

**Hinsdale School Board Meeting**  
**August 14, 2024**  
**SAU Conference Room**  
**6:00 PM**

This meeting is being held in person and via Zoom.

Zoom Link:

<https://us06web.zoom.us/j/83981747011?pwd=iqWf1UHUF4vLrz3pPiwQ8MRs49AaIq.1>

Meeting ID: 839 8174 7011

In an effort to maximize our meeting time and make efficient our work on behalf of our students, Hinsdale School Board members have subscribed to the following meeting norms:

1. We will be respectful to all speakers.
2. We listen to understand and not to respond.
3. We will be fully present at the meeting by becoming familiar with materials before we arrive.
4. We will be attentive to how our physical and verbal expressions affect others.
5. Each of us is responsible for respectfully airing disagreements with each other in a timely manner rather than sharing them with others.
6. We will be responsible for examining all points of view before a consensus is accepted.

**1. Call to Order** A. Anderson

**2. Review of the Manifests** A. Anderson

**3. Minutes** A. Anderson

1. Motion to accept the public and non-public minutes of June 12, 2024.
2. Motion to accept the public and non-public minutes of June 13, 2024.

**4. Citizens' Comments** A. Anderson

Citizen will state his or her name and then direct your comment to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required.

**5. Superintendent's Report** D. Ryan

1. Superintendent's Report – D. Ryan
2. Business Administrator's Report – (J. Fortson)
3. Director of Academics and Career Readiness' Report (K. Thompson)
4. Principals' Reports (A. Roth – HMHS, M. Bremner - HES)
5. IT Director's Report (J. Therieau)

**6. New Board Business**

A. Anderson

1. School Board Retreat (September 9<sup>th</sup>, 5:00 PM)
2. School Board Goal Setting
3. 2024-2025 Updated Calendar
4. Voting in November 2024
5. E-Rate Funding for Schools
6. Handbooks
7. Policies – First Readings
  - a. AC – Non-Discrimination
  - b. ACE- Procedural Safeguards: Non-discrimination on the Basis of Disability
  - c. ADB/GBEC – Drug-Free Workplace and Drug-Free Schools
  - d. ADC – Tobacco Products Ban Use and Possession in and on School Facilities and Grounds
  - e. DK – Payments, Checks and Manifests
  - f. EBB – School Safety
  - g. EBBD – Indoor Air Quality & Water Quality
  - h. EEAEA – Mandatory Drug and Alcohol Testing – School Bus Drivers and Contracted Carriers
  - i. EFA – Availability and Distribution of Healthy Foods
  - j. EHAB – Data Governance and Security
  - k. GBCD – Background Investigation and Criminal History Records Check
  - l. GBEC/ADB – Drug-Free Workplace and Drug-Free Schools
  - m. GBED/ADC/JICD – Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes, and E-Liquids in and on School Facilities and Grounds
  - n. GCO – Teacher Performance and Evaluations
  - o. JICA – Student Dress Code
  - p. JLCF – Wellness Policy
8. Job Description – Final Reading:
  - a. Multi-Tiered System of Support (MTSS-Reading) Coordinator for HES

**Other Business**

A. Anderson

9. Any other business to be conducted by the Board

**7. Committee Reports**

A. Anderson

1. Behavioral Support Team (K. Hemlow; K. Gardner)
2. Budget Committee Representative (A. Anderson; K. Hemlow = alternate)

**Vision Statement**

Supporting students by providing personalized learning and creating connections with the greater community.

**Mission Statement**

The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.



3. Community Connections (A. Anderson; K. Hemlow)
4. Facilities Maintenance/Emergency (M. Sprague; W. Dingman, Jr. = alternate)
5. HASP Advisory Board (K. Gardner; K. Hemlow)
6. Legislation/NHSBA (A. Anderson)
7. Personnel Committee (A. Anderson; W. Dingman, Jr.)
8. Policy Committee (K. Gardner)
9. Portrait of a Learner (POL) (K. Hemlow; K. Gardner)
10. Selectboard Representative (W. Dingman, Jr.; M. Sprague = alternate)
11. Staff Development (K. Hemlow; K. Gardner = alternate)
12. Tuition Exploratory Committee (K. Gardner; K. Hemlow)
13. Wellness (K. Hemlow; M. Sprague)

**8. Citizens' Comments** A. Anderson

Citizen will state his or her name and then direct your comment to the Chair. If needed, the Chair will ask for Board or Administrative response. The Chair will respond at the next scheduled board meeting if required.

**9. Non-public RSA 91 A:3 II (a) (b) (c) (d) (e) (i) (k) (l) (m) (as needed)** A. Anderson

**10. Adjournment** A. Anderson

**Vision Statement**

Supporting students by providing personalized learning and creating connections with the greater community.

**Mission Statement**

The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.

# MINUTES

**Hinsdale School Board Meeting  
SAU Conference Room  
June 12, 2024  
6:00 PM**

Join Zoom Meeting

<https://us06web.zoom.us/j/83725067396?pwd=M3BwZTdiN3hqQTluSlQ4aUZPMUR3dz09>

Meeting ID: 837 2506 7396

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kendra Gardner, and Marc Sprague

**Board Members Excused:** Kaylah Hemlow and Michael Phillips

**Administration Present:** Joe Boggio, HES Principal; Christopher Ponce, HMHS Assistant Principal; Dr. David Ryan, Superintendent; Jeanne Sturges, Curriculum Coordinator; and Justin Therieau, Director of Technology

**Administration Excused:** Jane Fortson, Business Administrator; and Karen Thompson, Director of Personalized Learning

**Minutes Recorded by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 6:00 pm.

A. Anderson reviewed the guidelines for holding the Zoom meeting.

**HES Student Presentations: Core Values Poems (Grade 4):**

HES students presented core values poems and essays to the Board. J. Boggio read some on behalf of students who had to attend another event at the same time.

The Board thanked all the students who presented.

**Review of the Manifests:**

The Board signed the manifests. There were no questions.

**Minutes:**

1. Public and non-public minutes of May 2, 2024.
2. Public and non-public minutes of the Work Session, May 8, 2024.
3. Public and non-public minutes of the Monthly Board Meeting, May 8, 2024.
4. Public and non-public minutes of May 15, 2024.
5. Public and non-public minutes, Part I and Part II, of May 23, 2024.

**W. Dingman, Jr. MOVED to approve the group of minutes as written above. M. Sprague SECONDED. 4-0-0, MOTION PASSED.**

**Citizen's Comments:**

A. Anderson opened Citizen's Comments for 30 minutes.

There were no comments from citizens attending in person, and there were no citizens attending via Zoom.

**Student Board Member Items:**

M. Phillips was not able to attend.

**Superintendent's Report:**

D. Ryan reviewed his report with the Board.

Highlighted the following:

- Senior Leadership Team (SLT) Retreat
- Principal Leadership Series
- Policy Manual Update
- Leadership Seminar for High School Seniors
- Holt Fund Update
- Bravely and the Next Generation Learning Challenge
- ESSER III Proposed Revisions
- ESEA and IDEA Grant Reallocations
- Request for Outdoor Hinsdale

**K. Gardner MOVED to accept the grants from the Holt Fund and the Next Generation Learning Challenge. W. Dingman, Jr. SECONDED. 4-0-0, MOTION PASSED.**

**M. Sprague MOVED to approve the Hinsdale Community Development Office's use of the school van for Outdoor Hinsdale during September 20th - 22<sup>nd</sup>, 2024. W. Dingman, Jr. SECONDED. 4-0-0, MOTION PASSED.**

**Business Administrator's Report:**

The Board discussed J. Fortson's report. There were two items requiring action by the Board.

**K. Gardner MOVED to transfer up to \$33,000 to the food service budget from the operating budget for the bad debt incurred for both this year and last year. M. Sprague SECONDED. 4-0-0, MOTION PASSED.**

**K. Gardner MOVED to allow the district to participate in the Community Eligibility Program (CEP) for the elementary school. W. Dingman, Jr. SECONDED. 4-0-0, MOTION PASSED.**



### **Personalized Learning Report:**

The Board reviewed K. Thompson's report. There were no questions.

### **Principals' Reports:**

J. Boggio reviewed his report with the Board. Discussed the need for playground updates that would benefit students with disabilities. This is in the Capital Improvement Plan (CIP). This is in cooperation with the town, as it is used by the community and for the summer rec programs.

HES Field Day is Friday, June 14<sup>th</sup>. Grade 5 Recognition is Monday, June 17<sup>th</sup>.

C. Ponce reviewed his report with the Board. Highlighted the following:

- The prom went well on May 18<sup>th</sup>.
- NH SAS was completed.
- Edmentum's Plato platform for credit recovery.
- All the HHS Seniors graduated!

### **Technology Report:**

J. Therieau reviewed his report with the Board. There were no questions. J. Therieau will distribute laptops to the Board at the end of the meeting.

### **School Board Retreat Scheduling:**

Scheduled for September 9<sup>th</sup> at 5:00 PM. Will discuss the location at another time.

### **Job Description – First Reading:**

1. Multi-Tiered System of Support (MTSS-Reading) Coordinator for HES

**W. Dingman, Jr. MOVED to accept the job description draft above as a First Reading. M. Sprague SECONDED. 4-0-0, MOTION PASSED.**

### **Job Descriptions – Final Readings:**

1. ESOL Teacher
2. ESOL Tutor

**W. Dingman, Jr. MOVED to approve the job descriptions above as Final Readings. M. Sprague SECONDED. 4-0-0, MOTION PASSED.**

### **Other Business:**

The Board thanked J. Boggio for all his years of service to the district.



### **Committee Reports:**

1. **Behavioral Support Team** – no update.
2. **Budget Committee** – no update.
3. **Community Connections** – A. Anderson and K. Hemlow have been posting many items for end of the school year events.
4. **Facilities Maintenance/Emergency** – Met May 17<sup>th</sup>. Will meet again once the new Facilities Director is hired.
5. **HASP Advisory Board** – Met May 8<sup>th</sup>.
6. **Legislation/NHSBA** – A. Anderson shared updates on proposed legislation.
7. **Personnel Committee** – Meeting July 16<sup>th</sup>.
8. **Policy Committee** – Meeting July 10<sup>th</sup>.
9. **Portrait of a Learner** – Completed for the year.
10. **Selectboard** – W. Dingman, Jr. shared that Kathryn Lynch requested a meeting with the Board regarding the MOU for the fields and other items.
11. **Staff Development** – D. Ryan covered this in his report.
12. **Tuition Exploratory Committee** – Met May 15<sup>th</sup>. K. Gardner shared that K. Thompson will participate on the Winchester committee. Discussed creating materials to highlight the district's strengths and offerings.
13. **Wellness** – Met May 15<sup>th</sup>.

### **Citizens' Comments:**

Donna Foster thanked J. Boggio for his years of service.

### **Other:**

None.

### **Non-public:**

**W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (c) at 7:11 pm. M. Sprague SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and M. Sprague - yes. VOTE: 4-0-0, MOTION PASSED.**

**W. Dingman, Jr. MOVED to reconvene the public session at 7:29 pm. M. Sprague SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, and M. Sprague - yes. VOTE: 4-0-0, MOTION PASSED.**

**K. Gardner MOVED to adjourn the meeting at 7:30 pm. M. Sprague SECONDED. VOTE: 4-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

approved on \_\_\_\_\_

**Hinsdale School Board Special Meeting  
SAU Conference Room  
June 13, 2024  
4:00 PM**

**Board Members Present:** April Anderson, Wayne Dingman, Jr., Kaylah Hemlow, and Marc Sprague

**Board Member Attending Remotely:** Kendra Gardner

**Administration Present:** Joe Boggio, HES Principal; Dr. David Ryan, Superintendent; and Jeanne Sturges, Curriculum Coordinator

**Others Present:** Morgan Braniff, HES School Counselor; and Mrs. Joan Wright, HES Parent

**Other Attending Remotely:** Michelle Bamnjo

**Minutes Recorded by:** Maria Webb, Executive Assistant

**Call to Order:**

A. Anderson called the meeting to order at 4:01 pm.

When asked, J. Wright had indicated that she would prefer a private session.

**Non-public Session, Part I:**

**K. Hemlow MOVED to go into a nonpublic session according to RSA 91 A:3 II (c) at 4:01 pm. M. Sprague SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**W. Dingman, Jr. MOVED to reconvene the public session at 4:34 pm. K. Hemlow SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**Other Business:**

D. Ryan presented a request from coach, Carl Anderson, for the HMHS basketball team to play in the Christmas Basketball Tournament in Farmington, NH. This is an overnight trip and will involve the use of the school vans.

After discussion, the following motions were made:

**W. Dingman, Jr. MOVED to approve the overnight trip for the Christmas Basketball Tournament in Farmington, using the school vans. K. Hemlow SECONDED. VOTE: 4-0-1, MOTION PASSED.**

J. Boggio, M. Braniff, D. Ryan and J. Sturges were excused at 4:38 pm.

**Non-public Session, Part II:**

**K. Hemlow MOVED to go into a nonpublic session according to RSA 91 A:3 II (c) at 4:38 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**K. Hemlow MOVED to reconvene the public session at 4:46 pm. W. Dingman, Jr. SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague - yes. VOTE: 5-0-0, MOTION PASSED.**

**K. Hemlow MOVED to adjourn the meeting at 4:46 pm. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.**

I attest that this is a true copy of the minutes:

\_\_\_\_\_  
Maria A. Webb

\_\_\_\_\_  
approved on \_\_\_\_\_

# Report from the SUPERINTENDENT



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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### Superintendent Report to the School Board August 2024

#### Strategic Planning Update

We are fortunate to have twenty stakeholders signed up to participate in our strategic planning process with a desire to add a few more to the group. These people include board members, administrators, teachers, and community members who want to take a leadership role in facilitating the process and gathering as much input as possible to inform the plan. We would like to have a small steering committee made up of two school board members, the superintendent, and one community member to organize the process and set schedules and timelines. We would like to hold a steering committee meeting on Monday, August 19 at 5:00 to begin planning the orientation meeting for everyone involved in the process.

#### Notice of Impending First Student Strikes and Extension of Picket Lines

We received [notice from Teamsters Joint Council 10 New England](#) that there may be a school bus driver strike and picket line that affects our transportation in the southwest region of the state, specifically our school district. Essentially, the letter is a standard tactic in bargaining to influence third party clients to advocate on behalf of labor, and thusly help labor reach a better outcome in their negotiations. This tactic was employed two years ago when they were at the bargaining table and did not result in a strike or picket line extension. I wanted to bring this to the board's attention and share that we will not be advocating on behalf of the Teamsters, and we will not be contacting First Student. After our school board meeting, we would like to communicate this warning to our families and prepare them to arrange for personal transportation in the event a strike takes place. While I do not foresee it occurring, based on conversations with labor professionals familiar with these negotiations, we would want to be in front of this.

#### Academic Convocation 2024

We will once again open our school year with an academic convocation on Tuesday, August 27 beginning at 8:15 AM in Hinsdale Town Hall. All of our school district employees will be present to hear inspiring messages from guest speakers, and we will award the second annual Richard T. McCarthy Service Award to a deserving SAU #92 employee. We will follow the convocation with professional learning activities along the theme of strengthening the connection between the two school buildings. Wednesday, August 28 is reserved for school building meetings and learning activities, and we then



welcome our students back on Thursday, August 29. The summer is flying by, and the start of school will be here before you know it!

### **Senior Leadership Retreat**

We held our leadership retreat at the Peterborough Town Library on July 23 where we spent the day working on the theme: *"What does a thriving PK-12 culture look like and how does Hinsdale actualize that aspiration?"* Outcomes for the day included team and trust building with two new members of the team, setting a specific target for our team's work over the next year, understanding a school systems mindset, building the Hinsdale PK-12 model, and designing the agenda for the district PD Day. We also participated in some growth reflection exercises and social activities in the late afternoon and early evening before calling it a day. We are excited about our team dynamic and looking forward to a terrific start of the year.

### **New Staff in Hinsdale**

We shared a listing of our new staff with the faculty and school board [in our summer newsletter in July](#). We are very pleased with the quality of the staff being added to our ranks, especially given the trouble surrounding districts are having filling their vacancies. We do still have some paraeducator positions available, and just recently we completed the hiring process for a few other positions including a second part-time school counselor. The second counselor will enable us to have two counselors in the office one day a week with one counselor on each day for the remaining four days. Both counselors are highly qualified and skilled in rural middle high schools in NH, so we are moving forward with our shift in counseling services as planned. We are left with one vacancy that is the library media specialist role at HMHS, and we believe we have a qualified candidate to fill the position. Overall, we are in a very strong position for the upcoming year and feel confident about our staff.

### **Tuition Exploratory Committee**

As was captured in the May 15 minutes of the Hinsdale Tuition Exploratory Committee, I expressed to the Winchester School District Hinsdale's desire to be considered as a possible partner in their search for a new anchor high school. The Winchester High School Selection Committee held a meeting in July where it identified five schools to learn more about, including Hinsdale. The four additional schools being studied include Monadnock Regional, Keene, Pioneer Valley, and Franklin Tech. Further, and at the request of some Winchester community members, the committee will also be studying the hypothetical return of Thayer High School and associated costs to restore it. At this time, I have been gathering information about Hinsdale to share with the selection committee as other members have been gathering data about the other schools. Another meeting was held on August 12 and public information from that meeting will be shared.

### **Bravely**

[Our work on addressing a shift in our middle school through the Bravely grant](#) will soon pick up again with a finalization of the Bravely question, an in-person visit from the Bravely support team at Next

Generation Learning Challenge, and then monthly meetings throughout the school year. We are bringing HMHS Principal Anna Roth up to speed on the grant and work that is being designed, and our middle school teachers will be able to hit the ground running once the strategy question is completed. We received the first half of the grant payment and will begin to use it to pay for substitutes during the meeting times, as well as any supplies or services that are required for this work. As a reminder, there are no operating budget funds being expended for this project.

Report from the  
BUSINESS  
ADMINISTRATOR



David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

# HINSDALE

## SCHOOL DISTRICT

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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To: Hinsdale School Board  
From: Jane Fortson, CPA  
Business Administrator  
Re: Monthly Report – August 2024  
Date: 08/07/2024

We continue to work with TD Bank, to implement the positive pay program as an additional fraud prevention procedure, however, our check stock and the security features built into it have caused a delay, as we have two more years of check stock remaining, if it cannot be overcome, TD Bank has offered to pay the cost of new checks. This continues as I write this, another attempt to have this resolved is going to be tested next week.

Regarding the decision to participate in the Community Eligibility Provision (CEP) allowing free breakfasts and lunches to all elementary students. Dr. Ryan and I received a notification from the state to participate in a conference call with Brian Eaton and Mark Manganiello from the Department of Education. We were informed that without the collection of applications which are no longer required under the CEP provision our adequacy received for Free and Reduced students would be severely affected. We have seen a marked drop in applications since the community eligibility provisions were in place for a couple of years during covid, as people did not need to apply and now do not feel the need to apply. This would only worsen if applications were unnecessary.

The amount of potentially lost adequacy would be easily six figures. Estimations were provided that could be anywhere from \$250,000 to \$500,000 of lost free and reduced adequacy. With only a day left to decide we opted to not proceed with the CEP for elementary school. This is a case of state funding rules that can affect federal funding. Our thanks to Brian and Mark for informing us of the potential for lost adequacy.

The financial statements for the year are underway, the cover letters for the MS25 and DOE25 will need to be signed by the full board. I will contact you via email when the reports are complete. We will be ending with a fund balance and will be able to fund both expendable trusts as voted in the warrant.

Justin Therieau will be bringing forth E-Rate funding, as such I would like to contract with a company that does the e-rate filing and keeps us up to date on qualifying items and programs as they become available.

Our new Facilities Director Nate Boudreau is working on writing the School Energy Efficiency Development (SEED) grant RFP in hopes of getting funding for the replacement of a rooftop unit or two.

The preliminary budgets and updated wage lists for the 25.26 Fy are completed and in the hands of the Principals and Directors to begin their work. Dr Ryan and I will begin our meetings with the directors and Principals in late September/early October. The hope is that we will be meeting as an administrative team in mid to late October to prepare a proposed budget for the school board.

Lastly, the voters passed the warrant in the spring under RSA 198:4-b, II that allows us to retain fund balance up to 5% of the year's net assessment. I am requesting the board allow us to retain \$50,000 under this RSA. We would not use the funds without a public hearing and vote of the board.



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date: 7/1/2023 To Date: 6/30/2024

Account Mask: ?????????????????

