Outcome/Response (example)

The district bullying policy was followed in investigating /resolving this incident. The offending student has been disciplined in accordance with Board-approved practices/penalties. Parents/guardians or all involved students have been informed and consulted as requires.

Submitted on: _____ (date)

Submitted By: _____

New Appendix April 2009

JICE-R, JICEA-R, KDC-R

STUDENT PUBLICATIONS/PRODUCTIONS/WEBSITE PUBLICATIONS

ADMINISTRATIVE PROCEDURES

In accordance with the Board Policies JICE, JICEA, and KDC, the following regulations will govern the review, approval, rejection, or revision of student prepared articles for publication, inclusive of website publications, and student productions. These regulations will also govern the appeal process for students wishing to appeal the rejection or revision of an article proposed for publication or a proposed production.

- **Review Guidelines**

The Superintendent will designate building principals to oversee all materials to be published, performed or distributed by students. Each principal may designate primary responsibility for initial review to the relevant instructor or advisor. Any dispute shall be referred to the responsible principal for review and resolution. The Principal may also initiate review of any proposed publication, performance or other media materials prior to the publication or performance. Disputes over regulation by the Principal shall be referred to the Superintendent.

- **Authorization will ordinarily be granted provided:**

- A. The material is written by students currently enrolled in this school district.
- B. The author(s) are identified in a conspicuous location on all materials.
- C. The material is free from libel, slander, obscenity, profanity, personal attacks or incitement to illegal action(s).
- D. The material does not demean any race, religion, gender, sexual orientation or ethnic group.
- E. The material does not interfere with or will not likely disrupt the schools or districts instructional mission, goals or safety.
- F. The material is free from unauthorized solicitation.
- G. The material is free from advertisements of cigarettes, liquor, illegal or illicit drugs or drug paraphernalia.

- **Distribution**

The material shall be distributed or performed as directed by the principal or designee and in such a manner as not to interfere with or disrupt the normal educational process.

Students and/or other school personnel in violation of this policy and regulation will be subject to appropriate disciplinary action. Any disciplinary action taken

will not abridge any individual's rights to due process under other district policies or under the law. Such distribution may not occur in a manner that interferes with school networks or websites or with circulation in any hallways, entrances, exits or passages, or to or from school buses, or in a manner that pressures uninterested students to access or view said material.

New Appendix: April 2009

First reading of the Hinsdale School Board 12/09/09

Final reading of the Hinsdale School Board 01/06/10

**NHSBA APPENDIX
JIH- R**

SEARCH OF STUDENTS

In accordance with policy JIH, searches shall be conducted under the following provisions:

A student is subject to search by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be discovered. School staff shall report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations.

Persons Authorized to Conduct a Search

Only building principals or student resource officers are authorized to conduct searches of a student's person or a student's belongings. Such individuals may only conduct a search if he/she has reasonable suspicion.

Reasonable Suspicion

For the purposes of these regulations, "reasonable suspicion" means that a school district employee has reasonable grounds to believe that either the law or school rules have been violated. Reasonable suspicion may be established if a school district employee observes, hears, or is informed of behavior or actions that violate either the law or school district rules.

School district employees who have reason to believe that either the law or school district rules have been violated are obligated to inform the building principal, who will then ascertain whether or not reasonable suspicion exists such that a search of the student or his/her belongings is justified.

Conducting the search

If a district employee authorized to conduct a search determines that reasonable suspicion and reasonable grounds exist to search a student's person, clothing, personal effects, desk, locker, assigned storage area or automobile, the search shall be conducted as follows:

- A. In addition to the person conducting the search, at least one other school district employee shall be present during the search. At least one of the school district employees present during a search shall be the same sex/gender as the student being searched.
- B. If the authorized person concludes that the student's person is to be searched, the student will be informed that it is believed that he/she has violated either the law or school district rules, and that a search of the student's person, clothing, and/or personal effects will be forthcoming.

-
- C. If the student refuses to allow his/her person to be search, and acts in any manner that threatens the safety or well-being of district employees or students, school officials are authorized to contact local law enforcement authorities and turn over all necessary investigative procedures to them.
 - D. Students do not have any expectation of privacy in belongings stored in school district property, including but not limited to desks, lockers, storage areas, etc. Such areas may be searched by the principal or student resource officer at any time, with or without reasonable suspicion. Students will not necessarily be informed that such areas are going to be searched.

Responsibilities of School Employees After A Search

- A. If the search yields evidence that a school rule has been violated, the principal is authorized to proceed with disciplinary measures in accordance with other school board policies.
- B. If the search yields evidence that a crime has been committed or a law has been broken, the principal is authorized to contact local law enforcement, in accordance with other school board policies and the Memorandum of Understanding between the District and the law enforcement agency. Students may still be disciplined in accordance with other school board policies in this scenario.
- C. The principal will formulate a written report for each search conducted, within 24 hours of the search. Such report will be forwarded to the Superintendent within 24 hours of it being finished. If local law enforcement officials were contacted for any reason, the Superintendent shall inform the school board thereof.