☐ Print accounts with zero balance
 ☐ Include Inactive Accounts
 ☐ Filter Encumbrance Detail by Date Range
 ☐ Print Detail
 ☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.51100.21.00000 Teacher Salaries Reg Ed Elementary	\$1,146,409.00	\$1,081,302.20	\$1,081,302.20	\$65,106.80	\$0.00	\$65,106.80 5.68%
100.1100.51100.22.00000 Teacher Salaries Reg Ed Middle/High	\$1,557,528.00	\$1,478,485.33	\$1,478,485.33	\$79,042.67	\$0.00	\$79,042.67 5.07%
100.1100.51150.21.00000 Para Salaries Reg Ed Elementary	\$63,017.69	\$6,438.59	\$6,438.59	\$56,579.10	\$0.00	\$56,579.10 89.78%
100.1100.51150.22.00000 Para Salaries Reg Ed Middle/High	\$43,016.00	\$43,958.85	\$43,958.85	(\$942.85)	\$0.00	(\$942.85) -2.19%
100.1100.51200.21.00000 Substitutes Reg Ed Teacher Elementary	\$15,950.00	\$32,174.32	\$32,174.32	(\$16,224.32)	\$0.00	(\$16,224.32) -101.72%
100.1100.51200.22.00000 Substitutes Reg Ed Teacher Middle/High	\$40,000.00	\$38,966.34	\$38,966.34	\$1,033.66	\$0.00	\$1,033.66 2.58%
100.1100.51250.21.00000 Substitutes Reg Ed Para Elementary	\$1,500.00	\$1,594.60	\$1,594.60	(\$94.60)	\$0.00	(\$94.60) -6.31%
100.1100.51250.22.00000 Substitutes Reg Ed Para Middle/High	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00 100.00%
100.1100.52110.21.00000 Health Insurance Regular Elementary	\$249,268.18	\$271,294.29	\$271,294.29	(\$22,026.11)	\$0.00	(\$22,026.11) -8.84%
100.1100.52110.22.00000 Health Insurance Regular Middle/High	\$444,264.15	\$380,587.56	\$380,587.56	\$63,676.59	\$0.00	\$63,676.59 14.33%
100.1100.52120.21.00000 Dental Insurance Regular Elementary	\$11,536.38	\$11,199.63	\$11,199.63	\$336.75	\$0.00	\$336.75 2.92%
100.1100.52120.22.00000 Dental Insurance Regular Middle/High	\$19,600.86	\$16,713.21	\$16,713.21	\$2,887.65	\$0.00	\$2,887.65 14.73%
100.1100.52200.21.00000 Social Security Reg Elementary	\$92,521.14	\$81,522.03	\$81,522.03	\$10,999.11	\$0.00	\$10,999.11 11.89%

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 6/30/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

☐ Budget Range To Date

☐ YTD

☐ Balance

☐ Encumbrance

☐ % Remaining Bud

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.52200.22.00000	\$125,919.81	\$114,630.81	\$114,630.81	\$11,289.00	\$0.00	\$11,289.00
Social Security Reg Middle/High						8.97%
100.1100.52310.22.00000	\$3,413.89	\$3,394.25	\$3,394.25	\$19.64	\$0.00	\$19.64
Nonteacher Retirement Regular Middle/High						0.58%
100.1100.52320.21.00000	\$225,154.72	\$205,610.67	\$205,610.67	\$19,544.05	\$0.00	\$19,544.05
Teacher Retirement Regular Elementary						8.68%
100.1100.52320.22.00000	\$305,898.49	\$293,116.36	\$293,116.36	\$12,782.13	\$0.00	\$12,782.13
Teacher Retirement Regular Middle/High						4.18%
100.1100.53300.22.00000	\$0.00	\$915.75	\$915.75	(\$915.75)	\$0.00	(\$915.75)
Prof. Svcs/Tutoring						0.00%
100.1100.55800.21.00000	\$0.00	\$752.81	\$752.81	(\$752.81)	\$0.00	(\$752.81)
Travel Reg Ed Elementary						0.00%
100.1100.55800.22.00000	\$0.00	\$165.71	\$165.71	(\$165.71)	\$0.00	(\$165.71)
Travel Reg Ed Middle/High						0.00%
100.1102.53000.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Artist In Residence Elementary						100.00%
100.1102.56100.21.00000	\$1,912.50	\$1,525.47	\$1,525.47	\$387.03	\$0.00	\$387.03
Supplies Art Elementary						20.24%
100.1102.56100.22.00000	\$2,966.93	\$2,562.44	\$2,562.44	\$404.49	\$0.00	\$404.49
Supplies Art Middle/High						13.63%
100.1103.56100.22.00000	\$24.00	\$17.01	\$17.01	\$6.99	\$0.00	\$6.99
Supplies Business Ed Secondary						29.13%
100.1105.56100.21.00000	\$1,615.66	\$695.48	\$695.48	\$920.18	\$0.00	\$920.18
Supplies Language Arts Elementary						56.95%
100.1105.56100.22.00000	\$0.00	\$243.97	\$243.97	(\$243.97)	\$0.00	(\$243.97)
Supplies Language Arts Middle/High						0.00%
100.1105.56410.21.00000	\$0.00	\$357.78	\$357.78	(\$357.78)	\$0.00	(\$357.78)
Books Lang Arts Elementary						0.00%



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 6/30/2024

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

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☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1105.56410.22.00000	\$4,394.50	\$3,376.33	\$3,376.33	\$1,018.17	\$0.00	\$1,018.17 23.17%
Books Lang Arts Middle/High						
100.1106.56100.22.00000	\$159.72	\$0.00	\$0.00	\$159.72	\$0.00	\$159.72 100.00%
Supplies Modern Language Middle/High						
100.1107.56100.22.00000	\$85.00	\$0.00	\$0.00	\$85.00	\$0.00	\$85.00 100.00%
Supplies In School Suspension Middle/High						
100.1108.56100.21.00000	\$1,690.81	\$1,456.79	\$1,456.79	\$234.02	\$0.00	\$234.02 13.84%
Supplies Phys Ed Elementary						
100.1108.56100.22.00000	\$2,121.75	\$2,137.41	\$2,137.41	(\$15.66)	\$0.00	(\$15.66) -0.74%
Supplies Phys Ed Middle/High						
100.1109.54300.22.00000	\$765.00	\$0.00	\$0.00	\$765.00	\$0.00	\$765.00 100.00%
Repairs Life Sciences Middle/High						
100.1109.56100.22.00000	\$8,954.75	\$6,980.46	\$6,980.46	\$1,974.29	\$0.00	\$1,974.29 22.05%
Supplies Life Sciences Middle/High						
100.1109.56410.22.00000	\$537.93	\$0.00	\$0.00	\$537.93	\$0.00	\$537.93 100.00%
Books Life Sciences Middle/High						
100.1110.56100.22.00000	\$1,020.00	\$1,010.88	\$1,010.88	\$9.12	\$0.00	\$9.12 0.89%
Supplies Tech Ed Middle/High						
100.1111.56100.21.00000	\$575.48	\$29.53	\$29.53	\$545.95	\$0.00	\$545.95 94.87%
Supplies Mathematics Elementary						
100.1111.56100.22.00000	\$716.04	\$739.70	\$739.70	(\$23.66)	\$0.00	(\$23.66) -3.30%
Supplies Mathematics Middle/High						
100.1111.56410.21.00000	\$1,228.59	\$1,520.00	\$1,520.00	(\$291.41)	\$0.00	(\$291.41) -23.72%
Books Mathematics Elementary						
100.1111.56410.22.00000	\$2,862.50	\$2,551.45	\$2,551.45	\$311.05	\$0.00	\$311.05 10.87%
Books Mathematics Middle/High						
100.1112.53000.22.00000	\$680.00	\$588.00	\$588.00	\$92.00	\$0.00	\$92.00 13.53%
Repairs & Other Services Music Middle/High						

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date: 7/1/2023

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1112.56100.21.00000 Supplies Music Elementary	\$406.84	\$0.00	\$0.00	\$406.84	\$0.00	\$406.84 100.00%
100.1112.56100.22.00000 Supplies Music Middle/High	\$2,024.16	\$1,646.51	\$1,646.51	\$377.65	\$0.00	\$377.65 18.66%
100.1112.58100.22.00000 Dues & Fees Music Middle/High	\$335.00	\$125.00	\$125.00	\$210.00	\$0.00	\$210.00 62.69%
100.1113.56100.21.00000 Supplies Science Elementary	\$1,745.27	\$1,723.72	\$1,723.72	\$21.55	\$0.00	\$21.55 1.23%
100.1113.56100.22.00000 Supplies Science Middle/High	\$1,330.78	\$799.99	\$799.99	\$530.79	\$0.00	\$530.79 39.89%
100.1115.56100.21.00000 Supplies Social Studies Elementary	\$1,865.18	\$1,848.55	\$1,848.55	\$16.63	\$0.00	\$16.63 0.89%
100.1115.56100.22.00000 Supplies Social Studies Middle/High	\$1,321.74	\$1,311.40	\$1,311.40	\$10.34	\$0.00	\$10.34 0.78%
100.1115.56410.22.00000 Books Social Studies Middle/High	\$527.85	\$87.84	\$87.84	\$440.01	\$0.00	\$440.01 83.36%
100.1116.56100.22.00000 Supplies ELO	\$4,143.00	\$2,322.66	\$2,322.66	\$1,820.34	\$0.00	\$1,820.34 43.94%
100.1126.53290.21.00000 Assemblies Elementary	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.1126.55910.21.00000 Field Trip Entry Fees Elementary	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.1126.55910.22.00000 Field Trip Entry Fees	\$0.00	\$489.00	\$489.00	(\$489.00)	\$0.00	(\$489.00) 0.00%
100.1126.56100.21.00000 Supplies General Expense Elementary	\$17,982.54	\$10,317.77	\$10,317.77	\$7,664.77	\$0.00	\$7,664.77 42.62%
100.1126.56100.22.00000 Supplies General Expense Secondary	\$16,418.26	\$12,642.09	\$12,642.09	\$3,776.17	\$290.00	\$3,486.17 21.23%



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date: 7/1/2023 To Date: 6/30/2024

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Account Type: EXPENDITURE

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1126.56101.22.00000 Graduation & Special Events Middle/High	\$7,064.99	\$4,208.85	\$4,208.85	\$2,856.14	\$0.00	\$2,856.14 40.43%
100.1126.56410.22.00000 Yearbook	\$4,000.00	\$5,145.70	\$5,145.70	(\$1,145.70)	\$0.00	(\$1,145.70) -28.64%
100.1126.56500.21.00000 General Expense Software	\$4,495.00	\$4,495.00	\$4,495.00	\$0.00	\$0.00	\$0.00 0.00%
100.1200.51100.21.00000 Teacher Salaries SPED Elementary	\$291,991.00	\$265,544.35	\$265,544.35	\$26,446.65	\$0.00	\$26,446.65 9.06%
100.1200.51100.22.00000 Teacher Salaries SPED Middle/High	\$211,100.00	\$151,800.00	\$151,800.00	\$59,300.00	\$0.00	\$59,300.00 28.09%
100.1200.51150.21.00000 Para Salaries SPED Elementary	\$371,666.22	\$390,952.55	\$390,952.55	(\$19,286.33)	\$0.00	(\$19,286.33) -5.19%
100.1200.51150.22.00000 Para Salaries SPED Middle/High	\$308,774.61	\$226,095.69	\$226,095.69	\$82,678.92	\$0.00	\$82,678.92 26.78%
100.1200.51200.21.00000 Substitutes SPED Teacher Elementary	\$2,400.00	\$5,738.26	\$5,738.26	(\$3,338.26)	\$0.00	(\$3,338.26) -139.09%
100.1200.51200.22.00000 Substitutes SPED Teacher Middle/High	\$3,000.00	\$1,470.00	\$1,470.00	\$1,530.00	\$0.00	\$1,530.00 51.00%
100.1200.51250.21.00000 Substitutes SPED Para Elementary	\$10,000.00	\$2,196.40	\$2,196.40	\$7,803.60	\$0.00	\$7,803.60 78.04%
100.1200.51250.22.00000 Substitutes SPED Para Middle/High	\$500.00	\$547.40	\$547.40	(\$47.40)	\$0.00	(\$47.40) -9.48%
100.1200.52110.21.00000 Health Insurance SPED Teachers Elementary	\$108,146.65	\$131,295.44	\$131,295.44	(\$23,148.79)	\$0.00	(\$23,148.79) -21.40%
100.1200.52110.22.00000 Health Insurance SPED Teachers Middle/High	\$105,724.64	\$80,707.34	\$80,707.34	\$25,017.30	\$0.00	\$25,017.30 23.66%
100.1200.52120.21.00000 Dental Insurance SPED Teachers Elementary	\$4,666.24	\$3,450.18	\$3,450.18	\$1,216.06	\$0.00	\$1,216.06 26.06%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2023-2024

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1200.52120.22.00000	\$3,553.59	\$2,470.02	\$2,470.02	\$1,083.57	\$0.00	\$1,083.57 30.49%
Dental Insurance SPED Teachers Middle/High						
100.1200.52200.21.00000	\$50,772.08	\$47,640.69	\$47,640.69	\$3,131.39	\$0.00	\$3,131.39 6.17%
Social Security SPED Elementary						
100.1200.52200.22.00000	\$39,770.43	\$27,011.32	\$27,011.32	\$12,759.11	\$0.00	\$12,759.11 32.08%
Social Security SPED Middle/High						
100.1200.52320.21.00000	\$57,347.03	\$52,510.08	\$52,510.08	\$4,836.95	\$0.00	\$4,836.95 8.43%
Teacher Retirement SPED Elementary						
100.1200.52320.22.00000	\$41,460.04	\$29,872.50	\$29,872.50	\$11,587.54	\$0.00	\$11,587.54 27.95%
Teacher Retirement SPED Middle/High						
100.1200.53001.20.00000	\$60,000.00	\$32,480.15	\$32,480.15	\$27,519.85	\$0.00	\$27,519.85 45.87%
Related Services SPED Out Of District						
100.1200.53001.21.00000	\$7,000.00	\$106,162.25	\$106,162.25	(\$99,162.25)	\$0.00	(\$99,162.25) -1416.60%
Related Services In District Elem						
100.1200.53001.22.00000	\$0.00	\$1,855.00	\$1,855.00	(\$1,855.00)	\$0.00	(\$1,855.00) 0.00%
Related Services In District Middle/High						
100.1200.53300.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
Legal SPED Out Of District						
100.1200.55601.20.00000	\$2,000.00	\$9,884.61	\$9,884.61	(\$7,884.61)	\$0.00	(\$7,884.61) -394.23%
Tuition SPED Public						
100.1200.55602.20.00000	\$851,683.00	\$937,541.39	\$937,541.39	(\$85,858.39)	\$0.00	(\$85,858.39) -10.08%
Tuition SPED Private						
100.1200.56100.20.00000	\$850.00	\$636.02	\$636.02	\$213.98	\$0.00	\$213.98 25.17%
Supplies & Medical Hardware Out Of District						
100.1200.56100.21.00000	\$2,146.08	\$1,625.35	\$1,625.35	\$520.73	\$0.00	\$520.73 24.26%
Supplies & Medical Hardware Elementary						
100.1200.56100.22.00000	\$1,088.65	\$1,299.85	\$1,299.85	(\$211.20)	\$0.00	(\$211.20) -19.40%
Supplies & Medical Hardware Middle/High						

# Hinsdale School District

## General Ledger - On Demand Report

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Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

100.1260.51100.20.00000	\$17,613.00	\$1,325.00	\$1,325.00	\$16,288.00	\$0.00	\$16,288.00	92.48%
Teacher Salaries ESL							
100.1260.52110.20.00000	\$10,469.22	\$0.00	\$0.00	\$10,469.22	\$0.00	\$10,469.22	100.00%
Health							
100.1260.52200.20.00000	\$1,347.40	\$101.36	\$101.36	\$1,246.04	\$0.00	\$1,246.04	92.48%
Social Security ESL							
100.1260.53000.22.00000	\$0.00	\$637.50	\$637.50	(\$637.50)	\$0.00	(\$637.50)	0.00%
Purchased Services							
100.1260.55800.20.00000	\$0.00	\$178.76	\$178.76	(\$178.76)	\$0.00	(\$178.76)	0.00%
Travel for ESL							
100.1260.56100.22.00000	\$0.00	\$292.37	\$292.37	(\$292.37)	\$0.00	(\$292.37)	0.00%
Supplies							
100.1300.55610.22.00000	\$48,000.00	\$55,999.80	\$55,999.80	(\$7,999.80)	\$0.00	(\$7,999.80)	-16.67%
Tuition Vocational Middle/High							
100.1310.51100.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00	100.00%
Driver Education Salaries							
100.1310.54300.22.00000	\$150.00	\$5,071.32	\$5,071.32	(\$4,921.32)	\$0.00	(\$4,921.32)	-3280.88%
Repairs & Maintenance Driver Ed Secondary							
100.1310.55800.22.00000	\$500.00	\$723.97	\$723.97	(\$223.97)	\$0.00	(\$223.97)	-44.79%
Gas & Oil Driver Ed Secondary							
100.1400.51190.22.00000	\$150,232.33	\$129,901.62	\$129,901.62	\$20,330.71	\$0.00	\$20,330.71	13.53%
Coaches/Advisors Stipends							
100.1400.52200.22.00000	\$11,492.70	\$9,761.99	\$9,761.99	\$1,730.71	\$0.00	\$1,730.71	15.06%
Social Security CoCurricular/Athletics							
100.1400.52310.22.00000	\$0.00	\$5,520.78	\$5,520.78	(\$5,520.78)	\$0.00	(\$5,520.78)	0.00%
Nonteacher Retirement CoCurricular/Athletics							
100.1400.52320.22.00000	\$12,539.81	\$5,905.77	\$5,905.77	\$6,634.04	\$0.00	\$6,634.04	52.90%
Teacher Retirement CoCurricular/Athletics							



# Hinsdale School District

## General Ledger - On Demand Report

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1400.53000.22.00000	\$1,200.00	\$375.00	\$375.00	\$825.00	\$0.00	\$825.00
Sports Physicals/Doctors' Services						68.75%
100.1400.53900.22.00000	\$13,550.00	\$18,006.63	\$18,006.63	(\$4,456.63)	\$0.00	(\$4,456.63)
Officials/Police Coverage						-32.89%
100.1400.54300.22.00000	\$3,000.00	\$173.60	\$173.60	\$2,826.40	\$0.00	\$2,826.40
Repairs & Maintenance						94.21%
100.1400.55800.22.00000	\$6,260.00	\$1,855.00	\$1,855.00	\$4,405.00	\$0.00	\$4,405.00
Dues & Fees CoCurr Secondary						70.37%
100.1400.56100.22.00000	\$19,185.24	\$18,315.36	\$18,315.36	\$869.88	\$0.00	\$869.88
Supplies/Awards CoCurr Secondary						4.53%
100.1400.58100.22.00000	\$1,700.00	\$1,800.21	\$1,800.21	(\$100.21)	\$0.00	(\$100.21)
Conferences CoCurr Secondary						-5.89%
100.1430.51100.21.00000	\$20,000.00	\$14,006.73	\$14,006.73	\$5,993.27	\$0.00	\$5,993.27
Summer School Stipends Elementary						29.97%
100.1430.51100.22.00000	\$12,000.00	\$9,998.36	\$9,998.36	\$2,001.64	\$0.00	\$2,001.64
Summer School Stipends Middle/High						16.68%
100.1430.52200.21.00000	\$1,530.00	\$1,071.35	\$1,071.35	\$458.65	\$0.00	\$458.65
Social Security Summer School Elementary						29.98%
100.1430.52200.22.00000	\$918.00	\$764.90	\$764.90	\$153.10	\$0.00	\$153.10
Social Security Summer School Middle/High						16.68%
100.1430.52320.21.00000	\$3,928.00	\$1,970.77	\$1,970.77	\$1,957.23	\$0.00	\$1,957.23
Teacher Retirement Summer School Elementary						49.83%
100.1430.52320.22.00000	\$2,356.80	\$809.26	\$809.26	\$1,547.54	\$0.00	\$1,547.54
Teacher Retirement Summer School Middle/High						65.66%
100.1490.51000.20.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Hinsdale School District						100.00%
100.2120.51100.21.00000	\$123,939.04	\$127,795.57	\$127,795.57	(\$3,856.53)	\$0.00	(\$3,856.53)
Guidance Salaries Elementary						-3.11%

# Hinsdale School District

## General Ledger - On Demand Report

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2120.51100.22.00000 Guidance Salaries Middle/High	\$253,429.23	\$252,544.79	\$252,544.79	\$884.44	\$0.00	\$884.44 0.35%
100.2120.52110.21.00000 Health Insurance Guidance Elementary	\$38,836.75	\$38,836.56	\$38,836.56	\$0.19	\$0.00	\$0.19 0.00%
100.2120.52110.22.00000 Health Insurance Guidance Middle/High	\$71,769.21	\$71,769.12	\$71,769.12	\$0.09	\$0.00	\$0.09 0.00%
100.2120.52120.21.00000 Dental Insurance Guidance Elementary	\$1,637.83	\$1,589.88	\$1,589.88	\$47.95	\$0.00	\$47.95 2.93%
100.2120.52120.22.00000 Dental Insurance Guidance Middle/High	\$4,141.06	\$3,992.78	\$3,992.78	\$148.28	\$0.00	\$148.28 3.58%
100.2120.52200.21.00000 Social Security Guidance Elementary	\$9,768.14	\$9,120.74	\$9,120.74	\$647.40	\$0.00	\$647.40 6.63%
100.2120.52200.22.00000 Social Security Guidance Middle/High	\$19,387.34	\$17,973.17	\$17,973.17	\$1,414.17	\$0.00	\$1,414.17 7.29%
100.2120.52310.22.00000 Nonteacher Retirement Guidance Middle/High	\$8,093.25	\$8,223.30	\$8,223.30	(\$130.05)	\$0.00	(\$130.05) -1.61%
100.2120.52320.21.00000 Teacher Retirement Guidance Elementary	\$25,077.95	\$25,099.11	\$25,099.11	(\$21.16)	\$0.00	(\$21.16) -0.08%
100.2120.52320.22.00000 Teacher Retirement Guidance Middle/High	\$28,396.87	\$29,130.24	\$29,130.24	(\$733.37)	\$0.00	(\$733.37) -2.58%
100.2120.53300.22.00000 Professional Services Guidance Middle/High	\$3,700.00	\$1,514.37	\$1,514.37	\$2,185.63	\$0.00	\$2,185.63 59.07%
100.2120.56100.21.00000 Supplies Guidance Elementary	\$2,337.50	\$1,218.04	\$1,218.04	\$1,119.46	\$0.00	\$1,119.46 47.89%
100.2120.56100.22.00000 Supplies Guidance Middle/High	\$796.88	\$0.00	\$0.00	\$796.88	\$0.00	\$796.88 100.00%
100.2120.56110.21.00000 Testing Map, Etc Elementary	\$3,995.50	\$5,535.00	\$5,535.00	(\$1,539.50)	\$0.00	(\$1,539.50) -38.53%



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date: 7/1/2023 To Date: 6/30/2024

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2120.56110.22.00000 Testing Map, Psat, Etc Middle/High	\$5,082.17	\$4,297.14	\$4,297.14	\$785.03	\$0.00	\$785.03 15.45%
100.2120.56410.21.00000 Books Guidance Elementary	\$127.50	\$149.51	\$149.51	(\$22.01)	\$0.00	(\$22.01) -17.26%
100.2120.56410.22.00000 Books Guidance Middle/High	\$350.00	\$0.00	\$0.00	\$350.00	\$0.00	\$350.00 100.00%
100.2120.58100.21.00000 Dues & Fees Guidance Elementary	\$250.00	\$527.30	\$527.30	(\$277.30)	\$0.00	(\$277.30) -110.92%
100.2120.58100.22.00000 Dues & Fees Guidance Middle/High	\$358.00	\$298.00	\$298.00	\$60.00	\$0.00	\$60.00 16.76%
100.2130.51100.21.00000 School Nurse Salaries Elementary	\$52,500.00	\$43,384.56	\$43,384.56	\$9,115.44	\$0.00	\$9,115.44 17.36%
100.2130.51100.22.00000 School Nurse Salaries Middle/High	\$62,868.00	\$62,868.00	\$62,868.00	\$0.00	\$0.00	\$0.00 0.00%
100.2130.52110.21.00000 Health Insurance Nurse Elementary	\$20,938.44	\$17,939.96	\$17,939.96	\$2,998.48	\$0.00	\$2,998.48 14.32%
100.2130.52110.22.00000 Health Insurance Nurse Middle/High	\$20,938.44	\$20,938.44	\$20,938.44	\$0.00	\$0.00	\$0.00 0.00%
100.2130.52120.21.00000 Dental Insurance Nurse Elementary	\$1,009.47	\$692.88	\$692.88	\$316.59	\$0.00	\$316.59 31.36%
100.2130.52120.22.00000 Dental Insurance Nurse Middle/High	\$1,009.47	\$980.07	\$980.07	\$29.40	\$0.00	\$29.40 2.91%
100.2130.52200.21.00000 Social Security Nurse Elementary	\$4,016.26	\$3,083.91	\$3,083.91	\$932.35	\$0.00	\$932.35 23.21%
100.2130.52200.22.00000 Social Security Nurse Middle/High	\$4,809.41	\$4,435.70	\$4,435.70	\$373.71	\$0.00	\$373.71 7.77%
100.2130.52320.21.00000 Teacher Retirement Nurse Elementary	\$10,311.00	\$8,520.71	\$8,520.71	\$1,790.29	\$0.00	\$1,790.29 17.36%