Contraband/Paraphernalia

- A. The authorized person conducting the search is authorized to seize and hold any contraband, paraphernalia, or any other object that violations either school rules or the law. Such objects should be turned over to the principal for proper documentation.
- B. The principal shall document such objects and include a description of such objects in his/her report. The principal is authorized to photograph such objects.

Contraband/Paraphernalia (continued)

-
- C. Any items seized during the course of a search shall be stored in a secure location until such time as it is deemed necessary or prudent to dispose of such items. The principal and/or Superintendent shall take into consideration the exhaustion of all available appeals, transfer of such items to law enforcement authorities, and other factors before disposing of seized items.
 - D. The principal shall refer to the Memorandum of Understanding with the local law enforcement agency in determining whether such items should be turned over to the law enforcement officials.

Locker Searches

- A. Lockers, desks, and storage areas are the property of the school district. When assigned a locker, desk or storage area, a student shall be responsible for its proper care. A student may be subject to a fine for any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked. A shared locker implies shared responsibility for a locker and its contents.
- B. A student's locker, desk or storage area may be searched by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations when the risk of harm to students or staff demands immediate action.
- C. Authorized persons may search all lockers, desks, or storage areas without prior notice given to students and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.

Use of Dogs for Searches

- A. Building principals are authorized to arrange for the use of trained dogs to aid in the search for drugs, alcohol, and related paraphernalia in school buildings and on all school facilities, grounds, parking lots and any other district owned property.
- B. Prior to arranging for the use of trained dogs to aid the search, the principal will inform the Superintendent of his/her desire to have such dogs in the school.

-
- C. Prior to the use of trained dogs to assist in a search, the Superintendent will notify the school district's legal counsel to review all pertinent factors of such action. Additionally, the Superintendent will also notify the school board chairperson when trained dogs are to be used to aid in a search.
 - D. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the dog's reliability and accuracy in performing the search. Trained dogs may sniff lockers, motor vehicles, and other inanimate objects.
 - E. Dogs may not be used for random searches of students or other persons.

See Policy JIH

First reading of the Hinsdale School Board 06/10/09

Final Reading of the Hinsdale School Board 08/12/09

**NHSBA APPENDIX
JIHB-R**

STUDENT OPERATED VEHICLE SEARCH REPORT

NAME OF SCHOOL: _____

NAME OF STUDENT: _____

ADDRESS: _____

DATE OF SEARCH: _____

OWNER OF VEHICLE: _____

REASON(S) FOR SEARCH: _____

RESULTS/ITEMS RECOVERED: _____

VEHICLE DESCRIPTION AND TAG # _____

ADMINISTRATOR: _____

WITNESS: _____

ADDITIONAL NOTES: _____

See Policy JIHB

APPENDIX JJA-R
STUDENT ACTIVITIES/ORGANIZATIONS: ELIGIBILITY
STANDARDS

In accordance with Policy JJA, the following eligibility standards will govern participation in school-sponsored activities and organizations:

I. Elementary and middle school students shall be eligible to participate in school-sponsored organizations and activities based upon age-appropriate criteria approved by the principal. Students/parents will be provided copies of such criteria prior to student participation. Any league requirements shall also apply

II. Secondary school students shall be eligible for participation in school-sponsored organizations and activities under the following guidelines:

A. Academic

- Eligibility for participation is based upon review of grades from the previous academic quarter.
- Students who do not maintain a seventy percent (70%) average or **higher or have received a WF** in any course for which they are registered within the **quarter** in question shall be ineligible for that activity. Students taking less than a full class load must pass all courses to maintain eligibility.
- Some specific organizations (e.g. National Honor Society) may impose additional academic requirements.

B. Conduct

- Conduct expectations for participation in school organizations and activities are specified in the behavioral and disciplinary policies established by the Board policies.
- Should serious or chronic behavioral infractions occur, students participating in school-sponsored organizations/activities will be subject to a probationary hearing. This hearing will be conducted by the relevant advisor/coach and attended by an administrator, the student and parent(s).
- Eligibility for further participation will be determined following the hearing.

C. Attendance

- Students participating in school-sponsored activities/organizations shall comply with all attendance requirements mandated by State law and regulation as well as Board policies.
- Should serious or chronic attendance infractions occur, students participating in school-sponsored organizations/activities will be subject to

a probationary hearing. This hearing will be conducted by the relevant advisor/coach and attended by an administrator, the student and parent(s)

- Eligibility for further participation will be determined following the hearing.

D. Athletics

In addition to various eligibility requirements above, those students participating in school-sponsored athletics must comply with rules and standards established by the New Hampshire Interscholastic Athletic Association (NHIAA), the school district's policies regarding physical examinations and transportation and the school's athletic code.

E. Appeals

- Submit a letter to the building principal stating the nature of the concern and requesting a hearing. **Until the hearing is held the student will remain eligible to participate.**
- Within five (5) school days the principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s), if ineligibility is due to failing grades.
- The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their argument. Minutes of the hearing will be maintained.
- The principal will consider all information available and will make a final decision within three (3) school days following the hearing. The principal will notify and inform the student/parents of his/her decision in writing. The principal's decision shall be final.

First reading of the Hinsdale School Board 01/13/10

Final Reading of the Hinsdale School Board 03/10/10

**NHSBA APPENDIX
JLCA-R**

FAMILY PHYSICIAN'S REPORT OF PHYSICAL EXAMINATION

Name _____ Birth Date _____
School _____
Grade _____

PHYSICAL EXAMINATION IMMUNIZATIONS & TESTS

DATE _____

Height _____ Weight _____ Small Pox _____ Result _____
Eyes _____ Vision _____ Tuberculin Test _____
Ears _____ (Required) Result _____
Nose _____ Chest X-ray Result _____
Teeth: Temporary _____ DPT Booster _____
Permanent _____ Polio Vaccine-Sabin _____
Number _____
Tonsils _____ Salk Number _____
Nutrition _____ Latest Booster-type _____
Number _____
Measles Vaccine _____ Mumps Vaccine _____
German Measles Vaccine _____

Glands (specify) _____

Heart _____

Lungs _____

Orthopedic _____

Skin _____

Hernia _____

Nervous System (specify if epilepsy) _____

Speech _____

Remarks or special instructions: Previous Diseases and Operations:

Is this child capable of carrying a full program of school work including gymnastics and athletics? Yes _____ No _____

Must the school program be modified to meet the needs of this child?

Yes _____ No _____

By restriction of use of stairs: Yes ___ No ___

By special seating accommodations? Yes ___ No ___

Other (specify) Yes ___ No ___

Date of examination

Examining Physician

See Policy JLCA

**NHSBA APPENDIX
JLCC-R**

COMMUNICABLE DISEASE

As part of the School Health Service program, a free Tuberculin screening will be offered to students in grades 4, 8, and 12.

Please fill out the following form and indicate by checking yes or no if you wish your child to participate.

You will be contacted if your child has a Positive reaction.

Home _____

Student's Name _____

Phone _____

Teacher or Home Room _____

Date of last Tuberculin Test _____ Reaction _____

Please list any immunizations your child has received in the past 30 days:

Permission Granted Yes ___ No ___

Parent's Signature _____

Date _____

SCHOOL HEALTH SERVICE

CHILD'S NAME _____ SCHOOL _____

TEACHER _____ GRADE _____ DATE _____

DEAR PARENT: Your child's throat has been cultured at school by the school Nurse. A germ (streptococcus) has been found that may lead to rheumatic fever or kidney infection if it is not destroyed. It is important that your child receive

immediate treatment. Please see your family physician at once and take this notice with you for his signature.

Your child must have this signed notice to be readmitted to school. Please return this notice to the School Nurse.

Thank you.

PHYSICIAN'S SIGNATURE _____

TREATMENT GIVEN _____

DATE OF TREATMENT _____

See policy JHCC

ADMINISTERING MEDICATION TO STUDENTS

A. Written Authorizations

In order for prescription medications to be given at the school, the following shall occur:

(1) The school nurse shall ensure that a written statement from the licensed prescriber containing the following be file in the student's health record:

- a. The student's name;
- b. The name and signature of the licensed prescriber and contact numbers;
- c. The name, route and dosage of medication;
- d. The frequency and time of medication administration or assistance;
- e. The date of the order; and
- f. A diagnosis, if not a violation of confidentiality;

(2) The school nurse shall ensure that there is written authorization by the parent and/or guardian that contains:

- a. The parent and/or guardian's printed name and signature;
- b. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication be documented; and
- c. Approval to have the school nurse administer the medication, the student to possess and self- administer and/or the principal or his designee assist the student with taking the medication; and

(3) The school nurse shall ensure the authorization or other accessible documentation contains:

- a. The parent and/or guardian's home and emergency phone number(s); and
- b. Persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.

B. Delivery of Medication to School

(1) A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:

-
- (2) The prescription medication shall be in a pharmacy or manufacturer labeled container;
- (3) The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
- (4) The medication may be delivered by other adult(s), provided, that the nurse is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.
- (5) All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

C. Recording Provisions

- (1) Each school will document the following information regarding medication taken by each student:
- (a) Date and time of administration;
 - (b) Name of medication prescribed;
 - (c) Name of licensed prescriber;
 - (d) Signature or initials of adult present;
 - (e) Other comments.
- (2) Each school shall keep a bound book with consecutively numbered pages, in which shall be recorded in ink, the medication taken by a student and will show: the date, time of administration, the kind and quantity of medicinal preparation, the name of the prescribing physician, and the signature or initials of adult present.
- (3) If student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.
- (4) Recording cannot be altered; if an error occurs, a line is to be drawn through the entry and correct data recorded in line below and signed.
- (5) Such a record shall be available to representatives from the State Division of Public Health and/or State Department of Education.