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date: 7/1/2023 To Date: 6/30/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance   
 ☐ Include Inactive Accounts   
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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2130.52320.22.00000 Teacher Retirement Nurse Middle/High	\$12,347.27	\$12,347.38	\$12,347.38	(\$0.11)	\$0.00	(\$0.11) 0.00%
100.2130.52900.21.00000 Vaccinations Nurse Elementary	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00 100.00%
100.2130.56100.21.00000 Supplies Nurse Elementary	\$1,700.00	\$2,424.07	\$2,424.07	(\$724.07)	\$0.00	(\$724.07) -42.59%
100.2130.56100.22.00000 Supplies Nurse Middle/High	\$1,354.50	\$603.65	\$603.65	\$750.85	\$0.00	\$750.85 55.43%
100.2130.58100.21.00000 Dues & Fees Nurse Elementary	\$1,555.00	\$1,425.00	\$1,425.00	\$130.00	\$0.00	\$130.00 8.36%
100.2140.51100.20.00000 Psychologist Salaries	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2140.53000.20.00000 Purchased Services Psychological	\$38,000.00	\$0.00	\$0.00	\$38,000.00	\$0.00	\$38,000.00 100.00%
100.2140.56100.20.00000 Supplies Psychologist	\$625.67	\$369.95	\$369.95	\$255.72	\$0.00	\$255.72 40.87%
100.2150.51100.20.00000 Speech & Language Salaries	\$121,027.13	\$122,676.16	\$122,676.16	(\$1,649.03)	\$0.00	(\$1,649.03) -1.36%
100.2150.52110.20.00000 Health Insurance Speech & Language	\$41,876.88	\$40,879.87	\$40,879.87	\$997.01	\$0.00	\$997.01 2.38%
100.2150.52120.20.00000 Dental Insurance Speech & Language	\$2,018.94	\$1,960.14	\$1,960.14	\$58.80	\$0.00	\$58.80 2.91%
100.2150.52200.20.00000 Social Security Speech & Language	\$9,258.57	\$8,654.31	\$8,654.31	\$604.26	\$0.00	\$604.26 6.53%
100.2150.52310.20.00000 Nonteacher Retirement	\$4,653.43	\$4,786.44	\$4,786.44	(\$133.01)	\$0.00	(\$133.01) -2.86%
100.2150.52320.20.00000 Teacher Retirement Speech & Language	\$17,014.86	\$17,145.69	\$17,145.69	(\$130.83)	\$0.00	(\$130.83) -0.77%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date:7/1/2023 To Date:6/30/2024

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2150.53000.20.00000 Purchased Services Speech & Language	\$90,000.00	\$166,897.82	\$166,897.82	(\$76,897.82)	\$0.00	(\$76,897.82) -85.44%
100.2150.55800.20.00000 Travel Speech & Language	\$637.50	\$519.00	\$519.00	\$118.50	\$0.00	\$118.50 18.59%
100.2150.56100.20.00000 Supplies Speech & Language	\$1,275.00	\$245.98	\$245.98	\$1,029.02	\$0.00	\$1,029.02 80.71%
100.2150.58100.20.00000 Dues & Fees Speech & Language	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00 100.00%
100.2160.53000.20.00000 Purchased Services Occupational Therapy	\$40,000.00	\$55,195.28	\$55,195.28	(\$15,195.28)	\$0.00	(\$15,195.28) -37.99%
100.2170.51100.20.00000 Certified OT Assistant Salaries	\$44,502.47	\$44,502.47	\$44,502.47	\$0.00	\$0.00	\$0.00 0.00%
100.2170.52110.20.00000 Health Ins Certified OT Assistant	\$10,469.22	\$10,469.22	\$10,469.22	\$0.00	\$0.00	\$0.00 0.00%
100.2170.52120.20.00000 Dental Insurance Certified OT Assistant	\$525.18	\$509.88	\$509.88	\$15.30	\$0.00	\$15.30 2.91%
100.2170.52200.20.00000 Social Security Certified OT Assistant	\$3,404.44	\$3,217.30	\$3,217.30	\$187.14	\$0.00	\$187.14 5.50%
100.2170.52320.20.00000 Teacher Retirement Certified OT Assistant	\$8,740.29	\$8,740.31	\$8,740.31	(\$0.02)	\$0.00	(\$0.02) 0.00%
100.2170.55800.20.00000 Travel COTA	\$340.00	\$220.00	\$220.00	\$120.00	\$0.00	\$120.00 35.29%
100.2170.56100.20.00000 Supplies COTA	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00 100.00%
100.2170.58100.20.00000 Dues & Fees COTA	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00 100.00%
100.2210.53200.20.00000 Teachers' Staff Development CBA Article V.O	\$29,000.00	\$28,810.02	\$28,810.02	\$189.98	\$0.00	\$189.98 0.66%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date:7/1/2023 To Date:6/30/2024

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2210.53201.20.00000 Support Staff Development Workshops	\$8,000.00	\$1,912.64	\$1,912.64	\$6,087.36	\$990.00	\$5,097.36 63.72%
100.2212.51100.20.00000 Salaries Curriculum	\$204,855.14	\$225,267.17	\$225,267.17	(\$20,412.03)	\$0.00	(\$20,412.03) -9.96%
100.2212.52110.20.00000 Health	\$60,487.29	\$58,543.19	\$58,543.19	\$1,944.10	\$0.00	\$1,944.10 3.21%
100.2212.52120.20.00000 Dental	\$2,647.30	\$2,486.29	\$2,486.29	\$161.01	\$0.00	\$161.01 6.08%
100.2212.52200.20.00000 Social Security Curriculum	\$15,671.42	\$16,261.23	\$16,261.23	(\$589.81)	\$0.00	(\$589.81) -3.76%
100.2212.52310.20.00000 Nonteacher Retirement Curriculum	\$27,716.91	\$24,222.99	\$24,222.99	\$3,493.92	\$0.00	\$3,493.92 12.61%
100.2212.52320.20.00000 Teacher Retirement Curriculum	\$0.00	\$29.46	\$29.46	(\$29.46)	\$0.00	(\$29.46) 0.00%
100.2212.53200.20.00000 Purchased Services District	\$20,918.50	\$8,459.00	\$8,459.00	\$12,459.50	\$0.00	\$12,459.50 59.56%
100.2212.55800.20.00000 Travel & Conferences Prof Dev District	\$2,000.00	\$5,544.31	\$5,544.31	(\$3,544.31)	\$0.00	(\$3,544.31) -177.22%
100.2212.56100.20.00000 Supplies Prof Dev District	\$2,975.00	\$1,007.14	\$1,007.14	\$1,967.86	\$0.00	\$1,967.86 66.15%
100.2212.56500.20.00000 Software Prof Dev	\$3,000.00	\$2,748.00	\$2,748.00	\$252.00	\$0.00	\$252.00 8.40%
100.2212.58100.20.00000 Dues & Fees Prof Dev District	\$2,000.00	\$1,705.30	\$1,705.30	\$294.70	\$0.00	\$294.70 14.74%
100.2222.51100.22.00000 Library Salaries Middle/High	\$60,200.00	\$60,200.00	\$60,200.00	\$0.00	\$0.00	\$0.00 0.00%
100.2222.51150.21.00000 Library Salaries Elementary	\$24,662.48	\$24,815.29	\$24,815.29	(\$152.81)	\$0.00	(\$152.81) -0.62%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date: 7/1/2023 To Date: 6/30/2024

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining	Budget Balance
100.2222.52110.21.00000 Health	\$18,094.94	\$18,094.94	\$18,094.94	\$0.00	\$0.00	0.00%	\$0.00
100.2222.52110.22.00000 Health Insurance Library Middle/High	\$28,266.93	\$28,266.84	\$28,266.84	\$0.09	\$0.00	0.00%	\$0.09
100.2222.52120.22.00000 Dental Insurance Library Middle/High	\$1,112.65	\$1,080.00	\$1,080.00	\$32.65	\$0.00	2.93%	\$32.65
100.2222.52200.21.00000 Social Security Library Elementary	\$1,886.68	\$1,406.98	\$1,406.98	\$479.70	\$0.00	25.43%	\$479.70
100.2222.52200.22.00000 Social Security Library Middle/High	\$4,605.30	\$4,066.60	\$4,066.60	\$538.70	\$0.00	11.70%	\$538.70
100.2222.52320.22.00000 Teacher Retirement Library Middle/High	\$11,823.28	\$11,823.24	\$11,823.24	\$0.04	\$0.00	0.00%	\$0.04
100.2222.54300.22.00000 Repairs Library Equip Middle/High	\$1,600.00	\$239.95	\$239.95	\$1,360.05	\$0.00	85.00%	\$1,360.05
100.2222.56100.21.00000 Supplies Library Elementary	\$425.00	\$381.34	\$381.34	\$43.66	\$0.00	10.27%	\$43.66
100.2222.56100.22.00000 Supplies Library Middle/High	\$850.00	\$67.80	\$67.80	\$782.20	\$0.00	92.02%	\$782.20
100.2222.56410.21.00000 Books & Information Resources Library Elementary	\$1.00	\$1,348.77	\$1,348.77	(\$1,347.77)	\$0.00	-134777.00%	(\$1,347.77)
100.2222.56410.22.00000 Books & Information Resources Library Middle/High	\$5,000.00	\$1,364.96	\$1,364.96	\$3,635.04	\$645.54	59.79%	\$2,989.50
100.2222.56420.21.00000 Other Information Resources Library Elem	\$3,399.00	\$1,597.38	\$1,597.38	\$1,801.62	\$0.00	53.00%	\$1,801.62
100.2222.56420.22.00000 Other Information Resources Library Middle/High	\$4,072.00	\$4,169.60	\$4,169.60	(\$97.60)	\$1,119.00	-29.88%	(\$1,216.60)
100.2310.51100.20.00000 School Board & Others' Salaries	\$4,350.00	\$4,621.10	\$4,621.10	(\$271.10)	\$0.00	-6.23%	(\$271.10)

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date:7/1/2023

To Date:6/30/2024

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2310.52200.20.00000	\$516.38	\$328.89	\$328.89	\$187.49	\$0.00	\$187.49
Social Security School Board						36.31%
100.2310.52310.20.00000	\$0.00	\$43.44	\$43.44	(\$43.44)	\$0.00	(\$43.44)
Nonteacher Retirement						0.00%
100.2310.53000.20.00000	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00
Purchased Services Election Officials						100.00%
100.2310.53301.20.00000	\$6,000.00	\$19,054.36	\$19,054.36	(\$13,054.36)	\$0.00	(\$13,054.36)
Legal Expenses School Board						-217.57%
100.2310.53302.20.00000	\$18,500.00	\$23,650.00	\$23,650.00	(\$5,150.00)	\$0.00	(\$5,150.00)
Audit Expenses School Board						-27.84%
100.2310.55800.20.00000	\$500.00	\$56.28	\$56.28	\$443.72	\$0.00	\$443.72
Travel & Conferences School Board						88.74%
100.2310.58100.20.00000	\$4,500.00	\$4,013.52	\$4,013.52	\$486.48	\$0.00	\$486.48
Dues & Fees School Board						10.81%
100.2310.58110.20.00000	\$6,000.00	\$3,934.49	\$3,934.49	\$2,065.51	\$0.00	\$2,065.51
Recognition & Awards School Board						34.43%
100.2320.51100.20.00000	\$149,838.97	\$171,477.56	\$171,477.56	(\$21,638.59)	\$0.00	(\$21,638.59)
SAU Salaries						-14.44%
100.2320.52110.20.00000	\$47,781.60	\$20,938.44	\$20,938.44	\$26,843.16	\$0.00	\$26,843.16
Health Insurance SAU						56.18%
100.2320.52120.20.00000	\$2,018.94	\$1,490.28	\$1,490.28	\$528.66	\$0.00	\$528.66
Dental Insurance SAU						26.19%
100.2320.52200.20.00000	\$11,744.24	\$12,757.20	\$12,757.20	(\$1,012.96)	\$0.00	(\$1,012.96)
Social Security SAU						-8.63%
100.2320.52310.20.00000	\$26,575.70	\$8,471.67	\$8,471.67	\$18,104.03	\$0.00	\$18,104.03
NH Retirement SAU						68.12%
100.2320.53000.20.00000	\$50,000.00	\$63,703.50	\$63,703.50	(\$13,703.50)	\$0.00	(\$13,703.50)
Purchased Services SAU						-27.41%



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date: 7/1/2023 To Date: 6/30/2024

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining	Bud
100.2320.53130.20.00000 Background Checks	\$2,500.00	\$2,499.50	\$2,499.50	\$0.50	\$0.00	\$0.00	\$0.50 0.02%
100.2320.53200.20.00000 Staff Development SAU	\$500.00	\$887.75	\$887.75	(\$387.75)	\$0.00	\$0.00	(\$387.75) -77.55%
100.2320.55340.20.00000 Postage SAU	\$500.00	\$1,189.19	\$1,189.19	(\$689.19)	\$0.00	\$0.00	(\$689.19) -137.84%
100.2320.55400.20.00000 Ads/Postings/Recruitment SAU	\$34,000.00	\$23,058.42	\$23,058.42	\$10,941.58	\$0.00	\$0.00	\$10,941.58 32.18%
100.2320.55500.20.00000 Printing SAU	\$4,200.00	\$2,201.94	\$2,201.94	\$1,998.06	\$0.00	\$0.00	\$1,998.06 47.57%
100.2320.55800.20.00000 Travel SAU	\$1,500.00	\$1,066.39	\$1,066.39	\$433.61	\$0.00	\$0.00	\$433.61 28.91%
100.2320.56100.20.00000 Supplies SAU	\$4,250.00	\$3,363.11	\$3,363.11	\$886.89	\$0.00	\$0.00	\$886.89 20.87%
100.2320.56500.20.00000 Software SAU	\$3,900.00	\$0.00	\$0.00	\$3,900.00	\$0.00	\$0.00	\$3,900.00 100.00%
100.2320.57300.20.00000 Furniture & Equipment SAU	\$400.00	\$79.99	\$79.99	\$320.01	\$0.00	\$0.00	\$320.01 80.00%
100.2320.58100.20.00000 Dues & Fees SAU	\$2,600.00	\$683.90	\$683.90	\$1,916.10	\$0.00	\$0.00	\$1,916.10 73.70%
100.2330.51100.20.00000 Special Services Admin Salaries	\$214,225.63	\$214,226.06	\$214,226.06	(\$0.43)	\$0.00	\$0.00	(\$0.43) 0.00%
100.2330.52110.20.00000 Health Insurance Special Services Admin	\$52,446.70	\$52,446.69	\$52,446.69	\$0.01	\$0.00	\$0.00	\$0.01 0.00%
100.2330.52120.20.00000 Dental Insurance Special Services Admin	\$2,544.12	\$2,470.11	\$2,470.11	\$74.01	\$0.00	\$0.00	\$74.01 2.91%
100.2330.52200.20.00000 Social Security Special Services Admin	\$16,388.26	\$15,530.95	\$15,530.95	\$857.31	\$0.00	\$0.00	\$857.31 5.23%

# Hinsdale School District

## General Ledger - On Demand Report

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2330.52310.20.00000 NH Retirement Special Services Admin	\$7,135.26	\$7,178.24	\$7,178.24	(\$42.98)	\$0.00	(\$42.98) -0.60%
100.2330.52320.20.00000 Teacher Retirement	\$31,716.45	\$31,908.00	\$31,908.00	(\$191.55)	\$0.00	(\$191.55) -0.60%
100.2330.55800.20.00000 Travel Special Services Admin	\$2,000.00	\$1,322.20	\$1,322.20	\$677.80	\$0.00	\$677.80 33.89%
100.2330.56100.20.00000 Supplies Special Services Admin	\$315.00	\$119.99	\$119.99	\$195.01	\$0.00	\$195.01 61.91%
100.2330.58100.20.00000 Dues & Fees Special Services Admin	\$5,000.00	\$3,546.00	\$3,546.00	\$1,454.00	\$0.00	\$1,454.00 29.08%
100.2400.51100.20.00000 Teacher Retirement Stipends CBA Appendix A.D	\$57,976.00	\$95,550.76	\$95,550.76	(\$37,574.76)	\$0.00	(\$37,574.76) -64.81%
100.2400.51100.21.00000 Admin Salaries Elementary	\$211,823.52	\$205,095.53	\$205,095.53	\$6,727.99	\$0.00	\$6,727.99 3.18%
100.2400.51100.22.00000 Admin Salaries Middle/High	\$270,327.67	\$270,411.84	\$270,411.84	(\$84.17)	\$0.00	(\$84.17) -0.03%
100.2400.52110.21.00000 Health Insurance Admin Elementary	\$49,205.37	\$49,156.72	\$49,156.72	\$48.65	\$0.00	\$48.65 0.10%
100.2400.52110.22.00000 Health Insurance Admin Middle/High	\$56,533.86	\$79,097.70	\$79,097.70	(\$22,563.84)	\$0.00	(\$22,563.84) -39.91%
100.2400.52120.21.00000 Dental Insurance Admin Elementary	\$1,112.65	\$1,589.88	\$1,589.88	(\$477.23)	\$0.00	(\$477.23) -42.89%
100.2400.52120.22.00000 Dental Insurance Admin Middle/High	\$2,225.30	\$2,838.60	\$2,838.60	(\$613.30)	\$0.00	(\$613.30) -27.56%
100.2400.52200.20.00000 Social Security CBA Appendix A.D	\$4,435.18	\$5,464.47	\$5,464.47	(\$1,029.29)	\$0.00	(\$1,029.29) -23.21%
100.2400.52200.21.00000 Social Security Admin Elementary	\$16,204.50	\$14,812.63	\$14,812.63	\$1,391.87	\$0.00	\$1,391.87 8.59%



Hinsdale School District

General Ledger - On Demand Report

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.52200.22.00000 Social Security Admin Middle/High	\$20,680.07	\$19,186.99	\$19,186.99	\$1,493.08	\$0.00	\$1,493.08 7.22%
100.2400.52310.21.00000 Nonteacher Retirement Admin Elementary	\$12,942.41	\$11,975.95	\$11,975.95	\$966.46	\$0.00	\$966.46 7.47%
100.2400.52310.22.00000 Nonteacher Retirement Admin Middle/High	\$6,984.35	\$7,534.06	\$7,534.06	(\$549.71)	\$0.00	(\$549.71) -7.87%
100.2400.52320.20.00000 Teacher Retirement CBA Appendix A.D	\$4,380.70	\$5,055.26	\$5,055.26	(\$674.56)	\$0.00	(\$674.56) -15.40%
100.2400.52320.21.00000 Teacher Retirement Admin Elementary	\$22,815.07	\$23,061.62	\$23,061.62	(\$246.55)	\$0.00	(\$246.55) -1.08%
100.2400.52320.22.00000 Teacher Retirement Admin Middle/High	\$37,932.31	\$38,342.47	\$38,342.47	(\$410.16)	\$0.00	(\$410.16) -1.08%
100.2400.55340.21.00000 Postage Admin Elementary	\$1,500.00	\$1,529.36	\$1,529.36	(\$29.36)	\$0.00	(\$29.36) -1.96%
100.2400.55340.22.00000 Postage Admin Secondary	\$8,500.00	\$5,902.34	\$5,902.34	\$2,597.66	\$0.00	\$2,597.66 30.56%
100.2400.55800.21.00000 Travel & Conferences Admin Elementary	\$425.00	\$280.75	\$280.75	\$144.25	\$0.00	\$144.25 33.94%
100.2400.55800.22.00000 Travel & Conferences Admin Secondary	\$1,700.00	\$3,774.52	\$3,774.52	(\$2,074.52)	\$0.00	(\$2,074.52) -122.03%
100.2400.56100.21.00000 Supplies Admin Elementary	\$2,550.00	\$1,322.23	\$1,322.23	\$1,227.77	\$0.00	\$1,227.77 48.15%
100.2400.56100.22.00000 Supplies Admin Middle/High	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00 100.00%
100.2400.58100.21.00000 Dues & Fees Admin Elementary	\$660.00	\$560.00	\$560.00	\$100.00	\$0.00	\$100.00 15.15%
100.2400.58100.22.00000 Dues & Fees Admin Middle/High	\$5,825.00	\$4,980.00	\$4,980.00	\$845.00	\$0.00	\$845.00 14.51%

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date: 7/1/2023 To Date: 6/30/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2500.51100.20.00000 Salaries Business Office	\$161,068.75	\$160,727.59	\$160,727.59	\$341.16	\$0.00	\$341.16 0.21%
100.2500.52110.20.00000 Health	\$31,426.97	\$36,726.31	\$36,726.31	(\$5,299.34)	\$0.00	(\$5,299.34) -16.86%
100.2500.52120.20.00000 Dental	\$1,534.65	\$1,630.40	\$1,630.40	(\$95.75)	\$0.00	(\$95.75) -6.24%
100.2500.52130.20.00000 Disability & Life Insurance	\$21,845.00	\$18,871.89	\$18,871.89	\$2,973.11	\$0.00	\$2,973.11 13.61%
100.2500.52200.20.00000 Social Security	\$12,321.76	\$11,800.91	\$11,800.91	\$520.85	\$0.00	\$520.85 4.23%
100.2500.52310.20.00000 Retirement	\$7,675.91	\$7,767.97	\$7,767.97	(\$92.06)	\$0.00	(\$92.06) -1.20%
100.2500.52320.20.00000 Teacher Retirement	\$18,222.67	\$19,663.81	\$19,663.81	(\$1,441.14)	\$0.00	(\$1,441.14) -7.91%
100.2500.52500.20.00000 Unemployment Insurance	\$8,224.00	\$9,486.00	\$9,486.00	(\$1,262.00)	\$0.00	(\$1,262.00) -15.35%
100.2500.52600.20.00000 Workers' Comp Ins	\$29,046.00	\$27,273.16	\$27,273.16	\$1,772.84	\$0.00	\$1,772.84 6.10%
100.2500.56500.20.00000 Business Software	\$17,372.00	\$16,122.25	\$16,122.25	\$1,249.75	\$719.64	\$530.11 3.05%
100.2500.58100.20.00000 Dues & Fees Business	\$2,015.00	\$650.00	\$650.00	\$1,365.00	\$0.00	\$1,365.00 67.74%
100.2600.51100.20.00000 Custodian Salaries	\$371,692.66	\$382,271.87	\$382,271.87	(\$10,579.21)	\$0.00	(\$10,579.21) -2.85%
100.2600.52110.20.00000 Health Insurance Custodians	\$105,300.61	\$164,779.80	\$164,779.80	(\$59,479.19)	\$0.00	(\$59,479.19) -56.49%
100.2600.52120.20.00000 Dental Insurance Custodians	\$1,112.65	\$1,827.90	\$1,827.90	(\$715.25)	\$0.00	(\$715.25) -64.28%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 6/30/2024

Account Mask: ???????????????

Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Filter Encumbrance Detail by Date Range

☐ Budget Range To Date YTD Balance Encumbrance % Remaining Bud

100.2600.52200.20.00000	\$28,434.53	\$27,542.34	\$27,542.34	\$892.19	\$0.00	\$892.19	3.14%
Social Security Custodians							
100.2600.52310.20.00000	\$50,290.02	\$50,185.00	\$50,185.00	\$105.02	\$0.00	\$105.02	0.21%
Nonteacher Retirement Custodians							
100.2600.53000.20.00000	\$64,000.00	\$53,276.16	\$53,276.16	\$10,723.84	\$0.00	\$10,723.84	16.76%
Building & Grounds Contract Services							
100.2600.54110.20.00000	\$25,000.00	\$15,606.32	\$15,606.32	\$9,393.68	\$0.00	\$9,393.68	37.57%
Water/Sewer							
100.2600.54210.20.00000	\$16,000.00	\$17,538.45	\$17,538.45	(\$1,538.45)	\$0.00	(\$1,538.45)	-9.62%
Disposal Services							
100.2600.54300.20.00000	\$19,001.00	\$30,250.40	\$30,250.40	(\$11,249.40)	\$0.00	(\$11,249.40)	-59.20%
Repairs & Maintenance							
100.2600.55200.20.00000	\$34,647.00	\$32,605.59	\$32,605.59	\$2,041.41	\$0.00	\$2,041.41	5.89%
Property Insurance							
100.2600.55800.20.00000	\$1.00	\$210.58	\$210.58	(\$209.58)	\$0.00	(\$209.58)	-20958.00%
Training & Travel							
100.2600.56100.20.00000	\$83,000.00	\$84,059.45	\$84,059.45	(\$1,059.45)	\$0.00	(\$1,059.45)	-1.28%
Supplies							
100.2600.56110.20.00000	\$0.00	\$6,465.77	\$6,465.77	(\$6,465.77)	\$0.00	(\$6,465.77)	0.00%
Maintenance Supplies							
100.2600.56220.20.00000	\$197,031.20	\$166,643.23	\$166,643.23	\$30,387.97	\$0.00	\$30,387.97	15.42%
Electricity							
100.2600.56230.20.00000	\$15,185.10	\$10,467.71	\$10,467.71	\$4,717.39	\$0.00	\$4,717.39	31.07%
Bottled Gas							
100.2600.56240.20.00000	\$187,000.00	\$120,471.00	\$120,471.00	\$66,529.00	\$0.00	\$66,529.00	35.58%
Heating Oil							
100.2600.56260.20.00000	\$2,200.00	\$2,299.55	\$2,299.55	(\$99.55)	\$0.00	(\$99.55)	-4.53%
Gasoline							



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date:7/1/2023 To Date:6/30/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Print Detail

☐ Include PreEncumbrance

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget Range To Date YTD Balance Encumbrance % Remaining Bud

100.2600.57300.20.00000	\$10,000.00	\$11,677.77	\$11,677.77	(\$1,677.77)	\$58,673.23	(\$60,351.00)
Maintenance Equipment						-603.51%

100.2600.57370.20.00000	\$69,001.00	\$42,955.57	\$42,955.57	\$26,045.43	\$0.00	\$26,045.43
Replacement Furniture/Fixtures						37.75%

100.2700.51100.20.00000	\$12,582.24	\$6,296.93	\$6,296.93	\$6,285.31	\$0.00	\$6,285.31
Transportation Salaries						49.95%

100.2700.52200.20.00000	\$962.54	\$481.66	\$481.66	\$480.88	\$0.00	\$480.88
Social Security						49.96%

100.2700.55191.20.00000	\$337,946.40	\$271,156.86	\$271,156.86	\$66,789.54	\$0.00	\$66,789.54
Regular Student Transportation						19.76%

100.2700.55192.20.00000	\$355,000.00	\$404,557.83	\$404,557.83	(\$49,557.83)	\$0.00	(\$49,557.83)
Special Education Transportation						-13.96%

100.2725.55170.22.00000	\$45,000.00	\$39,457.64	\$39,457.64	\$5,542.36	\$0.00	\$5,542.36
Athletic Transportation						12.32%

100.2725.55190.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Field Trips/Cocurricular						100.00%

100.2725.55190.22.00000	\$1.00	\$918.89	\$918.89	(\$917.89)	\$0.00	(\$917.89)
Field Trips/Cocurricular						-91789.00%

100.2725.55191.22.00000	\$5,000.00	\$5,305.47	\$5,305.47	(\$305.47)	\$0.00	(\$305.47)
Van Operating Costs						-6.11%

100.2840.51100.20.00000	\$190,311.75	\$196,440.53	\$196,440.53	(\$6,128.78)	\$0.00	(\$6,128.78)
Salaries Technology						-3.22%

100.2840.52110.20.00000	\$41,320.38	\$38,736.15	\$38,736.15	\$2,584.23	\$0.00	\$2,584.23
Health Tech						6.25%

100.2840.52120.20.00000	\$1,637.83	\$1,589.88	\$1,589.88	\$47.95	\$0.00	\$47.95
Dental Tech						2.93%

100.2840.52200.20.00000	\$14,558.85	\$14,284.49	\$14,284.49	\$274.36	\$0.00	\$274.36
Social Security Tech						1.88%

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 6/30/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2840.52310.20.00000	\$24,962.85	\$26,733.74	\$26,733.74	(\$1,770.89)	\$0.00	(\$1,770.89)
Nonteacher Retirement						-7.09%
100.2840.53400.20.00000	\$8,000.00	\$16,226.69	\$16,226.69	(\$8,226.69)	\$0.00	(\$8,226.69)
Powerschool Annual Support						-102.83%
100.2840.54300.20.00000	\$7,650.00	\$6,391.99	\$6,391.99	\$1,258.01	\$0.00	\$1,258.01
Repairs Tech						16.44%
100.2840.54420.20.00000	\$14,473.50	\$16,914.06	\$16,914.06	(\$2,440.56)	\$6,391.58	(\$8,832.14)
Copier Lease/Maint.						-61.02%
100.2840.55310.20.00000	\$32,799.00	\$30,776.33	\$30,776.33	\$2,022.67	\$0.00	\$2,022.67
Phone Internet						6.17%
100.2840.55800.20.00000	\$4,250.00	\$2,931.74	\$2,931.74	\$1,318.26	\$0.00	\$1,318.26
Travel & Conferences Tech						31.02%
100.2840.56100.20.00000	\$8,129.40	\$7,878.20	\$7,878.20	\$251.20	\$0.00	\$251.20
Supplies Tech						3.09%
100.2840.56500.20.00000	\$30,812.00	\$37,472.84	\$37,472.84	(\$6,660.84)	\$0.00	(\$6,660.84)
Software						-21.62%
100.2840.57340.20.00000	\$48,245.10	\$59,840.27	\$59,840.27	(\$11,595.17)	\$0.00	(\$11,595.17)
IT Equipment						-24.03%
100.3110.59300.20.00000	\$1.00	\$35,610.52	\$35,610.52	(\$35,609.52)	\$0.00	(\$35,609.52)
Food Service						-3560952.00%
100.4000.53200.20.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Facilities Construction & Remodeling						100.00%
100.5100.58300.20.00000	\$720,000.00	\$720,000.00	\$720,000.00	\$0.00	\$0.00	\$0.00
Debt Service Principal						0.00%
100.5100.58400.20.00000	\$80,553.75	\$80,553.75	\$80,553.75	\$0.00	\$0.00	\$0.00
Debt Interest						0.00%
Fund: 100	\$14,181,246.00	\$13,831,557.59	\$13,831,557.59	\$349,688.41	\$68,828.99	\$280,859.42



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2023-2024 From Date: 7/1/2023 To Date: 6/30/2024

Account Mask: ?????????????????

Account Type: REVENUE

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Filter Encumbrance Detail by Date Range ☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Filter Encumbrance Detail by Date Range ☐ Print Detail ☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.0000.41111.00.00000 Hinsdale Assess.	(\$7,363,608.00)	(\$7,848,811.00)	(\$7,848,811.00)	\$485,203.00	\$0.00	\$485,203.00 -6.59%
100.0000.41310.00.00000 Preschool Tuition	(\$7,000.00)	(\$6,960.00)	(\$6,960.00)	(\$40.00)	\$0.00	(\$40.00) 0.57%
100.0000.41321.00.00000 Reg Tuition LEA In State	\$0.00	(\$55,114.15)	(\$55,114.15)	\$55,114.15	\$0.00	\$55,114.15 0.00%
100.0000.41322.00.00000 Sped Tuition LEA In State	(\$3,000.00)	(\$4,935.27)	(\$4,935.27)	\$1,935.27	\$0.00	\$1,935.27 -64.51%
100.0000.41700.00.00000 Yearbook	(\$3,000.00)	(\$2,186.85)	(\$2,186.85)	(\$813.15)	\$0.00	(\$813.15) 27.11%
100.0000.41980.00.00000 Refund Of A Prior Year Expenditure	\$0.00	(\$80.00)	(\$80.00)	\$80.00	\$0.00	\$80.00 0.00%
100.0000.41990.00.00000 Other Local Revenues	(\$25,000.00)	(\$115,010.38)	(\$115,010.38)	\$90,010.38	\$0.00	\$90,010.38 -360.04%
100.0000.43111.00.00000 Adequate Education Aid	(\$4,851,811.00)	(\$4,851,811.01)	(\$4,851,811.01)	\$0.01	\$0.00	\$0.01 0.00%
100.0000.43112.00.00000 State Education Tax	(\$485,203.00)	\$0.00	\$0.00	(\$485,203.00)	\$0.00	(\$485,203.00) 100.00%
100.0000.43190.00.00000 Other State Aid	(\$8,900.00)	(\$13,141.67)	(\$13,141.67)	\$4,241.67	\$0.00	\$4,241.67 -47.66%
100.0000.43210.00.00000 Building Aid	(\$462,803.00)	(\$462,802.59)	(\$462,802.59)	(\$0.41)	\$0.00	(\$0.41) 0.00%
100.0000.43230.00.00000 Catastrophic Aid	(\$92,500.00)	(\$123,603.79)	(\$123,603.79)	\$31,103.79	\$0.00	\$31,103.79 -33.63%
100.0000.43241.00.00001 Voc Tuition Aid	\$0.00	(\$35,719.20)	(\$35,719.20)	\$35,719.20	\$0.00	\$35,719.20 0.00%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 6/30/2024

Account Mask: ?????????????????

Account Type: REVENUE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description

100.0000.44580.00.00000

Medicaid Reimbursement

Budget Range To Date

YTD

Balance

Encumbrance % Remaining Bud

\$30,947.94

\$0.00

\$30,947.94

(\$140,947.94)

(\$110,000.00)

(\$140,947.94)

(\$140,947.94)

(\$140,947.94)

(\$140,947.94)

(\$140,947.94)

(\$140,947.94)

(\$140,947.94)

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(\$140,947.94)

(\$140,947.94)

(\$140,947.94)

(\$140,947.94)

100.5200.49300.00.00000

TRANSFERS IN

Budget Range To Date

YTD

Balance

Encumbrance % Remaining Bud

\$17,903.47

\$0.00

(\$17,903.47)

(\$77,096.53)

(\$95,000.00)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

(\$77,096.53)

Fund: 100

Budget Range To Date

YTD

Balance

Encumbrance % Remaining Bud

\$230,395.38

\$0.00

\$230,395.38

(\$13,738,220.38)

(\$13,507,825.00)

(\$13,738,220.38)

(\$13,738,220.38)

(\$13,738,220.38)

(\$13,738,220.38)

(\$13,738,220.38)

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(\$13,738,220.38)

(\$13,738,220.38)

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024 To Date: 7/31/2024

Account Mask: ???????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.0000.52110.00.00000	\$0.00	\$4,722.16	\$4,722.16	(\$4,722.16)	\$3,449.86	(\$8,172.02)
Health						0.00%
100.0000.52200.00.00000	\$0.00	\$0.00	\$0.00	\$0.00	\$1,502.11	(\$1,502.11)
Social Security						0.00%
100.0000.52320.00.00000	\$0.00	\$0.00	\$0.00	\$0.00	\$3.29	(\$3.29)
Teacher Retirement						0.00%
100.1100.51100.21.00000	\$1,099,946.00	\$0.00	\$0.00	\$1,099,946.00	\$1,112,059.00	(\$12,113.00)
Teacher Salaries Reg Ed Elementary						-1.10%
100.1100.51100.22.00000	\$1,478,419.00	\$0.00	\$0.00	\$1,478,419.00	\$1,613,546.74	(\$135,127.74)
Teacher Salaries Reg Ed Middle/High						-9.14%
100.1100.51150.21.00000	\$41,578.00	\$0.00	\$0.00	\$41,578.00	\$42,339.41	(\$761.41)
Para Salaries Reg Ed Elementary						-1.83%
100.1100.51150.22.00000	\$47,917.00	\$0.00	\$0.00	\$47,917.00	\$46,317.50	\$1,599.50
Para Salaries Reg Ed Middle/High						3.34%
100.1100.51200.21.00000	\$26,000.00	\$0.00	\$0.00	\$26,000.00	\$0.00	\$26,000.00
Substitutes Reg Ed Teacher Elementary						100.00%
100.1100.51200.22.00000	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00
Substitutes Reg Ed Teacher Middle/High						100.00%
100.1100.51250.21.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Substitutes Reg Ed Para Elementary						100.00%
100.1100.51250.22.00000	\$1,100.00	\$0.00	\$0.00	\$1,100.00	\$0.00	\$1,100.00
Substitutes Reg Ed Para Middle/High						100.00%
100.1100.52110.21.00000	\$370,627.00	\$0.00	\$0.00	\$370,627.00	\$352,386.51	\$18,240.49
Health Insurance Regular Elementary						4.92%
100.1100.52110.22.00000	\$585,492.00	\$0.00	\$0.00	\$585,492.00	\$487,807.53	\$97,684.47
Health Insurance Regular Middle/High						16.68%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024 To Date: 7/31/2024

Account Mask: ???????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1100.52120.21.00000	\$13,275.00	\$0.00	\$0.00	\$13,275.00	\$13,230.60	\$44.40 0.33%
Dental Insurance Regular Elementary						
100.1100.52120.22.00000	\$21,010.00	\$0.00	\$0.00	\$21,010.00	\$19,045.23	\$1,964.77 9.35%
Dental Insurance Regular Middle/High						
100.1100.52200.21.00000	\$87,328.00	\$0.00	\$0.00	\$87,328.00	\$81,731.95	\$5,596.05 6.41%
Social Security Reg Elementary						
100.1100.52200.22.00000	\$116,765.00	\$0.00	\$0.00	\$116,765.00	\$106,712.01	\$10,052.99 8.61%
Social Security Reg Middle/High						
100.1100.52310.22.00000	\$3,670.00	\$0.00	\$0.00	\$3,670.00	\$3,669.64	\$0.36 0.01%
Nonteacher Retirement Regular Middle/High						
100.1100.52320.21.00000	\$209,604.00	\$0.00	\$0.00	\$209,604.00	\$211,981.19	(\$2,377.19) -1.13%
Teacher Retirement Regular Elementary						
100.1100.52320.22.00000	\$290,361.00	\$0.00	\$0.00	\$290,361.00	\$285,938.55	\$4,422.45 1.52%
Teacher Retirement Regular Middle/High						
100.1102.53000.21.00000	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
Artist In Residence Elementary						
100.1102.56100.21.00000	\$2,250.00	\$0.00	\$0.00	\$2,250.00	\$0.00	\$2,250.00 100.00%
Supplies Art Elementary						
100.1102.56100.22.00000	\$3,669.00	\$0.00	\$0.00	\$3,669.00	\$0.00	\$3,669.00 100.00%
Supplies Art Middle/High						
100.1105.56100.22.00000	\$1,050.00	\$0.00	\$0.00	\$1,050.00	\$0.00	\$1,050.00 100.00%
Supplies Language Arts Middle/High						
100.1105.56410.21.00000	\$3,137.00	\$0.00	\$0.00	\$3,137.00	\$0.00	\$3,137.00 100.00%
Books Lang Arts Elementary						
100.1105.56410.22.00000	\$3,275.00	\$579.60	\$579.60	\$2,695.40	\$0.00	\$2,695.40 82.30%
Books Lang Arts Middle/High						
100.1106.56100.22.00000	\$308.00	\$0.00	\$0.00	\$308.00	\$0.00	\$308.00 100.00%
Supplies Modern Language Middle/High						



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 7/31/2024

Account Mask: ???????????????

Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1107.56100.22.00000 Supplies In School Suspension Middle/High	\$50.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00 100.00%
100.1108.56100.21.00000 Supplies Phys Ed Elementary	\$1,528.00	\$0.00	\$0.00	\$1,528.00	\$0.00	\$1,528.00 100.00%
100.1108.56100.22.00000 Supplies Phys Ed Middle/High	\$1,937.00	\$1,929.71	\$1,929.71	\$7.29	\$0.00	\$7.29 0.38%
100.1109.54300.22.00000 Repairs Life Sciences Middle/High	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00 100.00%
100.1109.56100.22.00000 Supplies Life Sciences Middle/High	\$10,150.00	\$0.00	\$0.00	\$10,150.00	\$107.33	\$10,042.67 98.94%
100.1109.56410.22.00000 Books Life Sciences Middle/High	\$652.00	\$0.00	\$0.00	\$652.00	\$0.00	\$652.00 100.00%
100.1110.56100.22.00000 Supplies Tech Ed Middle/High	\$1,164.00	\$697.23	\$697.23	\$466.77	\$0.00	\$466.77 40.10%
100.1111.56100.22.00000 Supplies Mathematics Middle/High	\$2,335.00	\$522.46	\$522.46	\$1,812.54	\$1,673.83	\$138.71 5.94%
100.1111.56410.21.00000 Books Mathematics Elementary	\$1,267.00	\$0.00	\$0.00	\$1,267.00	\$0.00	\$1,267.00 100.00%
100.1111.56410.22.00000 Books Mathematics Middle/High	\$2,450.00	\$0.00	\$0.00	\$2,450.00	\$2,520.00	(\$70.00) -2.86%
100.1112.53000.21.00000 Repairs & Other Services Music Elementary	\$700.00	\$0.00	\$0.00	\$700.00	\$773.13	(\$73.13) -10.45%
100.1112.53000.22.00000 Repairs & Other Services Music Middle/High	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00 100.00%
100.1112.56100.21.00000 Supplies Music Elementary	\$479.00	\$0.00	\$0.00	\$479.00	\$580.43	(\$101.43) -21.18%
100.1112.56100.22.00000 Supplies Music Middle/High	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date:7/1/2024

To Date:7/31/2024

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Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

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☐ Filter Encumbrance Detail by Date Range

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1112.58100.22.00000	\$835.00	\$100.00	\$100.00	\$735.00	\$0.00	\$735.00
Dues & Fees Music Middle/High						88.02%
100.1113.56100.21.00000	\$270.00	\$0.00	\$0.00	\$270.00	\$0.00	\$270.00
Supplies Science Elementary						100.00%
100.1113.56100.22.00000	\$6,993.00	\$1,379.75	\$1,379.75	\$5,613.25	\$832.50	\$4,780.75
Supplies Science Middle/High						68.36%
100.1113.56410.21.00000	\$448.00	\$0.00	\$0.00	\$448.00	\$0.00	\$448.00
Books Science Elementary						100.00%
100.1113.56500.21.00000	\$1,475.00	\$0.00	\$0.00	\$1,475.00	\$0.00	\$1,475.00
Mystery Science Software						100.00%
100.1115.56100.22.00000	\$1,126.00	\$145.00	\$145.00	\$981.00	\$524.40	\$456.60
Supplies Social Studies Middle/High						40.55%
100.1115.56410.21.00000	\$1,318.00	\$0.00	\$0.00	\$1,318.00	\$0.00	\$1,318.00
Books Social Studies Elementary						100.00%
100.1116.56100.22.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Supplies ELO						100.00%
100.1125.56410.21.00000	\$1,368.00	\$0.00	\$0.00	\$1,368.00	\$278.87	\$1,089.13
Books Reading Imp Elementary						79.61%
100.1126.53290.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Assemblies Elementary						100.00%
100.1126.55910.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Field Trip Entry Fees Elementary						100.00%
100.1126.56100.21.00000	\$22,624.00	\$0.00	\$0.00	\$22,624.00	\$4,272.38	\$18,351.62
Supplies General Expense Elementary						81.12%
100.1126.56100.22.00000	\$22,553.00	\$835.09	\$835.09	\$21,717.91	\$5,730.45	\$15,987.46
Supplies General Expense Secondary						70.89%
100.1126.56101.22.00000	\$8,110.00	\$0.00	\$0.00	\$8,110.00	\$0.00	\$8,110.00
Graduation & Special Events Middle/High						100.00%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024 To Date: 7/31/2024

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☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

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☐ Filter Encumbrance Detail by Date Range

☐ Budget Balance

Account Number / Description

Budget Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

100.1126.56410.22.00000	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$7,000.00	100.00%
Yearbook							

100.1200.51100.21.00000	\$230,620.00	\$0.00	\$0.00	\$230,620.00	\$245,466.00	(\$14,846.00)	-6.44%
Teacher Salaries SPED Elementary							

100.1200.51100.22.00000	\$203,200.00	\$0.00	\$0.00	\$203,200.00	\$156,425.00	\$46,775.00	23.02%
Teacher Salaries SPED Middle/High							

100.1200.51150.21.00000	\$431,107.00	\$0.00	\$0.00	\$431,107.00	\$369,223.08	\$61,883.92	14.35%
Para Salaries SPED Elementary							

100.1200.51150.22.00000	\$317,264.00	\$0.00	\$0.00	\$317,264.00	\$258,377.63	\$58,886.37	18.56%
Para Salaries SPED Middle/High							

100.1200.51200.21.00000	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
Substitutes SPED Teacher Elementary							

100.1200.51200.22.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
Substitutes SPED Teacher Middle/High							

100.1200.51250.21.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
Substitutes SPED Para Elementary							

100.1200.51250.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
Substitutes SPED Para Middle/High							

100.1200.52110.21.00000	\$139,833.00	\$0.00	\$0.00	\$139,833.00	\$162,895.22	(\$23,062.22)	-16.49%
Health Insurance SPED Teachers Elementary							

100.1200.52110.22.00000	\$136,956.00	\$0.00	\$0.00	\$136,956.00	\$112,440.11	\$24,515.89	17.90%
Health Insurance SPED Teachers Middle/High							

100.1200.52120.21.00000	\$3,902.00	\$0.00	\$0.00	\$3,902.00	\$3,895.80	\$6.20	0.16%
Dental Insurance SPED Teachers Elementary							

100.1200.52120.22.00000	\$3,484.00	\$0.00	\$0.00	\$3,484.00	\$2,391.60	\$1,092.40	31.35%
Dental Insurance SPED Teachers Middle/High							

100.1200.52200.21.00000	\$50,622.00	\$0.00	\$0.00	\$50,622.00	\$43,160.03	\$7,461.97	14.74%
Social Security SPED Elementary							