(6) Each record should be kept in a designated place for a period of time consistent with the New Hampshire Department of Education's records retention schedule.

D. Student Health Records

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record and kept for a period of time as determined by the New Hampshire Department of Education's Records Retention Schedule. Health records concerning students who receive special education services should be retained as long as the student is in a special education program and there is district liability for the education of the student.

An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record.

The State law forbids any child for any reason to take medication without written permission of the child's Parent or legal Guardian. Permission slips are available in the Nurse's office.

PARENTAL REQUEST FOR GIVING PRESCRIBED MEDICATION AT SCHOOL

I request the Nurse or staff member assist my child,
_____ in

taking his/her prescribed medication prescribed,

_____ (Name of
Medication)

Prescription Number _____

Druggist _____

Prescribed by Dr. _____

For the period from _____ to _____

(Date)

(Date)

(Not more than one month of prescribed medicine may be stored in school.)

The medication will be delivered directly to the School Nurse, Principal or designated staff member by the parent or guardian, if possible.

The medication will be delivered in a container properly labeled with the student's name, the physician's name, the date of original prescription, name and strength of medication and directions for taking by the student.

I, agree that by signing this request and "Hold Harmless" statement that I shall not hold liable any member of the school staff who is directed by me to assist my child in taking said medicine.

Signature _____
(Parent/Legal Guardian)

Date _____

School _____

See policy JLCD

**NHSBA APPENDIX
JLCE-R**

EMERGENCY INFORMATION FORM

Student's Name Last _____ First _____

Please Print

Address _____

Telephone: _____

Where can parents be reached if not at home? _____

Mother: Address _____ Tel. _____

Father: Address _____ Tel. _____

List two neighbors or nearby relatives who will assume temporary care of your child if you cannot be reached.

1. Name _____
Address _____ Tel. _____
2. Name _____
Address _____ Tel. _____

In case of accident or serious illness, I request the school to contact me. If the school is unable to reach me, I hereby authorize the school to call the physician indicated below and to follow his instructions. If it is impossible to contact this physician, the school may make whatever arrangements seem necessary.

Local Physician's Name _____

Address _____

Office Telephone _____

Home Telephone _____

See policy JLCE

**NHSBA APPENDIX
JLCG – R**

EXCLUSION OF STUDENTS FROM SCHOOL FOR ILLNESS

The following is adapted from the 2006 Red Book, 27th Edition, American Academy of Pediatrics, Report of the Committee on Infectious Diseases, “Students in Out-of-Home Student Care: Recommendations for Inclusion or Exclusion.” These recommendations are to be used by the school nurse for guidance when determining whether to exclude a student from school for an illness.

Students need not be excluded from school except for the following illnesses:

- Illness that prevents the student from participating comfortably in school activities.
- Illness that results in a greater need for care than the school staff can provide without compromising the health and safety of others.
- The student has any of the following conditions suggesting possible severe illness: fever accompanied by other signs or symptoms of illness, lethargy, irritability, persistent crying, difficult breathing, spreading rash, or other manifestations of possible severe illness.
- Diarrhea or stools that contain blood or mucus.
- Shiga toxin-producing *Escherichia coli*, including *E coli* 0157:H7 infection, or shigella infection, until diarrhea resolves and two stool cultures are negative.
- Salmonella infection, until diarrhea resolves and 3 stool cultures test negative for *Salmonella typhi*; other types of *Salmonella* infection do not require negative stool culture results.
- Vomiting within the previous 24 hours, unless the vomiting is determined to be caused by a non-communicable condition and the student is not in danger of dehydration.
- Mouth sores associated with drooling, unless the student's health care provider or local health department authority states that the student is noninfectious.
- Rash with fever or behavior change, until a health care provider has determined the illness is not communicable.

-
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge, often with matted eyelids after sleep and eye pain or redness of the eyelids or skin surrounding the eye), until 24 hours after effective treatment by a health care provider has been initiated.
 - Tuberculosis, until a licensed health care provider provides written documentation that the student is non-infectious.
 - Impetigo, until 24 hours after treatment has been initiated.
 - Streptococcal pharyngitis (strep throat), until 24 hours after treatment has been initiated.
 - Head lice, at the end of the program or school day and until after the first treatment.
 - Scabies, until after treatment has been completed.
 - Varicella, until all lesions have dried and crusted (usually 6 days after onset of rash). Zoster lesions must be able to be covered until crusted.
 - Persistent abdominal pain (continues for more than two hours) or intermittent abdominal pain associated with fever, dehydration, or other systemic signs or symptoms.
 - Rubella, until 6 days after onset of rash.
 - Pertussis, until 5 days of the appropriate antibiotic therapy has been completed.
 - Mumps, until 9 days after onset of parotid gland swelling.
 - Measles, until 4 days after onset of rash.
 - Hepatitis A virus infection, until 1 week after onset of jaundice or illness (if symptoms are mild).

JLCJ- R CONCUSSION/HEAD INJURY FACT SHEET PARENTS/GUARDIANS

WHAT IS A CONCUSSION?

A CONCUSSION IS A BRAIN INJURY. Concussions are caused by a bump or blow to the head. Even a “ding”, “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. You cannot see a concussion. Signs and symptoms of a concussion can show up right after injury or may not appear to be noticed until days or weeks after the injury. If your child reports any symptoms of a concussion or if you notice any symptoms yourself, seek medical attention right away.

WHAT ARE THE SYMPTOMS?

- Headache or ‘pressure’ in the head
- Nausea or vomiting
- Balance problems or dizziness
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy or groggy
- Confusion, Concentration, or memory problems
- Does not “feel right” or “all there

WHAT ARE THE SIGNS OBSERVED BY PARENTS/GUARDIANS?

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Cannot recall events prior to or after a hit or fall

HOW CAN I HELP MY CHILD PREVENT A CONCUSSION?

- Ensure they follow their coach’s rules for safety and the rules of the sport.
- Make sure they use the proper equipment, including personal protective equipment (such as helmets, padding, and eye and mouth guards. In order for equipment to protect your child, it must be the right equipment for the sports, position, and activity. It must be worn correctly every time your child plays. **THERE IS NO SUCH THING AS A CONCUSSION PROOF HELMET!!!**
- Learn the signs and symptoms of a concussion

CONCUSSION/HEAD INJURY FACT SHEET STUDENT ATHLETES **WHAT IS A CONCUSSION?**

- A concussion is a brain injury

-
- Is caused by a bump or a blow to the head
 - Can change the way your brain normally works
 - Can occur during practice or games in any sport
 - Can happen even if you have not been knocked out
 - Can be serious even if you have just been “dinged” or had your “bell rung”

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

- Headache or ‘pressure’ in the head
- Nausea or vomiting
- Balance problems or dizziness
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy or groggy
- Confusion, Concentration, or memory problems
- Does not “feel right” or “all there”

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

- Tell your Certified Athletic Trainer, coach, and parents. Never ignore a bump or blow to the head even if you feel fine. Also, tell your trainer or coach if you think one of your teammates may have a concussion.
- Get a medical checkup. A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.
- Give yourself time to get better. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Additional concussions can cause irreversible damage to your brain.

HOW CAN I PREVENT A CONCUSSION?

- Follow your coach’s rules for safety and rules of the sport.
- Practice good sportsmanship
- Use the proper equipment, including personal protective equipment (such as helmets, padding, shin guards and eye and mouth guards). In order for equipment to protect you, it must be the right equipment for the sport, position, and activity. It must be worn correctly every time you play.

For more information visit:

www.cdc.gov/TraumaticBraininjury/ www.cdc.gov/concussion/sports/index.html

www.nfhs.com

www.ncaa.org/health-safety

www.nhcaa.com

www.bianj.org

www.atsnj.org

www.oata.net

www.ossaa.com

Hinsdale School District
Concussion and Head Injury Acknowledgement

In compliance with New Hampshire State Law RSA 200:49 to 200:52, this acknowledgement form is to confirm that you have read and understand the CONCUSSION FACT SHEET provided to you by Hinsdale Middle High School related to potential concussions and head injuries occurring during participation in athletics. I also understand that my student athlete may receive the baseline testing provided by Impact, and if receives a concussion will be retested according to the ImPACT criteria.

I _____, as a student/athlete who

(PLEASE PRINT STUDENT ATHLETE'S NAME)

Participates in Hinsdale Middle High School athletics and I,

_____ as the parent/legal guardian,

(PLEASE PRINT PARENT/LEGAL GUARDIAN'S NAME) have read the information material provided to us by Hinsdale School District related to concussions and head injuries occurring during participation in athletic programs and understand the content and warnings.

SIGNATURE OF STUDENT-ATHLETE DATE

SIGNATURE OF PARENT/LEGAL GUARDIAN DATE

This form will be completed annually prior to the athlete's first practice and/or competition and be kept on file for one year beyond the date of signature in the principal's office or the office designated by the principal.

Concussion or Head Injury
Return to Play Form

Student Name: _____ **DOB** _____ **Grade** _____

Date of Injury: _____

**Health care provider Medical Clearance and
Written Permission to Return to Play**

I, _____ with Health care License

(Print name health care provider)

Of _____

(Print business name and address)

By signing this Concussion or Head Injury Return to Play Form certify the following:

1. I am licensed, certified or otherwise statutorily authorized by a State Licensing Authority to provide medical treatment and am trained in the evaluation and management of concussions.
2. I examined the above-named student on the date listed below.
3. I explained to the student and the student's parent/guardian the nature and risks of concussion or head injuries including the risks of continuing to play and practice after sustaining a concussion or head injury.
4. I have medically cleared the above named student to return to play and practice without any restrictions.
5. The above named student has my written authorization to play and practice

Date: _____
(Signature of health care provider)

Parent/Guardian Written permission to Return to Play

I, _____ am the parent/guardian of the above named
student
(Print name of parent/guardian)

Who was removed from play at a practice or game because of a suspected concussion or head injury. By signing this Concussion or Head Injury Return to Play Form, I certify the following:

1. My child was evaluated by our health care provider who is listed above and has received medical clearance to return to play and practice.
2. Our health care provider has explained to us the nature and risk of concussion and head injuries including the risks to my child of continuing to play and practice after sustaining a concussion or head injury.
3. I understand, acknowledge, and accept the risks of my child returning to play and practice.
4. I understand and acknowledge that my child cannot return to play or practice without my written permission.