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024 To Date: 7/31/2024

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Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1200.52200.22.00000 Social Security SPED Middle/High	\$39,816.00	\$0.00	\$0.00	\$39,816.00	\$27,596.98	\$12,219.02 30.69%
100.1200.52320.21.00000 Teacher Retirement SPED Elementary	\$45,294.00	\$0.00	\$0.00	\$45,294.00	\$48,209.47	(\$2,915.47) -6.44%
100.1200.52320.22.00000 Teacher Retirement SPED Middle/High	\$39,908.00	\$0.00	\$0.00	\$39,908.00	\$30,721.89	\$9,186.11 23.02%
100.1200.53001.20.00000 Related Services SPED Out Of District	\$52,500.00	\$194.15	\$194.15	\$52,305.85	\$0.00	\$52,305.85 99.63%
100.1200.53001.21.00000 Related Services In District Elem	\$165,000.00	\$0.00	\$0.00	\$165,000.00	\$0.00	\$165,000.00 100.00%
100.1200.53300.20.00000 Legal SPED Out Of District	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.1200.55601.20.00000 Tuition SPED Public	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00 100.00%
100.1200.55602.20.00000 Tuition SPED Private	\$931,300.00	\$60,880.04	\$60,880.04	\$870,419.96	\$0.00	\$870,419.96 93.46%
100.1200.56100.20.00000 Supplies & Medical Hardware Out Of District	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00 100.00%
100.1200.56100.21.00000 Supplies & Medical Hardware Elementary	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00 100.00%
100.1200.56100.22.00000 Supplies & Medical Hardware Middle/High	\$1,089.00	\$0.00	\$0.00	\$1,089.00	\$0.00	\$1,089.00 100.00%
100.1210.51100.21.00000 Salaries	\$20,000.00	\$5,389.15	\$5,389.15	\$14,610.85	\$4,815.23	\$9,795.62 48.98%
100.1210.51100.22.00000 Salaries	\$12,000.00	\$1,808.97	\$1,808.97	\$10,191.03	\$1,374.53	\$8,816.50 73.47%
100.1210.52200.21.00000 Social Security	\$1,530.00	\$410.07	\$410.07	\$1,119.93	\$368.38	\$751.55 49.12%

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025 From Date: 7/1/2024 To Date: 7/31/2024

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☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.1210.52200.22.00000 Social Security	\$918.00	\$138.39	\$138.39	\$779.61	\$105.15	\$674.46 73.47%
100.1210.52320.21.00000 Retirement	\$3,928.00	\$541.08	\$541.08	\$3,386.92	\$324.06	\$3,062.86 77.98%
100.1210.52320.22.00000 Retirement	\$2,357.00	\$279.87	\$279.87	\$2,077.13	\$169.40	\$1,907.73 80.94%
100.1260.51100.20.00000 Teacher Salaries ESL	\$40,000.00	\$287.50	\$287.50	\$39,712.50	\$112.50	\$39,600.00 99.00%
100.1260.52200.20.00000 Social Security ESL	\$3,060.00	\$22.00	\$22.00	\$3,038.00	\$8.61	\$3,029.39 99.00%
100.1300.55610.22.00000 Tuition Vocational Middle/High	\$48,000.00	\$0.00	\$0.00	\$48,000.00	\$0.00	\$48,000.00 100.00%
100.1400.51190.22.00000 Coaches/Advisors Stipends	\$152,864.00	\$1,678.09	\$1,678.09	\$151,185.91	\$2,615.97	\$148,569.94 97.19%
100.1400.52200.22.00000 Social Security CoCurricular/Athletics	\$11,695.00	\$128.37	\$128.37	\$11,566.63	\$200.12	\$11,366.51 97.19%
100.1400.52310.22.00000 Nonteacher Retirement CoCurricular/Athletics	\$3,500.00	\$227.05	\$227.05	\$3,272.95	\$227.05	\$3,045.90 87.03%
100.1400.52320.22.00000 Teacher Retirement CoCurricular/Athletics	\$9,000.00	\$0.00	\$0.00	\$9,000.00	\$184.20	\$8,815.80 97.95%
100.1400.53000.22.00000 Sports Physicals/Doctors' Services	\$1,250.00	\$0.00	\$0.00	\$1,250.00	\$0.00	\$1,250.00 100.00%
100.1400.53900.22.00000 Officials/Police Coverage	\$17,000.00	\$0.00	\$0.00	\$17,000.00	\$0.00	\$17,000.00 100.00%
100.1400.54300.22.00000 Repairs & Maintenance	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00 100.00%
100.1400.55800.22.00000 Dues & Fees CoCurr Secondary	\$6,310.00	\$2,425.00	\$2,425.00	\$3,885.00	\$0.00	\$3,885.00 61.57%



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025 From Date: 7/1/2024 To Date: 7/31/2024

Account Mask: ?????????????????

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☐ Print accounts with zero balance

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☐ Print Detail

☐ Include PreEncumbrance

Budget Balance

Encumbrance

% Remaining Bud

Account Number / Description

100.1400.56100.22.00000

Supplies/Awards CoCurr Secondary

\$19,871.00 \$229.21 \$19,641.79 \$105.58 \$19,536.21 98.32%

100.1400.58100.22.00000

Conferences CoCurr Secondary

\$2,000.00 \$0.00 \$2,000.00 \$0.00 \$2,000.00 100.00%

100.1430.56100.22.00000

Supplies Summer Middle/High

\$7,000.00 \$1,540.00 \$5,460.00 \$0.00 \$5,460.00 78.00%

100.2120.51100.21.00000

Guidance Salaries Elementary

\$215,416.00 \$0.00 \$215,416.00 \$176,956.53 \$38,459.47 17.85%

100.2120.51100.22.00000

Guidance Salaries Middle/High

\$272,910.00 \$4,732.80 \$268,177.20 \$180,174.22 \$88,002.98 32.25%

100.2120.52110.21.00000

Health Insurance Guidance Elementary

\$54,751.00 \$0.00 \$54,751.00 \$48,545.81 \$6,205.19 11.33%

100.2120.52110.22.00000

Health Insurance Guidance Middle/High

\$77,666.00 \$2,013.32 \$75,652.68 \$59,493.50 \$16,159.18 20.81%

100.2120.52120.21.00000

Dental Insurance Guidance Elementary

\$2,007.00 \$0.00 \$2,007.00 \$1,735.80 \$271.20 13.51%

100.2120.52120.22.00000

Dental Insurance Guidance Middle/High

\$2,552.00 \$102.86 \$2,449.14 \$3,158.25 (\$709.11) -27.79%

100.2120.52200.21.00000

Social Security Guidance Elementary

\$16,479.00 \$0.00 \$16,479.00 \$9,232.13 \$7,246.87 43.98%

100.2120.52200.22.00000

Social Security Guidance Middle/High

\$20,878.00 \$324.90 \$20,553.10 \$12,497.08 \$8,056.02 38.59%

100.2120.52310.22.00000

Nonteacher Retirement Guidance Middle/High

\$8,337.00 \$640.34 \$7,696.66 \$8,036.28 (\$339.62) -4.07%

100.2120.52320.21.00000

Teacher Retirement Guidance Elementary

\$37,211.00 \$0.00 \$37,211.00 \$25,904.29 \$11,306.71 30.39%

100.2120.52320.22.00000

Teacher Retirement Guidance Middle/High

\$22,828.00 \$0.00 \$22,828.00 \$14,837.14 \$7,990.86 35.00%



Hinsdale School District

General Ledger - On Demand Report

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Budget Balance

Account Number / Description

Budget. Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

100.2120.53300.22.00000	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
Professional Services Guidance Middle/High							
100.2120.56100.21.00000	\$2,325.00	\$0.00	\$0.00	\$2,325.00	\$2,100.24	\$224.76	9.67%
Supplies Guidance Elementary							
100.2120.56100.22.00000	\$638.00	\$0.00	\$0.00	\$638.00	\$0.00	\$638.00	100.00%
Supplies Guidance Middle/High							
100.2120.56110.21.00000	\$3,625.00	\$0.00	\$0.00	\$3,625.00	\$0.00	\$3,625.00	100.00%
Testing Map, Etc Elementary							
100.2120.56110.22.00000	\$4,345.00	\$1,812.50	\$1,812.50	\$2,532.50	\$1,812.50	\$720.00	16.57%
Testing Map, Psat, Etc Middle/High							
100.2120.56410.21.00000	\$225.00	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00	100.00%
Books Guidance Elementary							
100.2120.56410.22.00000	\$350.00	\$0.00	\$0.00	\$350.00	\$0.00	\$350.00	100.00%
Books Guidance Middle/High							
100.2120.56500.21.00000	\$2,595.00	\$0.00	\$0.00	\$2,595.00	\$120.00	\$2,475.00	95.38%
Guidance Software							
100.2120.58100.21.00000	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
Dues & Fees Guidance Elementary							
100.2120.58100.22.00000	\$358.00	\$0.00	\$0.00	\$358.00	\$0.00	\$358.00	100.00%
Dues & Fees Guidance Middle/High							
100.2130.51100.21.00000	\$51,150.00	\$0.00	\$0.00	\$51,150.00	\$51,150.00	\$0.00	0.00%
School Nurse Salaries Elementary							
100.2130.51100.22.00000	\$65,118.00	\$0.00	\$0.00	\$65,118.00	\$65,118.00	\$0.00	0.00%
School Nurse Salaries Middle/High							
100.2130.52110.21.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
Health Insurance Nurse Elementary							
100.2130.52110.22.00000	\$26,173.00	\$0.00	\$0.00	\$26,173.00	\$26,173.04	(\$0.04)	0.00%
Health Insurance Nurse Middle/High							

# Hinsdale School District

## General Ledger - On Demand Report

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☐ Print accounts with zero balance

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☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2130.52120.22.00000 Dental Insurance Nurse Middle/High	\$1,080.00	\$0.00	\$0.00	\$1,080.00	\$1,080.00	\$0.00 0.00%
100.2130.52200.21.00000 Social Security Nurse Elementary	\$3,913.00	\$0.00	\$0.00	\$3,913.00	\$4,890.37	(\$977.37) -24.98%
100.2130.52200.22.00000 Social Security Nurse Middle/High	\$4,982.00	\$0.00	\$0.00	\$4,982.00	\$4,507.37	\$474.63 9.53%
100.2130.52320.21.00000 Teacher Retirement Nurse Elementary	\$10,046.00	\$0.00	\$0.00	\$10,046.00	\$12,555.38	(\$2,509.38) -24.98%
100.2130.52320.22.00000 Teacher Retirement Nurse Middle/High	\$12,789.00	\$0.00	\$0.00	\$12,789.00	\$12,789.14	(\$0.14) 0.00%
100.2130.56100.21.00000 Supplies Nurse Elementary	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$304.58	\$1,695.42 84.77%
100.2130.56100.22.00000 Supplies Nurse Middle/High	\$1,050.00	\$491.90	\$491.90	\$558.10	\$0.00	\$558.10 53.15%
100.2130.56500.21.00000 Nursing Software	\$0.00	\$0.00	\$0.00	\$0.00	\$825.00	(\$825.00) 0.00%
100.2130.58100.21.00000 Dues & Fees Nurse Elementary	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2140.51100.20.00000 Psychologist Salaries	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2140.53000.20.00000 Purchased Services Psychological	\$38,000.00	\$0.00	\$0.00	\$38,000.00	\$0.00	\$38,000.00 100.00%
100.2140.56100.20.00000 Supplies Psychologist	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2150.51100.20.00000 Speech & Language Salaries	\$126,042.00	\$0.00	\$0.00	\$126,042.00	\$125,482.19	\$559.81 0.44%
100.2150.52110.20.00000 Health Insurance Speech & Language	\$52,346.00	\$0.00	\$0.00	\$52,346.00	\$47,868.60	\$4,477.40 8.55%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025 From Date: 7/1/2024 To Date: 7/31/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget YTD Balance Encumbrance % Remaining Bud

100.2150.52120.20.00000	\$2,160.00	\$0.00	\$2,160.00	\$2,108.60	\$51.40	2.38%
Dental Insurance Speech & Language						
100.2150.52200.20.00000	\$9,650.00	\$0.00	\$9,650.00	\$8,427.07	\$1,222.93	12.67%
Social Security Speech & Language						
100.2150.52310.20.00000	\$4,945.00	\$0.00	\$4,945.00	\$4,869.57	\$75.43	1.53%
Nonteacher Retirement						
100.2150.52320.20.00000	\$17,576.00	\$0.00	\$17,576.00	\$17,576.03	(\$0.03)	0.00%
Teacher Retirement Speech & Language						
100.2150.53000.20.00000	\$84,500.00	\$0.00	\$84,500.00	\$0.00	\$84,500.00	100.00%
Purchased Services Speech & Language						
100.2150.55800.20.00000	\$600.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
Travel Speech & Language						
100.2150.56100.20.00000	\$1,200.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
Supplies Speech & Language						
100.2150.58100.20.00000	\$300.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
Dues & Fees Speech & Language						
100.2160.51100.20.00000	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
Occupational Therapist Salaries						
100.2160.52200.20.00000	\$1,530.00	\$0.00	\$1,530.00	\$0.00	\$1,530.00	100.00%
Social Security Occupational Therapist						
100.2170.51100.20.00000	\$45,839.00	\$0.00	\$45,839.00	\$46,570.61	(\$731.61)	-1.60%
Certified OT Assistant Salaries						
100.2170.52110.20.00000	\$13,212.00	\$0.00	\$13,212.00	\$12,583.00	\$629.00	4.76%
Health Ins Certified OT Assistant						
100.2170.52120.20.00000	\$662.00	\$0.00	\$662.00	\$624.60	\$37.40	5.65%
Dental Insurance Certified OT Assistant						
100.2170.52200.20.00000	\$3,507.00	\$0.00	\$3,507.00	\$3,433.16	\$73.84	2.11%
Social Security Certified OT Assistant						

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date:7/1/2024

To Date:7/31/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2170.52310.20.00000 Nonteacher Retirement	\$6,202.00	\$0.00	\$0.00	\$6,202.00	\$0.00	\$6,202.00 100.00%
100.2170.52320.20.00000 Teacher Retirement Certified OT Assistant	\$0.00	\$0.00	\$0.00	\$0.00	\$9,146.46	(\$9,146.46) 0.00%
100.2170.55800.20.00000 Travel COTA	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00 100.00%
100.2170.56100.20.00000 Supplies COTA	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00 100.00%
100.2170.58100.20.00000 Dues & Fees COTA	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00 100.00%
100.2210.53200.20.00000 Teachers' Staff Development CBA Article V.O	\$29,000.00	\$2,470.00	\$2,470.00	\$26,530.00	\$0.00	\$26,530.00 91.48%
100.2210.53201.20.00000 Support Staff Development Workshops	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00 100.00%
100.2212.51100.20.00000 Salaries Curriculum	\$118,036.00	\$16,706.43	\$16,706.43	\$101,329.57	\$182,933.71	(\$81,604.14) -69.13%
100.2212.52110.20.00000 Health	\$66,512.00	\$4,809.44	\$4,809.44	\$61,702.56	\$45,633.36	\$16,069.20 24.16%
100.2212.52120.20.00000 Dental	\$2,160.00	\$204.73	\$204.73	\$1,955.27	\$1,633.85	\$321.42 14.88%
100.2212.52200.20.00000 Social Security Curriculum	\$9,030.00	\$1,191.59	\$1,191.59	\$7,838.41	\$13,171.92	(\$5,333.51) -59.06%
100.2212.52310.20.00000 Nonteacher Retirement Curriculum	\$11,869.00	\$1,755.57	\$1,755.57	\$10,113.43	\$19,069.16	(\$8,955.73) -75.45%
100.2212.53200.20.00000 Purchased Services District	\$33,600.00	\$0.00	\$0.00	\$33,600.00	\$0.00	\$33,600.00 100.00%
100.2212.55800.20.00000 Travel & Conferences Prof Dev District	\$3,200.00	\$0.00	\$0.00	\$3,200.00	\$0.00	\$3,200.00 100.00%



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025 From Date:7/1/2024 To Date:7/31/2024

Account Mask: ?????????????????

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Filter Encumbrance Detail by Date Range ☐ Print Detail ☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2212.56100.20.00000 Supplies Prof Dev District	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00 100.00%
100.2212.56410.20.00000 Professional Learning Texts	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00 100.00%
100.2212.56500.20.00000 Software Prof Dev	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00 100.00%
100.2212.58100.20.00000 Dues & Fees Prof Dev District	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2222.51100.22.00000 Library Salaries Middle/High	\$53,600.00	\$0.00	\$0.00	\$53,600.00	\$62,375.00	(\$8,775.00) -16.37%
100.2222.51150.21.00000 Library Salaries Elementary	\$26,291.00	\$0.00	\$0.00	\$26,291.00	\$26,706.41	(\$415.41) -1.58%
100.2222.52110.21.00000 Health	\$22,942.00	\$0.00	\$0.00	\$22,942.00	\$22,941.80	\$0.20 0.00%
100.2222.52110.22.00000 Health Insurance Library Middle/High	\$26,173.00	\$0.00	\$0.00	\$26,173.00	\$35,333.66	(\$9,160.66) -35.00%
100.2222.52120.22.00000 Dental Insurance Library Middle/High	\$1,080.00	\$0.00	\$0.00	\$1,080.00	\$1,080.00	\$0.00 0.00%
100.2222.52200.21.00000 Social Security Library Elementary	\$2,011.00	\$0.00	\$0.00	\$2,011.00	\$1,337.82	\$673.18 33.47%
100.2222.52200.22.00000 Social Security Library Middle/High	\$4,100.00	\$0.00	\$0.00	\$4,100.00	\$4,050.55	\$49.45 1.21%
100.2222.52320.22.00000 Teacher Retirement Library Middle/High	\$10,527.00	\$0.00	\$0.00	\$10,527.00	\$12,250.42	(\$1,723.42) -16.37%
100.2222.54300.22.00000 Repairs Library Equip Middle/High	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2222.56100.21.00000 Supplies Library Elementary	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 7/31/2024

Account Mask: ?????????????

Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

100.2222.56100.22.00000	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
Supplies Library Middle/High							
100.2222.56410.21.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
Books & Information Resources Library Elementary							
100.2222.56410.22.00000	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
Books & Information Resources Library Middle/High							
100.2222.56420.21.00000	\$1,600.00	\$0.00	\$0.00	\$1,600.00	\$0.00	\$1,600.00	100.00%
Other Information Resources Library Elem							
100.2222.56420.22.00000	\$4,122.00	\$0.00	\$0.00	\$4,122.00	\$0.00	\$4,122.00	100.00%
Other Information Resources Library Middle/High							
100.2310.51100.20.00000	\$4,350.00	\$0.00	\$0.00	\$4,350.00	\$2,900.00	\$1,450.00	33.33%
School Board & Others' Salaries							
100.2310.52200.20.00000	\$356.00	\$0.00	\$0.00	\$356.00	\$221.86	\$134.14	37.68%
Social Security School Board							
100.2310.53000.20.00000	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
Purchased Services Election Officials							
100.2310.53301.20.00000	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
Legal Expenses School Board							
100.2310.53302.20.00000	\$22,000.00	\$0.00	\$0.00	\$22,000.00	\$0.00	\$22,000.00	100.00%
Audit Expenses School Board							
100.2310.55800.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
Travel & Conferences School Board							
100.2310.58100.20.00000	\$4,500.00	\$4,013.52	\$4,013.52	\$486.48	\$0.00	\$486.48	10.81%
Dues & Fees School Board							
100.2310.58110.20.00000	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
Recognition & Awards School Board							
100.2320.51100.20.00000	\$166,446.00	\$13,746.45	\$13,746.45	\$152,699.55	\$173,338.45	(\$20,638.90)	-12.40%
SAU Salaries							



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 7/31/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Include PreEncumbrance

Account Number / Description

☐ Print accounts with zero balance

Account Type: EXPENDITURE

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2320.52110.20.00000 Health Insurance SAU	\$31,425.00	\$2,032.66	\$2,032.66	\$29,392.34	\$24,391.92	\$5,000.42 15.91%
100.2320.52120.20.00000 Dental Insurance SAU	\$2,256.00	\$274.76	\$274.76	\$1,981.24	\$3,039.94	(\$1,058.70) -46.93%
100.2320.52200.20.00000 Social Security SAU	\$12,733.00	\$1,029.35	\$1,029.35	\$11,703.65	\$12,536.30	(\$832.65) -6.54%
100.2320.52310.20.00000 NH Retirement SAU	\$8,314.00	\$639.52	\$639.52	\$7,674.48	\$7,674.23	\$0.25 0.00%
100.2320.53000.20.00000 Purchased Services SAU	\$63,000.00	\$0.00	\$0.00	\$63,000.00	\$0.00	\$63,000.00 100.00%
100.2320.53130.20.00000 Background Checks	\$5,000.00	\$178.25	\$178.25	\$4,821.75	\$0.00	\$4,821.75 96.44%
100.2320.53200.20.00000 Staff Development SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.55340.20.00000 Postage SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.55400.20.00000 Ads/Postings/Recruitment SAU	\$35,000.00	\$850.00	\$850.00	\$34,150.00	\$0.00	\$34,150.00 97.57%
100.2320.55500.20.00000 Printing SAU	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$0.00	\$4,200.00 100.00%
100.2320.55800.20.00000 Travel SAU	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00 100.00%
100.2320.56100.20.00000 Supplies SAU	\$4,250.00	\$75.38	\$75.38	\$4,174.62	\$103.53	\$4,071.09 95.79%
100.2320.56500.20.00000 Software SAU	\$3,900.00	\$0.00	\$0.00	\$3,900.00	\$0.00	\$3,900.00 100.00%
100.2320.57300.20.00000 Furniture & Equipment SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 7/31/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2320.58100.20.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Dues & Fees SAU						100.00%
100.2330.51100.20.00000	\$220,601.00	\$11,315.70	\$11,315.70	\$209,285.30	\$211,581.71	(\$2,296.41)
Special Services Admin Salaries						-1.04%
100.2330.52110.20.00000	\$65,558.00	\$3,029.64	\$3,029.64	\$62,528.36	\$59,297.36	\$3,231.00
Health Insurance Special Services Admin						4.93%
100.2330.52120.20.00000	\$2,822.00	\$153.30	\$153.30	\$2,668.70	\$2,662.42	\$6.28
Dental Insurance Special Services Admin						0.22%
100.2330.52200.20.00000	\$16,876.00	\$817.88	\$817.88	\$16,058.12	\$14,496.82	\$1,561.30
Social Security Special Services Admin						9.25%
100.2330.52310.20.00000	\$7,342.00	\$564.80	\$564.80	\$6,777.20	\$6,395.09	\$382.11
NH Retirement Special Services Admin						5.20%
100.2330.52320.20.00000	\$32,668.00	\$1,402.56	\$1,402.56	\$31,265.44	\$31,265.66	(\$0.22)
Teacher Retirement						0.00%
100.2330.55800.20.00000	\$2,000.00	\$1,949.00	\$1,949.00	\$51.00	\$0.00	\$51.00
Travel Special Services Admin						2.55%
100.2330.56100.20.00000	\$315.00	\$0.00	\$0.00	\$315.00	\$0.00	\$315.00
Supplies Special Services Admin						100.00%
100.2330.58100.20.00000	\$5,000.00	\$515.59	\$515.59	\$4,484.41	\$1,050.00	\$3,434.41
Dues & Fees Special Services Admin						68.69%
100.2400.51100.21.00000	\$197,538.00	\$17,817.64	\$17,817.64	\$179,720.36	\$189,381.04	(\$9,660.68)
Admin Salaries Elementary						-4.89%
100.2400.51100.22.00000	\$268,976.00	\$23,608.67	\$23,608.67	\$245,367.33	\$254,221.34	(\$8,854.01)
Admin Salaries Middle/High						-3.29%
100.2400.52110.21.00000	\$88,182.00	\$6,090.29	\$6,090.29	\$82,091.71	\$56,775.52	\$25,316.19
Health Insurance Admin Elementary						28.71%
100.2400.52110.22.00000	\$109,394.00	\$8,180.04	\$8,180.04	\$101,213.96	\$98,160.40	\$3,053.56
Health Insurance Admin Middle/High						2.79%



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date:7/1/2024 To Date:7/31/2024

Account Mask: ????????????????