-
5. I give my written consent and permission for my child to play and practice.

Date: _____

(Signature of parent /guardian)

Return to Play Progression

Baseline (Step 0): As the baseline step of the Return to Play Progression, the athlete needs to have completed physical and cognitive rest and not be experiencing concussion symptoms for a minimum of 24 hours. *Keep in mind, the younger the athlete, the more conservative the treatment.*

Step 1: Light Aerobic Exercise

The Goal: only to increase an athlete's heart rate.

The Time: 5 to 10 minutes.

The Activities: exercise bike, walking, or light jogging.

Absolutely no weight lifting, jumping or hard running.

Step 2: Moderate Exercise

The Goal: limited body and head movement.

The Time: Reduced from typical routine

The Activities: moderate jogging, brief running, moderate-intensity stationary biking, and moderate-intensity weightlifting

Step 3: Non-contact Exercise

The Goal: more intense but non-contact

The Time: Close to Typical Routine

The Activities: running, high-intensity stationary biking, and the player's regular weightlifting routine, and non-contact sport-specific drills. This stage may add some cognitive component to practice in addition to the aerobic and movement components introduced in Steps 1 and 2.

Step 4: Practice

The Goal: Reintegrate in full contact practice.

Step 5: Play

The Goal: Return to competition

First Reading of the Hinsdale School Board 09/12/12

Final reading of the Hinsdale School Board 10/10/12

JICL-R -ACCEPTABLE INTERNET USE PROCEDURES - STUDENTS

Purpose

The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition

The definition of "information networks" is any configuration of hardware and software, which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services

The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.
2. Information networks will be used for the purposes of research, education, and school-related business and operations.
3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.
4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.
5. The District does not allow personal hardware (example: computers, printers, or other devices) on the Hinsdale School District network without prior approval of the Hinsdale School District Technology Coordinator.

Unacceptable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.
2. Interferes with or disrupts other network users, services or equipment. Disruptions include, but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.
3. Seeks to gain or gains unauthorized access to information resources.
4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.
5. Destroys, alters, dismantles or otherwise interferes with the integrity of computer based information and/or information resources.
6. Invades the privacy of individuals or entities.
7. Uses the network for commercial or political activity.
8. Installs unauthorized software for use on District computers.
9. Uses a network to access inappropriate materials.
10. Submits, publishes or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.
11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding FERPA and other related laws, students have no expectation of privacy regarding their use on the school district computer network.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what appropriate use is.
5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct. Users are expected to abide by the following terms and conditions:

1. Protect their Internet log from information from others.
2. Respect the privacy of other users. Do not use other users' passwords.
3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
5. Treat information created by others as the private property of the creator. Respect copyrights.
6. Use any network in a way that does not disrupt its use by others.
7. Do not destroy, modify or abuse the hardware or software in any way.

-
8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.
 9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.
 10. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

School District Internet Access Release Form

As a condition of my right to use the School District network resources, including access to the Internet, students understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.
2. That District administrators and designated staff have the right to review any material stored on District computers in files and to edit or remove any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable and students hereby waive any right of privacy which I may otherwise have to such material.
3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.
4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.
5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.
6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.

7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

Name of User/Student: _____

Home phone: _____

School of Attendance: _____

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in those document.

Signature of User/Student: _____

Date: _____

Signature of Building Principal: _____

Date: _____

See Policy JICL

First Reading of the Hinsdale School District 09-14-11

Final reading of the Hinsdale School Board 10-20-11

**NHSBA APPENDIX
JLIE-R**

STUDENT AUTOMOBILE USE – PERMIT APPLICATION

Student

Age

School

Student's address (street, town/city, zip code)

Automobile (Year, made, model, color)

License Plate No.

Student's Driver's License No.

Owner of automobile

Owner's address (street, city/town, zip code)

I certify that the above information is true. I agree that my being able to operate and to park a vehicle on school property is a privilege conditioned on my willingness to have that vehicle subject to search by school authorities at any time the vehicle is on school property. I also understand that it is my responsibility to obey all posted speed limits while driving on school grounds, to operate the car safely, to display properly the school parking sticker, to park in designated areas, and to make certain that the car does not contain drugs, alcohol, weapons, or other items prohibited by law or school rules. Finally, I understand that any violation of this agreement or other school rules can lead to the revocation of all parking privileges. I further understand that motor vehicles in violation of this regulation may be subject to towing at the student's or owner's expense.

Student's signature

I, the parent/guardian of *student's name* hereby verify the information supplied above and understand and agree with the rules pertaining to the operation of vehicles on school grounds or property.

Signature of Parent/Guardian

See Policy JIHB

**NHSBA APPENDIX
JLIF-R**

RECEIPT AND USE OF SEX OFFENDER REGISTRY INFORMATION

REGULATIONS

It is the intent of the Board to protect students from harm from Registered Sex Offenders while students are under care of the school district. To achieve this purpose, the Superintendent will:

1. Provide a standing written request to the local police department pursuant to RSA 651-B:7 IV that the list of Registered Sex Offenders residing or relocating in the same or contiguous zip codes as any school within the District be made available to the Superintendent as soon as it is received by the police department.
2. As soon as possible after notification that a Registered Sex Offender has moved to a residence near school grounds, meet with the Police Chief to determine what steps, in addition to the ones required by Policy JLIF, are advisable to protect the District's students, or specific students, under the particular circumstances presented.
3. Take, without further action of the Board, any measures which do not require Board approval identified through the process in the previous paragraph or deemed advisable by the Superintendent.
4. As soon as possible after notification that a Registered Sex Offender has moved to a residence near school grounds, send a "no trespass" letter to such offender stating that he/she may no longer enter the school grounds or buildings without the written consent of the Superintendent except to attend meetings which are required to be open public meetings under the New Hampshire Right to Know Law.
5. Establish a confidential file in the central office containing any information which has been provided by the Police Chief, information from the New Hampshire Registered Sex Offenders website, plus a photograph, if available, of any such offender who is residing near school grounds. Access to this file shall be limited to the Principal of the school, the Superintendent and other individuals determined by the Principal and/or Superintendent to have a need to know.
6. Post a notice in the teacher's staff room at each school when a Registered Sex Offender has moved into a residence near school grounds and the New Hampshire Registered Sex Offenders website has been updated to reflect this information. This notice will provide the New Hampshire Registered Sex Offenders website address, and request that school district employees familiarize themselves with Registered Sex Offenders residing within the district.
7. Notify the bus company when a Registered Sex Offender has moved into a residence near a designated bus stop and the New Hampshire Registered Sex Offenders website has been updated to reflect this

information. This notice will provide the New Hampshire Registered Sex Offenders website address, and request that school district bus drivers familiarize themselves with Registered Sex Offenders residing near designated bus stops. The dispatcher will be required to provide verification that information was disseminated.

8. As necessary, staff will be notified of known sex offenders that are moving into a residence near school grounds so that they may monitor school premises for the safety of the school, its students and employees.

The Superintendent shall notify the Principals of those schools closest to the offender and determine which central office and other school employees should be provided the registry information. Sex offender registry information may be provided to employees who are most likely to observe unauthorized persons on or near school property, including but not limited to:

- a) Aides
- b) Teachers
- c) School bus drivers
- d) Employees responsible for visitor registration
- e) Employees responsible for bus duty
- f) Security staff
- g) Coaches
- h) Playground supervisors
- i) Maintenance personnel

PROCEDURES TO MINIMIZE THE RISK OF STUDENT CONTACT WITH REGISTERED SEX OFFENDERS

1. **Registered Sex Offender Sighted.** If a notified employee sees a Registered Sex Offender on or near school property, around any school district student, or attending any school activity, the Superintendent or his designee will be notified immediately. The Superintendent or his designee may, in his or her discretion, notify local law enforcement.

2. **School Volunteers and Student Teachers.** The Principal will screen the name and address of each student teacher and volunteer against registry information at the state's website: <http://www.egov.nh.gov/nsor>. If a match is found, the Principal will notify the Superintendent, who will confirm the match. If the match is confirmed, the Superintendent will inform the individual, by mail that he or she may not be on school property without permission of the Superintendent. The notice will

provide the reason with reference to this policy. The Superintendent will also inform the Principal and employees that the individual may not be used as a volunteer.

3. **Contractors' Employees.** The Superintendent will include the following language in all contracts that may involve an employee of the contractor having any contact with a student:

The contractor will not send any employee or agent who is a Registered Sex Offender to any school building or school property. The contractor will check the registry to determine if any applicant for employment is registered and at least quarterly will check the registry for names added since the previous such check.

4. **School District Employees.** Each time sex offender registry information is received, the Superintendent will review it to determine if a school district employee is registered. If a match is found, the Superintendent will confirm or disprove the match with local law enforcement. If the match is confirmed, the Superintendent will notify the School Board. The School Board will take the appropriate action to comply with state law that may include termination of employment.

5. **Applicants for Employment.** Before hiring any person, the Superintendent will determine whether the prospective employee is a Registered Sex Offender. If the prospective employee is a Registered Sex Offender, he or she will not be hired.