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☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining	Budget Balance
100.2400.52120.21.00000	\$2,822.00	\$307.59	\$307.59	\$2,514.41	\$2,610.99	(\$96.58)	-3.42%
Dental Insurance Admin Elementary							
100.2400.52120.22.00000	\$3,240.00	\$308.58	\$308.58	\$2,931.42	\$2,982.85	(\$51.43)	-1.59%
Dental Insurance Admin Middle/High							
100.2400.52200.21.00000	\$15,112.00	\$1,242.55	\$1,242.55	\$13,869.45	\$13,375.10	\$494.35	3.27%
Social Security Admin Elementary							
100.2400.52200.22.00000	\$20,607.00	\$1,659.51	\$1,659.51	\$18,947.49	\$17,690.15	\$1,257.34	6.10%
Social Security Admin Middle/High							
100.2400.52310.21.00000	\$12,791.00	\$574.04	\$574.04	\$12,216.96	\$12,759.32	(\$542.36)	-4.24%
Nonteacher Retirement Admin Elementary							
100.2400.52310.22.00000	\$7,229.00	\$550.07	\$550.07	\$6,678.93	\$6,960.94	(\$282.01)	-3.90%
Nonteacher Retirement Admin Middle/High							
100.2400.52320.21.00000	\$20,229.00	\$2,666.12	\$2,666.12	\$17,562.88	\$18,673.19	(\$1,110.31)	-5.49%
Teacher Retirement Admin Elementary							
100.2400.52320.22.00000	\$38,205.00	\$3,838.28	\$3,838.28	\$34,366.72	\$35,266.51	(\$899.79)	-2.36%
Teacher Retirement Admin Middle/High							
100.2400.55340.21.00000	\$1,500.00	\$186.87	\$186.87	\$1,313.13	\$0.00	\$1,313.13	87.54%
Postage Admin Elementary							
100.2400.55340.22.00000	\$8,500.00	\$806.75	\$806.75	\$7,693.25	\$0.00	\$7,693.25	90.51%
Postage Admin Secondary							
100.2400.55800.21.00000	\$425.00	\$0.00	\$0.00	\$425.00	\$0.00	\$425.00	100.00%
Travel & Conferences Admin Elementary							
100.2400.55800.22.00000	\$1,000.00	\$1,500.00	\$1,500.00	(\$500.00)	\$0.00	(\$500.00)	-50.00%
Travel & Conferences Admin Secondary							
100.2400.56100.21.00000	\$3,610.00	\$0.00	\$0.00	\$3,610.00	\$416.78	\$3,193.22	88.45%
Supplies Admin Elementary							
100.2400.56100.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00	100.00%
Supplies Admin Middle/High							

# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025 From Date:7/1/2024 To Date:7/31/2024

Account Mask: ????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2400.58100.21.00000	\$2,160.00	\$0.00	\$0.00	\$2,160.00	\$0.00	\$2,160.00 100.00%
Dues & Fees Admin Elementary						
100.2400.58100.22.00000	\$7,885.00	\$3,850.00	\$3,850.00	\$4,035.00	\$0.00	\$4,035.00 51.17%
Dues & Fees Admin Middle/High						
100.2500.51100.20.00000	\$187,535.00	\$13,494.04	\$13,494.04	\$174,040.96	\$161,928.36	\$12,112.60 6.46%
Salaries Business Office						
100.2500.52110.20.00000	\$45,127.00	\$3,760.40	\$3,760.40	\$41,366.60	\$45,124.80	(\$3,758.20) -8.33%
Health						
100.2500.52120.20.00000	\$2,160.00	\$205.72	\$205.72	\$1,954.28	\$1,954.28	\$0.00 0.00%
Dental						
100.2500.52130.20.00000	\$21,845.00	\$0.00	\$0.00	\$21,845.00	\$0.00	\$21,845.00 100.00%
Disability & Life Insurance						
100.2500.52200.20.00000	\$14,346.00	\$991.00	\$991.00	\$13,355.00	\$11,892.80	\$1,462.20 10.19%
Social Security						
100.2500.52310.20.00000	\$7,906.00	\$608.18	\$608.18	\$7,297.82	\$7,298.16	(\$0.34) 0.00%
Retirement						
100.2500.52320.20.00000	\$22,976.00	\$1,767.42	\$1,767.42	\$21,208.58	\$21,209.01	(\$0.43) 0.00%
Teacher Retirement						
100.2500.52500.20.00000	\$9,486.00	\$0.00	\$0.00	\$9,486.00	\$0.00	\$9,486.00 100.00%
Unemployment Insurance						
100.2500.52600.20.00000	\$26,664.00	\$26,664.00	\$26,664.00	\$0.00	\$0.00	\$0.00 0.00%
Workers' Comp Ins						
100.2500.56500.20.00000	\$17,300.00	\$0.00	\$0.00	\$17,300.00	\$702.00	\$16,598.00 95.94%
Business Software						
100.2500.58100.20.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00 100.00%
Dues & Fees Business						
100.2600.51100.20.00000	\$401,468.00	\$27,192.61	\$27,192.61	\$374,275.39	\$372,302.73	\$1,972.66 0.49%
Custodian Salaries						



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025 From Date:7/1/2024 To Date:7/31/2024

Account Mask: ?????????????????

☐ Print accounts with zero balance ☐ Include Inactive Accounts ☐ Filter Encumbrance Detail by Date Range ☐ Print Detail ☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2600.52110.20.00000 Health Insurance Custodians	\$250,877.00	\$14,675.94	\$14,675.94	\$236,201.06	\$134,839.42	\$101,361.64 40.40%
100.2600.52120.20.00000 Dental Insurance Custodians	\$2,160.00	\$102.86	\$102.86	\$2,057.14	\$1,028.57	\$1,028.57 47.62%
100.2600.52200.20.00000 Social Security Custodians	\$30,712.00	\$1,934.02	\$1,934.02	\$28,777.98	\$20,487.71	\$8,290.27 26.99%
100.2600.52310.20.00000 Nonteacher Retirement Custodians	\$52,966.00	\$3,389.18	\$3,389.18	\$49,576.82	\$31,505.55	\$18,071.27 34.12%
100.2600.53000.20.00000 Building & Grounds Contract Services	\$68,600.00	\$11,185.00	\$11,185.00	\$57,415.00	\$0.00	\$57,415.00 83.70%
100.2600.54110.20.00000 Water/Sewer	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00 100.00%
100.2600.54210.20.00000 Disposal Services	\$19,000.00	\$0.00	\$0.00	\$19,000.00	\$0.00	\$19,000.00 100.00%
100.2600.54300.20.00000 Repairs & Maintenance	\$55,500.00	\$0.00	\$0.00	\$55,500.00	\$0.00	\$55,500.00 100.00%
100.2600.55200.20.00000 Property Insurance	\$40,814.00	\$40,814.00	\$40,814.00	\$0.00	\$0.00	\$0.00 0.00%
100.2600.55800.20.00000 Training & Travel	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
100.2600.56100.20.00000 Supplies	\$45,000.00	\$9.90	\$9.90	\$44,990.10	\$418.59	\$44,571.51 99.05%
100.2600.56110.20.00000 Maintenance Supplies	\$38,000.00	\$949.50	\$949.50	\$37,050.50	\$0.00	\$37,050.50 97.50%
100.2600.56220.20.00000 Electricity	\$190,000.00	\$15,913.74	\$15,913.74	\$174,086.26	\$0.00	\$174,086.26 91.62%
100.2600.56230.20.00000 Bottled Gas	\$15,835.00	\$0.00	\$0.00	\$15,835.00	\$0.00	\$15,835.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 7/31/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

Budget Balance

Account Number / Description

Budget Range To Date

YTD

Balance

Encumbrance

% Remaining Bud

100.2600.56240.20.00000	\$200,000.00	\$0.00	\$0.00	\$200,000.00	\$0.00	\$200,000.00	100.00%
Heating Oil							

100.2600.56260.20.00000	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
Gasoline							

100.2600.57300.20.00000	\$27,000.00	\$14,376.89	\$14,376.89	\$12,623.11	\$0.00	\$12,623.11	46.75%
Maintenance Equipment							

100.2600.57370.20.00000	\$22,001.00	\$4,024.33	\$4,024.33	\$17,976.67	\$12,611.44	\$5,365.23	24.39%
Replacement Furniture/Fixtures							

100.2700.51100.20.00000	\$12,262.00	\$0.00	\$0.00	\$12,262.00	\$13,010.92	(\$748.92)	-6.11%
Transportation Salaries							

100.2700.52200.20.00000	\$938.00	\$0.00	\$0.00	\$938.00	\$995.32	(\$57.32)	-6.11%
Social Security							

100.2700.55191.20.00000	\$352,232.00	\$0.00	\$0.00	\$352,232.00	\$0.00	\$352,232.00	100.00%
Regular Student Transportation							

100.2700.55192.20.00000	\$365,000.00	\$0.00	\$0.00	\$365,000.00	\$0.00	\$365,000.00	100.00%
Special Education Transportation							

100.2725.55170.22.00000	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%
Athletic Transportation							

100.2725.55190.21.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00	100.00%
Field Trips/Cocurricular							

100.2725.55190.22.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
Field Trips/Cocurricular							

100.2725.55191.22.00000	\$5,000.00	\$70.79	\$70.79	\$4,929.21	\$0.00	\$4,929.21	98.58%
Van Operating Costs							

100.2840.51100.20.00000	\$194,172.00	\$12,562.64	\$12,562.64	\$181,609.36	\$124,017.61	\$57,591.75	29.66%
Salaries Technology							

100.2840.52110.20.00000	\$61,507.00	\$2,744.08	\$2,744.08	\$58,762.92	\$32,928.96	\$25,833.96	42.00%
Health Tech							



Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 7/31/2024

Account Mask: ?????????????????

Account Type: EXPENDITURE

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.2840.52120.20.00000 Dental Tech	\$2,160.00	\$102.86	\$102.86	\$2,057.14	\$977.14	\$1,080.00 50.00%
100.2840.52200.20.00000 Social Security Tech	\$14,854.00	\$925.63	\$925.63	\$13,928.37	\$8,928.34	\$5,000.03 33.66%
100.2840.52310.20.00000 Nonteacher Retirement	\$26,271.00	\$1,699.73	\$1,699.73	\$24,571.27	\$16,541.82	\$8,029.45 30.56%
100.2840.53400.20.00000 Powerschool Annual Support	\$8,000.00	\$525.00	\$525.00	\$7,475.00	\$0.00	\$7,475.00 93.44%
100.2840.54300.20.00000 Repairs Tech	\$9,000.00	\$0.00	\$0.00	\$9,000.00	\$149.99	\$8,850.01 98.33%
100.2840.54420.20.00000 Copier Lease/Maint.	\$18,274.00	\$0.00	\$0.00	\$18,274.00	\$0.00	\$18,274.00 100.00%
100.2840.55310.20.00000 Phone Internet	\$32,799.00	\$3,500.35	\$3,500.35	\$29,298.65	\$0.00	\$29,298.65 89.33%
100.2840.55800.20.00000 Travel & Conferences Tech	\$4,250.00	\$1,732.31	\$1,732.31	\$2,517.69	\$0.00	\$2,517.69 59.24%
100.2840.56100.20.00000 Supplies Tech	\$9,500.00	\$0.00	\$0.00	\$9,500.00	\$837.67	\$8,662.33 91.18%
100.2840.56500.20.00000 Software	\$33,412.00	\$0.00	\$0.00	\$33,412.00	\$18,158.94	\$15,253.06 45.65%
100.2840.57340.20.00000 IT Equipment	\$73,394.00	\$0.00	\$0.00	\$73,394.00	\$2,476.94	\$70,917.06 96.63%
100.3110.57300.20.00000 Food Service Equipment	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.3110.59300.20.00000 Food Service	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00 100.00%
100.4000.53200.20.00000 Facilities Construction & Remodeling	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date:7/1/2024

To Date:7/31/2024

Account Mask: ???????????????

Account Type: EXPENDITURE

☐ Print Detail ☐ Include PreEncumbrance

☐ Print accounts with zero balance

☐ Include Inactive Accounts

☐ Filter Encumbrance Detail by Date Range

☐ Include PreEncumbrance

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
100.5100.58300.20.00000 Debt Service Principal	\$720,000.00	\$650,000.00	\$650,000.00	\$70,000.00	\$0.00	\$70,000.00 9.72%
100.5100.58400.20.00000 Debt Interest	\$64,547.00	\$31,382.50	\$31,382.50	\$33,164.50	\$0.00	\$33,164.50 51.38%
100.5220.59300.99.00000 Transfer To Grants	\$729,500.00	\$0.00	\$0.00	\$729,500.00	\$0.00	\$729,500.00 100.00%
100.5221.59300.99.00000 Transfer To Food Service Fund	\$225,000.00	\$0.00	\$0.00	\$225,000.00	\$0.00	\$225,000.00 100.00%
Fund: 100	\$15,978,137.00	\$1,127,426.30	\$1,127,426.30	\$14,850,710.70	\$9,604,188.72	\$5,246,521.98



# Hinsdale School District

## General Ledger - On Demand Report

Fiscal Year: 2024-2025

From Date: 7/1/2024

To Date: 7/31/2024

Account Mask: ?????????????????

Account Type: REVENUE

☐ Print accounts with zero balance

☐ Print Detail

☐ Include PreEncumbrance

Account Number / Description

☐ Filter Encumbrance Detail by Date Range

☐ Budget

☐ Encumbrance % Remaining Bud

100.0000.41111.00.00000

YTD

Balance

\$0.00

Hinsdale Assess.

(\$1,200,000.00)

\$1,200,000.00

\$0.00

100.0000.41310.00.00000

(\$960.00)

\$960.00

\$960.00

Preschool Tuition

(\$281.19)

\$281.19

\$281.19

100.0000.44580.00.00000

(\$281.19)

\$281.19

\$281.19

Medicaid Reimbursement

(\$1,201,241.19)

\$1,201,241.19

\$1,201,241.19

Fund: 100

(\$1,201,241.19)

\$1,201,241.19

\$1,201,241.19

Hinsdale School District

General Ledger - On Demand Report

Account Mask: ???????????????

☐ Print accounts with zero balance

Account Type: REVENUE

☐ Include Inactive Accounts

Account Number / Description

Fiscal Year: 2024-2025

☐ Print Detail

☐ Filter Encumbrance Detail by Date Range

☐ Include PreEncumbrance

From Date: 7/1/2024

To Date: 7/31/2024

Grand Total:

Budget	\$0.00	Range To Date	(\$1,201,241.19)	YTD	(\$1,201,241.19)	Balance	\$1,201,241.19	Encumbrance % Remaining Bud	\$0.00	Budget Balance	\$1,201,241.19
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End of Report



Report from the  
DIRECTOR OF  
ACADEMICS &  
CAREER READINESS

David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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August 2024

Welcome back to the 2024-25 school year

I am just returning from medical leave and am just now getting back into the swing of things. It feels so good to be back and it especially feels good to be working with such a great group of educators.

- I have included the results of our Gallup Poll that was taken in the spring. The Gallup poll is part of our requirements as a recipient of the OSTCP grant and measures student engagement, hope, entrepreneurship and financial literacy and career connected learning. The data from this poll will be used to help us look at the needs of students and how we may need to further personalize opportunities for ALL students.
- Portrait of a Learner- When I left in June, Mr. Benson was working on digitizing the visual for our POL. This year's work will include all stakeholders in defining what our characteristics mean to the Hinsdale Community.
- OSTCP- We are in year four of this grant. Our goals for this year include:
  1. Creating a space at the elementary school that is dedicated to materials for students to explore careers.
  2. Provide as many off campus career opportunities for students PreK-12.
  3. Train identified staff in ways to support career/digital portfolios.
  4. Support HES/HMHS Theater program.
  5. Implementation of Career fairs for both buildings.
  6. Support HASP Career Themes
  7. Implementation of Beable at Elementary and Middle school.
- Program Review- The Social studies team will continue their program review process under the guidance of Ms. Sturges.
- Advisory- We have spent time this summer with consultants from Casco Bay High School in Maine, helping us develop a true Advisory program. We have a large team of teachers that will be spending time this summer developing our vision for what our advisory program should look like and connecting that to our district priorities. Our Gallup Poll data will help us define our goals. CREW is the model that we are using to help guide us. I have included a link to a video that explains what CREW is <https://www.youtube.com/watch?v=8FXQKzdBN4I>
- We have four students that have been accepted into the Cheshire Career Center and 16 students interested in ELO's.

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SAU 92 does not discriminate on the basis of race, color, national origin, gender, sex, sexual orientation, religion, nationality, ethnic origins, country of origin, economic status, status as a victim of domestic violence, harassment, sexual assault, or stalking, disability, age or other protected classes under applicable law in its educational programs and activities. SAU 92 also provides equal access to buildings for youth groups. Link to Training - <https://nhprimex.org/explore-training/single/understanding-sexual-harassment/> Questions about Title IX can be referred to the SAU 92 Business Administrator & Title IX Coordinator, Jane Fortson, at [jfortson@hnhsd.org](mailto:jfortson@hnhsd.org) or 603-336-5728.



- I will be assisting two teachers this year that are on SOE's (Statement of Eligibility) to begin their ALT planning and will continue with our current two teachers that are in year 3 of their plan.

I am looking forward to a year full of new beginnings, student engagement and learning, teacher excitement and, joy filling the halls of our buildings.

Respectfully submitted,

Karen Thompson

# Gallup Student Poll

## Engaged Today — Ready for Tomorrow

Hinsdale MiddleHigh School

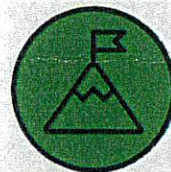
2024 SCORECARD

### INTRODUCTION

This Gallup Student Poll - provided by the New Hampshire Learning Initiative - is a 24-question survey that measures engagement, hope, entrepreneurship and financial literacy, and career-connected learning of students in 5th through 12th grade.



**Engagement:** The involvement in and enthusiasm for school.



**Hope:** The ideas and energy students have for the future.



**Entrepreneurship and Financial Literacy**



**Career-Connected Learning**



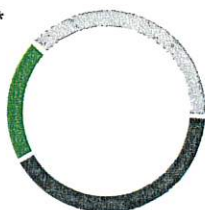


## Engagement

The Involvement in and Enthusiasm for School

### ENGAGEMENT INDEX\*

N=196



20% ■ Engaged  
39% ■ Not Engaged  
41% ■ Actively Disengaged

ENGAGEMENT GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
<b>Overall</b>	<b>3.39</b>	<b>3.42</b>	<b>3.46</b>	<b>3.48</b>
At this school, I get to do what I do best every day.	3.21	3.17	3.16	3.16
My teachers make me feel my schoolwork is important.	3.30	3.27	3.46	3.47
I feel safe in this school.	3.47	3.44	3.36	3.49
I have fun at school.	2.90	2.80	3.04	3.00
I have a best friend at school.	4.24	4.22	4.31	4.34
In the last seven days, someone has told me I have done good work at school.	3.16	3.29	3.26	3.27
In the last seven days, I have learned something interesting at school.	3.16	3.28	3.29	3.29
The adults at my school care about me.	3.52	3.61	3.50	3.54
I have at least one teacher who makes me excited about the future.	3.58	3.64	3.76	3.72

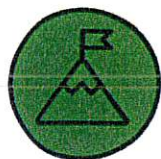
GRANDMEAN BY GRADE	5th	6th	7th	8th	9th	10th	11th	12th
	-	-	-	-	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
At this school, I get to do what I do best every day.	192	5	16	43	29	7
My teachers make me feel my schoolwork is important.	199	5	18	35	32	11
I feel safe in this school.	197	6	12	34	29	19
I have fun at school.	201	18	22	31	21	8
I have a best friend at school.	196	5	5	9	24	57
In the last seven days, someone has told me I have done good work at school.	189	16	12	22	24	25
In the last seven days, I have learned something interesting at school.	199	9	18	30	26	18
The adults at my school care about me.	191	2	12	30	35	21
I have at least one teacher who makes me excited about the future.	196	7	12	23	27	31

\*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.

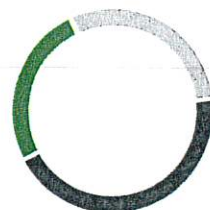
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# Hope

The Ideas and Energy Students Have for the Future

HOPE INDEX\*  
N=192



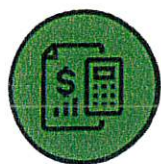
26% Hopeful  
30% Stuck  
44% Discouraged

HOPE GRANDMEAN	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	3.84	3.88	3.96	3.97
I know I will graduate from high school.	4.36	4.41	4.46	4.47
I have a great future ahead of me.	3.91	3.93	4.03	4.04
I can think of many ways to get good grades.	3.72	3.76	3.83	3.82
I have many goals.	3.66	3.73	3.80	3.84
I can find many ways around problems.	3.58	3.59	3.65	3.64
I know I will find a good job in the future.	3.76	3.87	3.95	3.94

GRANDMEAN BY GRADE								
	5th	6th	7th	8th	9th	10th	11th	12th
	-	-	-	-	-	-	-	-

ITEM RESPONSES	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	198	3	2	13	18	65
I have a great future ahead of me.	190	2	7	22	36	34
I can think of many ways to get good grades.	199	4	6	30	33	28
I have many goals.	199	6	9	25	27	33
I can find many ways around problems.	200	5	7	30	40	18
I know I will find a good job in the future.	193	3	6	24	34	33

\*A minimum n size of 100 is required for full index results and an n size of 30 for percentage hopeful only results.  
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## Entrepreneurship and Financial Literacy

### ENTREPRENEURSHIP AND FINANCIAL LITERACY

N=201

ENTREPRENEURSHIP AND FINANCIAL LITERACY GRANDMEAN	Your School		NHLE Participants	
	PAST	CURRENT	PAST	CURRENT
Overall	2.70	2.83	2.48	2.49
I am learning how to start and run a business in school.	2.39	2.58	2.31	2.34
I am learning how to save and spend money in school.	3.01	3.07	2.65	2.64

### GRANDMEAN BY GRADE

	5th	6th	7th	8th	9th	10th	11th	12th
	-	3.01	2.90	2.70	3.03	2.55	3.00	2.39

### ITEM RESPONSES

		%1	%2	%3	%4	%5
	TOTAL N	Strongly Disagree		Strongly Agree		
I am learning how to start and run a business in school.	185	16	30	38	12	4
I am learning how to save and spend money in school.	198	10	20	31	31	8





## Career-Connected Learning

### CAREER-CONNECTED LEARNING

N=201

CAREER-CONNECTED LEARNING	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
My school offers many Career-Connected Learning opportunities.	3.58	3.50	3.43	3.48
I would like to participate in more Career-Connected Learning opportunities at my school.	3.61	3.56	3.59	3.62
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	2.98	3.15	2.97	3.02
While at school this year, I learned about a job or career that I had not heard of before.	2.92	3.31	3.10	3.11
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	3.13	3.18	3.20	3.23
The job or career activities at my school include the types of jobs and careers I'm interested in.	2.92	3.02	3.01	3.08

Have you ever participated in the following Career-Connected Learning opportunities through your school?



### ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
My school offers many Career-Connected Learning opportunities.	182	4	9	34	37	15
I would like to participate in more Career-Connected Learning opportunities at my school.	199	4	9	32	37	18
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	178	6	17	41	28	8
While at school this year, I learned about a job or career that I had not heard of before.	192	8	12	30	40	10
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	191	8	16	37	30	9
The job or career activities at my school include the types of jobs and careers I'm interested in.	183	12	14	40	30	5

— No data available. A minimum n size of 10 is required for full results.

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## ITEMS BY GRADE

## Your School

	5th	6th	7th	8th	9th	10th	11th	12th
<b>ENGAGEMENT BY GRADE</b>	-	-	-	-	-	-	-	-
At this school, I get to do what I do best every day.	-	3.36	3.24	3.25	3.34	2.85	2.58	3.33
My teachers make me feel my schoolwork is important.	-	3.70	3.06	3.35	3.36	3.07	2.71	3.44
I feel safe in this school.	-	3.62	3.55	3.41	3.67	2.93	3.24	3.50
I have fun at school.	-	2.91	3.03	2.87	2.92	2.50	2.43	2.72
I have a best friend at school.	-	4.44	4.28	4.36	4.31	4.07	4.19	3.56
In the last seven days, someone has told me I have done good work at school.	-	3.48	3.56	3.45	3.28	2.69	3.05	3.39
In the last seven days, I have learned something interesting at school.	-	3.65	3.48	3.23	3.49	2.96	2.65	3.06
The adults at my school care about me.	-	4.13	3.58	3.80	3.82	3.07	3.30	3.22
I have at least one teacher who makes me excited about the future.	-	4.09	3.59	3.79	3.56	3.21	3.57	3.56
<b>HOPE BY GRADE</b>	-	-	-	-	-	-	-	-
I know I will graduate from high school.	-	4.33	4.38	4.37	4.47	4.54	4.43	4.33
I have a great future ahead of me.	-	4.03	4.16	3.79	3.81	3.81	4.15	3.78
I can think of many ways to get good grades.	-	3.82	3.64	3.73	3.97	3.57	3.86	3.72
I have many goals.	-	3.71	3.75	3.58	3.83	3.61	3.95	3.78
I can find many ways around problems.	-	3.53	3.36	3.52	3.60	3.61	3.90	3.83
I know I will find a good job in the future.	-	3.91	4.06	3.68	3.97	3.52	4.10	3.83
<b>ENTREPRENEURSHIP AND FINANCIAL LITERACY BY GRADE</b>	-	3.01	2.90	2.70	3.03	2.55	3.00	2.39
I am learning how to start and run a business in school.	-	2.63	2.76	2.64	2.75	2.35	2.52	2.17
I am learning how to save and spend money in school.	-	3.38	3.03	2.76	3.31	2.75	3.48	2.61
<b>CAREER-CONNECTED LEARNING BY GRADE</b>								
My school offers many Career-Connected Learning opportunities.	-	3.77	3.18	3.40	3.61	3.67	3.24	3.65
I would like to participate in more Career-Connected Learning opportunities at my school.	-	3.15	3.52	3.97	3.53	3.68	3.90	3.28
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	-	3.40	3.31	2.96	3.11	2.92	3.05	3.22
While at school this year, I learned about a job or career that I had not heard of before.	-	3.55	3.65	2.97	3.39	2.93	3.05	3.59
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	-	3.57	3.38	3.00	3.26	2.81	2.95	3.11
The job or career activities at my school include the types of jobs and careers I'm interested in.	-	3.28	3.16	3.12	2.97	2.81	2.62	3.06

— No data available. A minimum n size of 10 is required for full results.

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SELF-REPORTED ITEMS

These items are used for statistical purposes only.

I HAVE A MENTOR WHO ENCOURAGES MY DEVELOPMENT.



I AM INVOLVED IN AT LEAST ONE ACTIVITY, SUCH AS A CLUB, MUSIC, SPORTS, OR VOLUNTEERING.	% Yes	% No
	65%	35%

COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.



WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?



HOW OFTEN DID YOU MISS SCHOOL LAST YEAR?





# Appendix

## **NEW HAMPSHIRE GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING**

The online New Hampshire Gallup Student Poll is completed by a convenience sample of schools and districts. Gallup does not randomly select schools participating in the annual New Hampshire Gallup Student Poll. Schools and districts receive a scorecard with school or district-specific data. Participation rates vary by school. The New Hampshire Gallup Student Poll is conducted during a designated survey period and available during school hours Monday through Friday only. The New Hampshire Gallup Student Poll is administered to students in 5th through 12th grade. The New Hampshire Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

Data are not statistically weighted to reflect the New Hampshire student population and results are not generalizable beyond the participating students, schools, or districts.

Report from the  
PRINCIPAL

Hinsdale Middle High  
School

## HINSDALE MIDDLE / HIGH SCHOOL

49 School Street  
Hinsdale, New Hampshire 03451

Anna M. Roth  
Principal

Patricia A. Wallace  
Director of Student Services

Christopher S. Ponce  
Assistant Principal

Sam Kilelee  
Athletic Director

### HMHS Board Report for August 2024

Submitted 8/7/24 by Anna Roth

It has been a busy summer getting ready for the upcoming school year. Nate Boudreau and the custodial crew have worked tirelessly to get our building shiny, clean, and ready for students. Joe Smith has spent several days here completing the schedule, filling some holes that were not addressed before the end of last school year. A big thank you to Ericka Kilelee and Chris Ponce for helping me get settled, acclimated, and working on preparing for the year.

My work this summer has included editing the student and staff handbooks, setting up a newsletter (this will go out weekly), engaging in the Principal Leadership series, attending a full day retreat with the Senior Leadership Team, supporting scheduling and ELO identification, attending planning meetings for upcoming teacher PD regarding a new advisory initiative, a few meetings with parents and/or community partners, and meeting with several faculty and staff who scheduled time to stop by and chat. The work thus far has been exciting and inspiring!

#### **ESY and Credit Recovery**

Special education staff hosted 22 students for extended school year services in July.

Under the direction of Chris Ponce, 18 students were offered the opportunity for credit recovery. The criteria was a final grade between 35 and 65 in a core academic class required for graduation. Letters were sent home to students after grades closed inviting them to meet with Mr. Ponce and get acquainted with the Edmentum platform. One student opted not to participate. Mr. Ponce had regular communication with students to answer questions and oversee their progress.

Across the 18 eligible students, there is a potential of 33 credits to be recovered. Students had from 7/4/24 until 8/16/24 to complete their Edmentum coursework (dates align with NHIAA guidelines). As of 8/5/24, there are five students who have successfully completed

**Perseverance    Advocacy    Collaboration    Empathy    Responsibility    Scholarship**

SAU 92 does not discriminate on the basis of race, color, national origin, gender, sex, sexual orientation, religion, nationality, ethnic origins, country of origin, economic status, status as a victim of domestic violence, harassment, sexual assault, or stalking, disability, age or other protected classes under applicable law in its educational programs and activities. SAU 92 also provides equal access to buildings for youth groups. Link to Training - <https://nhprimex.org/explore-training/single/understanding-sexual-harassment/> Questions about Title IX can be referred to the SAU 92 Superintendent, Dr. David Ryan, dryan@hnhsd.org or 603-336-5728

Tel. (603) 336-5984 – Fax (603) 336-7497 – E-mail aroth@hnhsd.org



one or more courses. These 7 credits will be issued once the window closes, with another 12 credits within the passing window that will hopefully be awarded to other students.

**Staffing Update**

New Hires:

- Aimee Castonguay- -High School English
- Sara Mann- -Middle School Science
- Nicole Ovitt- -High School English

Remaining vacancies:

- Library Media Specialist (have cross-posted on multiple school library listservs; potential long-term sub available)
- School Counselor 0.4 FTE (potential candidate in the works)
- Paraprofessionals (special education)

**Professional Development**

Anna Roth: Waddington Leadership Initiative (continued PD from 04/2024, 1 session remaining in October), NHIAA Orientation for New Principals (upcoming)

Chris Ponce: Summer Educators Institute

Katie Savory: Science is Cool Virtual “Unconference,” Next Generation Science Standards Train-the-Trainer Institute

**Enrollment**

6 <sup>th</sup>	44	
7 <sup>th</sup>	38	
8 <sup>th</sup>	35	
9 <sup>th</sup>	39	
10 <sup>th</sup>	52	
11 <sup>th</sup>	34	5 CCC
12 <sup>th</sup>	31	8 ELO requests, 2 WRCC
Total	273	

**Upcoming Events**

8/21 - 8/23 New Teacher Orientation

8/26 Faculty & Staff Return

8/27 Convocation 9 am; 6<sup>th</sup> Grade Orientation 6 pm

8/29 First Day for Students

9/11 Picture Day

9/13 Bonfire

9/14 Homecoming

Report from the  
PRINCIPAL

Hinsdale Elementary  
School



## HINSDALE ELEMENTARY SCHOOL

12 School Street  
Hinsdale, New Hampshire 03451

MOLLY BREMNER, Ed. D.  
Principal

LISA KUENZLER, M. Ed.  
Special Ed. Coordinator

MORGAN BRANIFF, LCMHC  
School Counselor

SARA DONAHUE, LICSW  
Social Worker

August 2024 Hinsdale School Board Report

Respectfully Submitted by. Molly Bremner

### **Mission, Vision and Core Values:**

I have participated with the administrative team to begin making connections between the HES Core Values and the District Portrait of a Learner. We have taken care to post and share our core values throughout the school and in shared documents.

**Cooperative-** It has been a pleasure working with the entire admin. Team and office staff to work together for our schools this summer.

**Flexible-** I have taken the feedback of stakeholders to make adjustments to process or have started thinking about adjustments that will be developed.

**Connected-** I have met with many community members and outside partner agencies to continue to cooperate for our students and staff's benefit.

**Ready to Learn-** We have worked to support initiatives to address attendance and need in our community. We hope to support families as much as we can to ensure their students are prepared and in attendance.

The student handbook features a significant redraft of attendance procedures. During the 2024-2025 school year HES had 71 students that we absent (combination or excused and unexcused) for more than 10 half days. It is vital this year that we partner with families to understand barriers and clearly communicate expectations of compulsory education (ages 6+). Truancy is defined as more than 10 half days of unexcused absences.

### **Ethics and Professional Norms:**

We have worked to redraft the staff and student handbooks.

Students should not be moving through the parking lot while cars are driving. To reduce this, we are implementing a rolling arrival and dismissal, where adults stay in their cars and students are sent out to them (same location- details will be shared).

I have worked in depth with Mr. Ponce to redraft our emergency operations procedural manual.

### **Equity and Cultural Responsiveness:**

We have met with the Director of Student Services to understand systems that support students with disabilities at HES. This has included support throughout the ESY program.

### **Curriculum, Instruction, and Assessment:**

We have worked with Jeanne Sturgis and Karen Thompson to understand expectations and plans moving forward. It is with enthusiasm that we have onboarded our new MTSS-R coordinator to ensure quality literacy programming across TIERS 1,2, and 3.

We have developed the targeted list for HASP using data collected during last school year. This deep dive of student data was a vital exercise to understand trends and needs of the building.

**Community of Care and Support for Students:**

I had to benefit of working directly with some students as needed during the ESY program. Additionally, I attended several MTSS-B workshops that were presented by NHDOE. This knowledge paired with additional consultation meetings I have held with our contracted BCBA services, and our own clinical team are setting us up for targeted strategies this school year.

**Professional Capacity of School Personnel:**

Throughout the summer I have built the outline of the professional development that will be shared on our building-based day. All HES staff will engage in a workshop on MTSS, and then a modeled and extended version of our faculty meetings. Our faculty meetings will always have these components: staff appreciation, reflection, back to basics (nuts & bolts), Toolbox (tips/tricks), Dose of Data, and Curriculum & Instruction updates. Our faculty that teaches ELA will have an update for their curriculum, while the rest of the staff will access an in person MTSS-B Technical center workshop on the impact of trauma. I attended this and felt it will align with SEL topics already introduced and is a great next step for our paraprofessionals, specials teachers, related services, and auxiliary staff to access.

I attended the SW Educational Leadership group in their planning meeting for the 2024-2025 school year. It has been a pleasure to connect with the SW educators' group from Keene State College. Thier day long professional development offerings on the 31<sup>st</sup> were wonderful. In addition to the Keynote speaker- Brooklyn Raney, author of 'One Trusted Adult'; I also attended sessions on AI in the classroom and Universal Design. It was wonderful to network and learn for other educators from all roles.

Highlights of some staff PD:

Mr. Woodcock (Title I)- attended Discovery Education's DENSI 2024 conference

Mrs. Towle (Art)- attended Disney Science is Cool- a virtual unconference, and the NOW Conference (The Art of Education University)

MTSS-R group represented at each grade level attending a full day in service focusing on assessment, action from data, and curriculum.

**Professional Community for Teachers and Staff:**

When addressing the overwhelming request of various stakeholders to get back to a 5 day schedule this provided an opportunity to think about what else about the schedule would be worth trying to address the needs of students and staff. That process has yielded a way to have PLCs during the day with a well-articulated schedule to review student concerns monthly, review data deeply every 6 weeks, and to provide the structure for staff to meaningfully consider the four questions of PLCs:

- 1) What do we want all students to know and be able to do?
- 2) How will we know if they learn it?



- 3) How will we respond when some students do not learn?
- 4) How will we extend the learning for students who are already proficient?

**Meaningful Engagement of Families and community:**

I had the chance to visit the Hinsdale Public Library and the Historical Society. This led to conversations about ongoing partnerships and field trips.

We have started weekly parent newsletters that are sent via email.

Open House will be the 27<sup>th</sup> 5-6 – this is a change from being the night before. We want our learners and staff to get good rest before the first day of school!

**Operations and Management:**

**Fiscal-** I have trained with our Business Manager on the way we budget and how purchases are made. I have worked with our administrative assistant to approve summer ordering, while also being able to take inventory of materials we already have.

**Facilities-** We moved some rooms around based on staff request to best meet the needs of all students. This has resulted in clinical/behavioral staff workings and having space on each floor of the building, Title 1 consolidating and being in strategic locations, and improving space use. I was able to walk through with the Fire Chief around these changes. It has been a pleasure to work with the entire custodial team. They have worked on a variety of projects I identified. A wonderful change is that the other room in the front office suite has been changed back to a conference room. This will provide a space for small meetings and 504 meetings. We have worked to host a space for career exploration at HES, this will host our bike shop (a long-time project of Mr. Fields), and other activities through grant funding.

**Staffing-** We continue to actively hire staff for a paraprofessional position. Recently one of our 1<sup>st</sup> grade teachers submitted a letter of resignation. The enrollment data below will help recognize the district's recommendation to not fill that position now.

**Enrollment-**

PK3: 15

PK4:9

K:43 (3 sections)

1: 34 (would be 2 sections, was 3)

2: 36 (2 sections)

3: 30 (2 sections)

4: 44 (3 sections)

5: 42 (2 sections)

**School Improvement:**

Change is a natural part of life, and certainly a staple in any field that works with humans. In education, and specifically in elementary education, humans are changing in front of us. We are tasked with preparing them for a world that will have changed by the time they enter it as adults.

We are identifying key areas of change, while mindfully considering change management techniques and balancing initiative fatigue.



Alignment through students centered data driven decisions will be the hallmark of change at HES moving forward.

**Upcoming Events:**

8/21-23: New Teacher Orientation

8/26-8/28: Staff back to school activities: set-up, convocation, and building PD

8/27: 5-6PM HES Open House- an orientation to the school and classroom

8/29: First day K-5<sup>th</sup>

9/3: First day PreK

Report from the  
DIRECTOR OF  
TECHNOLOGY

David Ryan, Ed.D.  
Superintendent

Jane Fortson, CPA  
Business Administrator

# HINSDALE

## SCHOOL DISTRICT

Patricia Wallace, M.Ed., CAGS  
Director of Student Services

Karen Thompson, M.Ed.  
Director of Academics and Career  
Readiness

49 School Street, P.O. Box 27 | Hinsdale, NH 03451 | 603-336-5728 | [www.hnhsd.org](http://www.hnhsd.org)

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Justin Therieau  
Director of Technology  
August Technology Report

Hinsdale School Board,

The technology department is nearing the end of the laptop cleanup that has become normal for the summer time. Connor Martin has worked hard to get us ready this early in the summer. We will soon begin working on our logistical plan for deployment of the laptops to students and staff when the new year begins.

There have been several changes to configurations of our server infrastructure. Many of these are enhancements that need to be done during downtime and was not feasible during the school year. Some of these were the final pieces of the recovery from the ransomware attack last year.

The technology department has provided support and training for the new principals and facilities director. We are expanding our training offerings for new and returning staff and look forward to assisting our staff with further utilizing the tools we have.

We have assisted with the switch to and integration of Bright Arrow, our new emergency and public notification system. Training is being provided to our staff by Bright Arrow and then our department as a supplement.

We look forward to the return of our staff and then our students to start another wonderful year.



# BOARD BUSINESS

August 2024 (2 days)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	O	O	O
PD	PD	PD	29	30

September 2024 (20 days)				
M	T	W	T	F
X	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2024 (22 days)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
X	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2024 (14 days)				
M	T	W	T	F
				Q
4	5	6	7	CONF
X	12	13	14	15
18	19	20	21	22
PD	PD	X	X	X

December 2024 (15 days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
X	X	X	X	X
X	X			

January 2025 (21 days)				
M	T	W	T	F
		X	2	3
6	7	8	9	10
13	14	15	16	17
X	21	22	23	Q
27	28	29	30	31

February 2025 (14 days)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
X	18	19	20	21
X	X	X	X	X

March 2025 (20 days)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
PD	18	19	20	21
24	25	26	27	28
31				

April 2025 (17 days)				
M	T	W	T	F
	1	2	3	Q
7	8	9	10	11
14	15	16	17	18
X	X	X	X	X
28	29	30		

May 2025 (21 days)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
X	27	28	29	30

June 2025 (14 days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	Q	PD
S	S	S	S	S
30				

KEY				
O = Orientation for New Staff & Mentors				
X = No School				
PD = Professional Development Day				
CONF = Parent – Teacher Conference				
Q = End of Quarter				
S = Potential Snow Day Make-Up				

August – January = 94 days

February – June = 86 days

180<sup>th</sup> Day = June 19<sup>th</sup>

- Aug. 21 – 23 New Staff & Mentors
- Aug. 26 – 28 Professional Development
- Aug. 29 First Day of School
- Sept. 2 Labor Day
- Oct. 14 Columbus Day
- Nov. 8 Parent Teacher Conference

- Nov. 11 Veteran’s Day
- Nov. 25-26 Professional Development
- Nov. 27 - 29 Thanksgiving Break
- Dec. 23 - Jan. 1 Holiday Break
- Jan. 20 Martin L. King, Jr. Civil Rights Day
- Feb. 17 Washington’s Birthday

- Feb. 24 - 28 Winter Break
- Mar. 17 Professional Development
- Apr. 21 – 25 Spring Break
- May 26 Memorial Day
- Jun. 20 Professional Development
- Jun. 23-27 Potential Make-up Days

## NOTES

another pre-determined college-level mathematics course.” These courses may be offered to students in grades 11 or 12, and can be taken through the concurrent dual enrollment program for college credit.

### VI. Discrimination Based on Hairstyles

New Hampshire law prohibits discrimination in public schools based on “age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, or national origin[.]”<sup>22</sup> It also affords “any person” a private cause of action against the school or school district for claims of discrimination. House Bill 1169 amends RSA 193:38 (the law relative to discrimination in public schools) to clarify that its prohibition on racial discrimination also applies to “immutable traits associated with race, including “hair texture and protective hairstyles ....”<sup>23</sup> The law defines “protective hairstyles” as “hairstyles or hair type, including braids, locs, tight coils or curls, cornrows, Bantu knots, Afros, twists, and headwraps.”<sup>24</sup>

The bill also amends the law relative to workplace discrimination to prohibit employers from discrimination based on “protective hairstyle,” as defined above. Like individuals claiming discrimination by public schools, employees are now afforded a private cause of action against the employer for discrimination based on wearing a protective hairstyle.

As House Bill 1169 goes into effect September 1, 2024, school districts should review and update their nondiscrimination policies for students and employees as soon as possible. In addition, we recommend reviewing any applicable dress code policies to ensure compliance with this new law.

### VII. Required Designations for School Holidays

In addition to amending laws relative to government and civics, House Bill 1014 amends the state chapter on holidays to require that public schools and local governments use the holiday’s statutorily designated title in official communications, publications, and documents.<sup>25</sup> The statutorily designated holidays are as follows:

- Martin Luther King, Jr. Civil Rights Day;
- Washington's Birthday;
- Memorial Day;

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<sup>22</sup>RSA 193:38. See also RSA 354-A.

<sup>23</sup>N.H. Laws of 2024, Chapter 117, Section 1 (amending RSA 193:38).

<sup>24</sup>*Id.*

<sup>25</sup>N.H. Laws of 2024, Chapter 182, Sections 2-3 (amending RSA 288:4 and RSA 31).



## NOTES

- Independence Day;
- Labor Day;
- Columbus Day;
- Veterans Day;
- Thanksgiving Day; and
- Christmas Day.

The most notable impact of this new law may be the mandate that school districts alter any official publications referring to Indigenous Peoples' Day in place of Columbus Day. Given the lack of recorded legislative discussion on this portion of House Bill 1014, however, it is unclear whether this mandate was intentional. This bill goes into effect September 10, 2024.

### **VIII. Military Families**

#### **A. Witness Fee Reimbursement for Pro Se Parents Who Prevail in Special Education Hearings**

House Bill 1382 amends RSA 186-C:16-a, the law relative to special education hearing officers, to authorize the reimbursement of witness fees for parents who are members of the armed forces and represent themselves in special education impartial due process hearings, provided they prevail in the hearing.<sup>26</sup> The bill specifies that the Department of Education is responsible for reimbursing these witness fees when the hearing officer rules in favor of the self-represented parent. Evidently, this legislation is not applicable when the hearing officer rules in favor of the school district. The act went into effect July 19, 2024.<sup>27</sup>

#### **B. Interstate Compact on Educational Opportunity for Military Children**

In 2014, the New Hampshire legislature adopted the Interstate Compact on Educational Opportunity for Military Children, RSA 110-D:1. This Compact was entered into in order to "remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents..."<sup>28</sup> The goal of the Compact was to provide as much consistency as possible with other states relative to school policies and procedures, while honoring the existing laws that govern public education in New Hampshire. The Compact addresses issues such as education records,

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<sup>26</sup>N.H. Laws of 2024, Chapter 24, Section 1 (amending RSA 186-C:16-a).

<sup>27</sup>*Id.* at Section 2.