6. **Students and Parents of Students.** A Registered Sex Offender who is the parent or guardian of a student, may participate in educational conferences, unless prohibited by court order, but will not otherwise enter school grounds or attend school events without prior, express permission of the Superintendent. Students who are Registered Sex Offenders may not be precluded from attending school on that basis. All notification procedures will apply.

See Policy JLIF

Revised: February 2008

NHSBA APPENDIX KB-R

PARENT INVOLVEMENT IN EDUCATION

TITLE I PARENT INVOLVEMENT

In order to achieve the desired level of Title I parent involvement desired by

Board policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

A. Guidelines

Parent involvement activities developed at each school will include opportunities for volunteering; parent education; home support for child's education; parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

B. Roles and Responsibilities

1. Parents

It is the responsibility of the parent to actively communicate with school staff; be aware of rules and regulations of school; take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school; utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to develop and implement a school plan for parent involvement; promote and encourage parent involvement activities; effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

3. Community

Community members who volunteer in the schools have the responsibility to be aware of rules and regulations of the school; utilize opportunities for participation in school activities.

4. Administration

It is the responsibility of the administration to facilitate and implement the Title I Parent Involvement Policy and Plan; provide training and space for parent involvement activities; provide resources to support successful parent involvement practices; provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners; send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

See policy KB

**NHSBA APPENDIX
KCD-R**

PUBLIC DONATIONS TO SCHOOLS

ACCEPTANCE OF GIFTS

Any gift presented to the school district must be accompanied by a letter from the donor identifying the subject and purpose of the gift and any restriction that may apply for official action and recognition of the school board.

To be accepted, a gift must meet the following criteria:

- Have a purpose consistent with the mission and goals of the school district
- Be offered by a donor acceptable to the School Board
- Will not involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds
- Will not employ "regular" full or part-time personnel
- Will place no restrictions on the school program
- Will not be inappropriate or harmful to students
- Will not imply endorsement of any business or product
- Will not be in conflict with any provision of school policy or public law
- Gifts to individual members of the staff by pupils, parents, or organizations shall be discouraged.

Gifts to the school district become the property of the district and are subject to the same controls and regulations that govern the use of all district-owned property.

Donations of equipment shall be added to the district's inventory provided it is operative at the time of donation and meets an educational purpose of the district. Gifts which meet the definition of a fixed asset as outlined in district policy DID Inventories, must be added to the school's fixed assets inventory.

Any purchase to be funded by a cash donation must be processed in accordance with district policy.

Any gift rejected by the School Board shall be returned to the donor or the donor's estate within 60 days, with a statement indicating the reason for the rejection of the gift.

A letter of gratitude will be sent to the donor for accepted gifts.

See Policy KCD

NHSBA APPENDIX

KEC-R

POLICY ON RECONSIDERATION OF CONSTRUCTIONAL MATERIALS

Persons not in agreement with the school on its selection of books and who wish a particular book to be reviewed must submit to the Principal a "Request for

Reconsideration of Instructional Materials." The request forms are available at the school office.

The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then notify the Book Review Committee, and schedule meetings necessary to review the complaint and write a report.

The final report will be forwarded to the complainant and the Superintendent of Schools. If the complainant is dissatisfied, the next step is to submit their request to the Superintendent of Schools for action. If the complainant does not accept the Superintendent's decision, the complainant may request a review by the School Board, whose decision will be final.

During the investigation the book will remain in use unless the Book Selection Committee desires to remove or restrict the book until a final decision is made.

Required Reading

Author _____
Textbook _____
Title _____
Hardcover _____
Publisher _____
Paperback _____

Request initiated by _____

Selected Reading

Address _____
Hardcover _____
Telephone _____
Paperback _____

Complainant represents _____

Media Presentation

Himself _____
Record _____
Organization _____
Film name _____
Film Strip _____
Other group _____
Slides name _____

1. To what particular contents do you object? Please be specific; cite pages if possible. _____

2. What of value is there in this work? _____

3. What do you feel might be the result of reading (viewing) this work?

4. For what age group would you recommend this work?

5. Did you read (view) the entire work?

If not, what pages or sections?

6. Are you aware of the judgment of this work by critics?

7. Are you aware of the instructional purpose for using this work?

8. What do you believe is the theme or purpose of this work? _____

9. What would you prefer the school do about this work?

____ Do not assign or recommend it to my child.

____ Withdraw it from all students.

____ Reevaluate it.

10. What work of equal value would you recommend to replace the one you question? _____

(Signature of Complainant) _____

Date: _____

See policy KEC

**NHSBA APPENDIX
KFA-R**

ASSAULTS

Assaults/battery upon School District personnel and/or students will not be tolerated. Appropriate action must be taken immediately. Procedures to be followed by building administrator when an assault/battery has occurred are:

1. Restore order and contact proper law enforcement authorities, if necessary;
2. Secure medical assistance, if necessary;
3. Conduct a preliminary investigation;
4. Submit a written report to the Superintendent.

After reviewing the written report of the incident, the Superintendent may refer the matter to the School District's Attorney.

See *policy KFA*