<sup>28</sup>RSA 110-D:2.

## AC - NON-DISCRIMINATION

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

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

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

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

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

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

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

### **C. USDA Non-Discrimination Statement**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Form AD-3027](#) (linked tested 2024/5/9), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address,



telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

**Mail:**

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;

**Fax:**

(833) 256-1665 or (202) 690-7442; or

**Email:**

Program.Intake@usda.gov

**D. Policy Application.**

This Policy is applicable to all persons employed or served by the District. It applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board policy JICK, Pupil Safety and Violence Prevention. Examples of sites and activities include all District buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

**E. District Anti-Discrimination Plan.**

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

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

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

**F. Human Rights or Non-Discrimination, Title IX, 504 and other Coordinators or Officers.**



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

Human Rights Officer, Director of Student Services

Title IX Coordinator, Business Administrator

504 Coordinator, Director of Student Services

The Appendix will also include current contact for relevant state and federal agencies including:

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

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

N.H. Human Rights Commission

N.H. Department of Justice, Civil Rights Unit

N.H. Department of Education, Commissioner of Education

#### **G. Complaint and Reporting Procedures.**

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy ACAC;
2. Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy ACAC;

3. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE, except for complaints regarding facilities accessibility by students, employees, or other persons which should be made under Board policy KED;
4. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK;
5. Reports or complaints of discrimination based upon protected classes relative to any of the District's food and nutrition services (FNS) programs (school lunches, etc.) should be made under Board policy ACF, unless the alleged discriminatory conduct relates to a class identified in Sections A or B, but not in C.

#### **H. Alternative Complaint Procedures and Legal Remedies.**

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

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

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

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

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

#### **I. Retaliation Prohibited.**

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

#### **J. Administrative Procedures and Regulations.**

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

#### **K. Notice of Compliance.**

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

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Revised 2024

**District Policy History:**

*First reading:* February 12, 2020

*Second reading/adopted:* March 11, 2020

***District revision history: Revised for August 14, 2024***

**Legal References:**

RSA 186:11, XXXIII	Discrimination
RSA 193-F	Student Safety and Violence Protection
RSA 193:38	Discrimination in Public Schools
RSA 275:71	Prohibited Conduct by Employer
RSA 275:78-83	Policies Relating to Nursing Mothers
RSA 354-A	State Commission for Human Rights
20 U.S.C. 1681, et seq.	Title IX of the Education Amendments of 1972
20 U.S.C. § 1400-1417	Individuals with Disabilities Act (IDEA)
29 U.S.C. § 794	Rehabilitation Act of 1973 (Section 504)
29 U.S.C. 621, et seq.	The Age Discrimination in Employment Act of 1967
29 U.S.C. 705	The Rehabilitation Act of 1973 (Definitions)
42 U.S.C. § 2000c	Title IV of the Civil Rights Act of 1964
42 U.S.C. 12101, et seq.	Title II of the Americans with Disabilities Act of 1990
42 U.S.C. 2000d, et seq.	Title VII of the Civil Rights Act of 1964
42 U.S.C. 2000gg	Pregnant Worker Fairness Act ("PWFA")
42 U.S.C. 218d	Pump for Nursing Mothers Act ("Pump Act")



## **ACE - PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF 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 persons with disabilities, 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. The Director of Student Services is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of disabled students or any disabled 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 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

***District revision history: Revised for August 14, 2024***

## **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 c; (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: **Reviewed and updated for August 14, 2024.***

#### **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
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## **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.

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

**"E-cigarette"** means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that *may or may not contain* nicotine or *e-liquid*. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

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

**"Liquid nicotine"** means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

**"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.

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

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

**C. Employees**

No employee shall use any tobacco product, 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.

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

**D. All other persons**

1. 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 building or vehicle, or anywhere on school grounds maintained by the District.
2. Additionally, no person, including, without limitation, students or employees (as defined above), may sell, give or furnish tobacco products, e-cigarettes, or e-liquid to any person under 21 in or upon any school facility.
3. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

**E. Implementation and Notice - Administrative Rules and Procedures.**

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures

relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

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

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**District Policy History:**

*First reading: November 14, 2019*

*Second reading/adopted: December 12, 2019*

***District revision history: Revised for August 14, 2024***

**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

***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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## **DK - PAYMENTS, CHECKS & MANIFESTS**

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

All payments of District funds must be authorized by the District Treasurer. However, pursuant to RSA 197:23-a, the Treasurer shall authorize any payment upon order of a majority of the School Board or upon orders of two or more members of the School Board whom a majority of the Board has empowered to authorize payments.

Moneys drawn on the District's general fund or any special fund (with the exception of an activity fund) will require the signature of the Treasurer. Payments drawn on activity funds will require dual signatures from the building principal or assistant principal. The activity advisor shall not be an authorized signor.

All payments or disbursements involving Federal Grant Funds, shall comply with the provisions of Board Policy [DAF](#) through [DAF-11](#).

Electronic signatures, including, e.g. computer generated signatures, may only be used as provided under Board policy [EHAC](#). Electronic or digital payments may be made after approval or pre-approval by the Board and by the Treasurer.

Functions of the Treasurer may be carried out in the Treasurer's absence by a duly appointed Deputy Treasurer or Acting Treasurer. The Treasurer is authorized to delegate approval authority to the Business Administrator to make payroll related electronic payments, provided such payments have been previously authorized by the School Board.]

The Board strictly prohibits any person from signing a blank check, and physical (paper) checks will be pre-numbered.

*First Reading of the Hinsdale School board September 10, 2020*

*Final Reading of the Hinsdale School Board October 8, 2020*

### **Legal Reference:**

*RSA 197:23-a, Treasurer's Duties*

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

***District revision history: Revised for August 14, 2024***



## **EBB - SCHOOL SAFETY**

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

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. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. While the comprehensive safety program need not be a single consolidated document, it should include:

- A. The District-wide Crisis Prevention and Response Plan prepared under policy EBCA, which, in turn, includes the site-specific Emergency Operations Plan for each school (see also RSA 189:64 and policy EBCA);
- B. The Sports Injury Emergency Action Plan prepared under policy JLCJA;
- C. The District Communication Plan EG; and
- D. The School Bus Safety Program established under policy EEAE.

Additionally, to the extent not included in the above specific Board directed plans, the Superintendent will address the following areas of emphasis in the comprehensive safety plan:

1. Procedures that address the supervision and security of school buildings and grounds. See also policy ECA.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities. See also policy JLIA.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities. See also policies KI and KFA.
4. Training programs for staff and students in crisis prevention and management. See policy EBCA.
5. Training programs for staff and students in emergency response procedures that include practice fire and all hazard drills as required by law and Board policy EBCB.
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. See also policy EBCC.

7. Procedures and training to implement employee and work-place safety per Board policy [EB](#).
8. 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.
9. Procedures for safe, confidential reporting of security and safety concerns at each school building.
10. 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. See also policy ECA.
11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy [JKAA](#).
13. 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.
14. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department. of Education and the School Board as required under RSA 193-D:4.

Whenever the Superintendent delegates tasks relating to the above to other District personnel, that delegation should be recorded in a manner readily accessible to others in the instance of the Superintendent's absence or departure.

Each Principal shall be responsible for the supervision and implementation of components of the safety programs in his/her school, inclusive of 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.

Legal References:

RSA 193-D, Safe School Zones

RSA 193-F, Pupil Safety and Violence Prevention

Revised 2024

RSA 281-A:64, Worker's Compensation, Safety Provisions; Administrative Penalty  
N.H. Dept. of Education Administrative Rule - Ed. 306.04(a)(2), and 306.04(d), Promoting  
School Safety

***Revision History:* Revised for August 14, 2024**



## **EBBD - INDOOR AIR QUALITY & WATER QUALITY**

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

**A. Indoor Air Quality.** 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 of eliminating emissions, building principals are directed to annually investigate, and report to the Superintendent/designee, 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.

**B. Water Quality and Access.** The Board directs the Superintendent/designee to take measures to limit lead exposure in school drinking water and ensure compliance with RSA 485:17-a, III, and consistent with regulations and guidance of the N.H. Departments of Environmental Services and of Education. Water stations in school buildings shall be installed in accordance with Ed Rule 321.18(h) relative to the number of drinking fountains required.

The Superintendent/designee will make recommendations to the Board for any modifications that involve expenditures greater than \$5,000.00.

### Legal References:

RSA 200:11-a, Investigation of Air Quality

RSA 200:48, Air Quality in Schools

RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities

NH Code of Administrative Rules, Section Ed. 306.04(a)(24), Air Quality in School Buildings

NH Code of Administrative Rules, Section 306.07(a)(4) and 306.07(b), School Facilities

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

***Revision History: Revised for August 14, 2024***

# **EEAEA - MANDATORY DRUG AND ALCOHOL TESTING - SCHOOL BUS DRIVERS AND CONTRACTED CARRIERS**

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

## **1. Statement of Policy**

The School Board believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the vehicle.

This policy applies to two categories of drivers:

- a. school bus drivers (see RSA 189:13-b; 263:29 & 29-a);
- b. “contracted carriers”: drivers of vehicles designed to transport 16 or more passengers, including the driver, which are a contract carrier of passengers that has been contracted by the school (see RSA 376:2).

Each driver, as well as others who perform safety-sensitive functions with commercial vehicles that transport students, must be mentally and physically alert at all times while on duty. To that end, the Board has established this policy related to the fitness for duty of transportation personnel.

The Superintendent/designee shall adopt and enact any procedures necessary or appropriate to assure compliance with applicable state and federal laws and regulations.

## **2. Medical Examination of School Bus Operators**

In accordance with RSA 200:37, before employing any person as a school bus driver, directly or through a vendor, the District shall require that such persons submit a certificate signed by a licensed physician setting forth the physician’s findings as a result of the examination to determine the physical condition of drivers in accordance with the requirements of 49 C.F.R. Part 391.41-391.49. Such certificate shall be submitted to the District prior to the commencement of such employment and the District shall retain a copy of such certification. Every 2 years thereafter, either prior to the commencement of the school year or prior to the reemployment of such persons as a school bus driver, the School District shall require submission of a like certificate, except that school bus operators attaining the age of 70 shall be required to undergo an annual examination and to submit a certificate annually. *This provision does not apply to contracted carriers.*

## **3. Certification**

No person shall be employed as a school bus driver, directly or through a vendor, unless the person has received a School Bus Driver’s Certificate from the NH Department of Motor Vehicles as required by RSA 263:29.

Contracted carriers shall comply with all applicable provisions of RSA 376:2, as well as have a valid commercial driver’s license and operate a vehicle with a valid state inspection sticker.

## **4. Criminal Background Investigation**

Before employing any person as a school bus driver, directly or through a vendor, or as a contracted carrier, the School District shall require a criminal background investigation as set forth in RSA



189:13-a and School District policy GBCD. For a school bus driver employed directly by or who volunteers for the District, then the employee will pay for the investigation. If the District contracts with a vendor to provide transportation services, either the vendor or the driver will pay for the investigation at the discretion of the vendor.

### **5. Mandatory Drug and Alcohol Testing**

In compliance with the United States Department of Transportation's Title 49 Code of Federal Regulations, Part 391, all commercial driver's license holders and personnel performing safety-sensitive functions related to the transportation of the students of this School District will be required to submit to drug and alcohol testing. Testing procedures and facilities used for the tests shall conform to the requirements of the 49 C.F.R. Part 40. The District and any transportation contractor transporting students on behalf of the District shall utilize the Drug and Alcohol Clearinghouse to comply with all requirements for drug and alcohol testing and reporting, in accordance with 49 C.F.R. Parts 382 and 391.

The term "CDL holder" means someone who is required as part of their job duties to hold a Commercial Driver's License. The term "safety-sensitive function" refers to all tasks associated with the operation and maintenance of commercial vehicles. A "commercial vehicle" is any vehicle capable of carrying 16 or more passengers including the driver.

If the School District employs the transportation personnel directly, the District will be responsible for ensuring compliance with the Mandatory Drug and Alcohol Testing requirements. If the School District contracts with a vendor to provide student transportation services, the vendor shall be the employer and provide assurance to the District on an annual basis that they are in compliance with the Mandatory Drug and Alcohol Testing requirements.

The Drug and Alcohol Testing will include pre-employment, random, reasonable suspicion and post-accident testing as defined by Department of Labor Regulations. The School District supports a zero tolerance policy related to substance abuse. Therefore any personnel who have a confirmed positive test for drugs or a confirmed alcohol concentration of 0.021 or greater will be terminated from employment.

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

***Revision History:*** Reviewed and approved by the Hinsdale School Board February 11, 2009  
***Revised for August 14, 2024***

## **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

NH Department of Education Administrative Rules, Section Ed 306.04(a)(23)

NH Department of Education Administrative Rules, Section Ed 306.11(g), (h)

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

***Revision History: Revised for August 14, 2024.***

## **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, GBEBD, 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 (i.e., “PII”) 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.

Cybersecurity Incident – an occurrence that actually or potentially jeopardizes the confidentiality, integrity, or availability of an information system or the information processes, stores, or transmits, if that constitutes a violation or imminent threat of violation of security policies, security procedures, or acceptable use policies.

### **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.
- (f) A provision that students participating in career exploration or career technical education may, **with written parental consent**, register for technology platforms and services to be used as part of the student's approved program of study, which require the provision of personally identifiable information. Copies of written parental consent shall be retained as part of a student's educational record.

The Data Governance Plan shall include standards and provisions that meet or exceed the standards set forth in the N.H. Dept. of Education's *Minimum Standards for Privacy and Security of Student and Employee Data*.

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.



Notwithstanding the prohibition on the use of applications, etc. that store, collect or share personally identifiable information concerning a student ("PII"), students participating in career exploration or career technical education may, **with written parental consent**, register for technology platforms and services to be used as part of the student's approved program of study, even if said platforms and services require the collection, storage and sharing of the student's PII. Use of these platforms and services is subject to the conditions set forth in B.1(f), above, and related provisions of the Data Governance Plan. The written parental consent forms shall be retained as student records.

#### **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.

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#### **District Policy History:**

*First reading: December 12, 2018*

*Second reading/adopted: January 9, 2019*



Revised 2024

*Reaffirmed:*

*June 8, 2022*

*June 13, 2023*

*May 8, 2024*

***District revision history: Revised and updated for August 14, 2024.***

**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 \* Data Inventory and Policies Publication*

*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*

**District revision history: Revised for August 14, 2024**

## **GBCD - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK**

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

**Related Policies: EEAE, EEAEA, GBCE, GDF & IJOC**

To help assure the safety of District students, it is the policy of the Hinsdale School Board that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with - or supervision of - students, that the administration conduct proper investigation into such person's background, including, without limitation, a criminal history records check under RSA 189:13-a – 189:13-c.

**A. Definitions.** As used in this policy:

1. **"Applicant"** shall mean and include an applicant for employment or any person seeking to serve in any position falling within the term "Covered Person" as defined below, who is selected by the District for further consideration for such position.
2. **"Background investigation"** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
  - a. The applicant/covered person is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform, and
  - b. The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible or unsuitable for employment or service in the district.
3. **"Conditional offer of employment"** means an offer of employment extended to a selected Applicant subject to a successfully completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **"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:
  - a. cafeteria workers,
  - b. school bus drivers,
  - c. custodial personnel,
  - d. any other direct service or services to students of the district or charter school.
5. **"Covered Person"** shall mean every employee, stipend position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any applicant/person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of "Designated Volunteer" below are considered "Covered Employees". See Board policy IJOC for additional provisions relating to all volunteers. All Covered Persons are required to undergo training as provided in Board policy GBCE.

6. **“Criminal History Records Check” or “CHRC”** means a criminal history records inquiry under RSA 189:13-a – 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.

7. **“Designated Volunteer”** is any volunteer who:

- a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, field trip chaperone);
- b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);
- c. Meets with students on a one-on-one basis; OR
- d. Any other volunteer so designated by the School Board or Superintendent.

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a “Designated Volunteer”, subject to any additional rules or procedures established by the Superintendent.

8. **“Educator Candidate”** means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the District for a different purpose (e.g., Methods, etc.).

9. **“Section V Offense(s)”** are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current of offenses may be accessed at: <http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

**“Non-Section V Offenses”** are all other crimes offenses, whether felonies or misdemeanors.

10. **“Designee”** shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of human resources, the personnel director, the business administrator or the finance director.

**B. Background Investigation.** The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy, including but not limited to reviewing the most recent NHED List of Revoked & Suspended Credentials. The Superintendent may assign the Background Investigation (but not the CHRC) to someone other than Designee but shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, student teacher, or a Designated Volunteer to work or serve within the District. For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. All decisions regarding employment and the pre-employment process shall conform to the District’s Anti-Discrimination and Equal Opportunity policy, AC.

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 until notified that



s/he will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C, below.

General record of completion of a Background Investigation (but not copies of the results of a CHRC) shall be retained in an employee's personnel file and retained pursuant to the District's Record Retention Schedule EHB-R.

- C. False Information.** 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, withdrawal of any offer of employment, or immediate discharge from employment.

**D. Criminal History Records Check.**

- 1. General.** As part of the District's Background Investigation, each Applicant must submit to a Criminal History Records Check ("CHRC") through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a Conditional Offer of Employment, or begin service in the District, until the Superintendent, or his/her designee, has initiated a CHRC.

The Applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person and will not be considered for the position.

- 2. Special Provisions for Educator Candidates, Bus Drivers & Bus Monitors and Substitutes.**

**a. Educator Candidate.** Educator Candidates who are placed in the District as a student teacher shall undergo a CHRC prior to beginning in the District. For Educator Candidates in the District under a status other than student teacher (e.g., observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.

**b. Bus Drivers and Bus Monitors.** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education ("NHED"). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.

- 3. Results of Criminal History Records Check.** The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or Designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.
- 4. Pending Charges or Convictions for Section V Offenses.** If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a

violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent's Designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or as otherwise directed by NHED.

- 5. Non-Section V Offenses and/or Past Charges of Section V Offenses.** If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense, or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or Designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or Designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant's suitability for the position sought with student safety being the priority consideration. (Circumstances the Superintendent should consider, include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought).

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board.

Pursuant to regulations of the United States Dept. of Justice, and RSA 189:13-a, the Superintendent may NOT share with the Board information directly gleaned from the CHRC regarding specific criminal charges, arrests, convictions etc., but may share the fact that s/he is nominating a person whose background investigation revealed information requiring the Superintendent to apply the criteria established by the Board in the preceding paragraph.

- 6. Fees for Criminal History Records Check.** Any applicant for whom the Board requires a CHRC check, or, in the instance of third-party contractors/organizations, the Covered Person's employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.
  - 7. Additional Criminal Records Checks.** To the extent permitted by law, the Superintendent or Designee may require a CHRC of any Covered Person at any time after hire or appointment to a position within the District.
- E. Conditional Offer of Employment.** Applicants 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 Investigation and CHRC, and a determination that there are no disqualifying pending charges or convictions.

Any Applicant 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 is entirely conditioned upon the results of a CHRC and Background Investigation being satisfactory to the District.



- F. Final Offer of Employment.** No Applicant shall be extended a final offer of employment or be allowed to serve/provide services in the District if such person has charges pending or has been convicted of any Section V Offense; 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.

An Applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of CHRC and Background Investigation,

- G. Administrative Protocols/Procedures.** The Superintendent is authorized to establish written protocols for background investigations, and such protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional specific disqualifying misdemeanor or felony convictions or charges (e.g., prostitution, theft, etc.) in addition to the Section V Offenses.
- H. Contractor and Vendor Provisions.** The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete CHRCs and Background Investigations as required under this policy, as well as training and information relative to child sexual abuse prevention as required under RSA 189:13-a, XII and policy GBCE.
- I. Training of Superintendent/Designee.** The Superintendent or any Designee shall complete such training relative to the reading and interpretation of criminal records as required by NHED.
- J. Reports of Criminal Offenses Post-Hire or Commencement of Service.** When the District receives a notification of a Covered Person being charged with or convicted of a Section V Offense 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 immediate discharge. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the Covered Person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall report to the New Hampshire Department of Education pursuant to section 510.05 of the Code and Board policy GBEAB – Mandatory Code of Conduct Reporting.

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**District Policy History:**

*First reading: 9/14/2022*

*Last revised: 8/14/2024*

*Second reading/adopted: 10/12/2022*

*Reviewed/reaffirmed: \_\_\_\_\_*

*Other district policy history: \_\_\_\_\_*

**Legal References:**

RSA 189:13-a, School Employee and Designated School Volunteer Criminal History Records Check  
RSA 189:13-b, School Bus Driver and Transportation Monitor Criminal History Records Check  
Code of Conduct for New Hampshire Educators



## **GBEC/ADB 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: ADB***

***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 in writing 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 workplace, 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 c; (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: January 9, 2019*

*Second reading/adopted: February 13, 2019*

***District revision history: Revised for August 14, 2024***

**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



**GBED /ADC/ JICD PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E- CIGARETTES AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS**

*Category: Priority/Required by Law*

*Identical policies: ADC & JICD*

*Related policy: IHAMA*

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

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

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

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

**"E-cigarette"** means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that *may or may not contain nicotine or e-liquid*. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

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

**"Liquid nicotine"** means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

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

**B. Students**

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

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

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

**C. Employees**

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

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

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

**D. All other persons**

1. No visitor, contractor, vendor or other member of the public, shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.
2. Additionally, no person, including, without limitation, students or employees (as defined above), may sell, give or furnish tobacco products, e-cigarettes, or e-liquid to any person under 21 in or upon any school facility.
3. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, e-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

**E. Implementation and Notice - Administrative Rules and Procedures.**

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

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

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

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**District Policy History:**

*First reading: January 15, 2020*

*Second reading/adopted: February 12, 2020*

***District revision history: Revised for August 14, 2024***

**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*

*RSA 126-K:8, Youth Access to and Use of Tobacco Products, Special Provisions*



## **GCO -TEACHER PERFORMANCE AND EVALUATIONS**

*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 Re-nominated or Re-elected

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 2011

Revised: July 1998, May 2006

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

Final reading of the Hinsdale School Board 04-11-12

***Revision History: Revised for August 24, 2024***

## JICA - STUDENT DRESS CODE

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

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The responsibility for the appearance of the students rests with the parents and the students themselves. Parents have the right to determine each student's dress, providing that such attire complies with the health code of the State of New Hampshire and does not interfere nor disrupt the educational process of the school.

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Building principals are authorized to issue regulations to implement this policy, provided that such regulations are approved by the Superintendent.

### **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.

### **Additional information for Middle High School Students:**

At Hinsdale Middle High School we value individuality, we encourage students to exercise self-respect, we expect members of our community to look beyond appearances, we condemn the idea of shaming and/or objectifying others, and we endeavor to support students in making good choices and being prepared for their day. As school is a professional environment, it is expected that clothing will be neat, clean, modest, and appropriate. To assist in your judgment, be advised that all attire must abide by the following criteria:

1. Non-offensive: Phrases that are sexual in nature, or that refer to a person's ethnic, national origin, religious belief, sexual orientation, or disability in a derogatory way are not permitted.
2. Modest: Undergarments may not be worn as clothing. Strapless tops are not considered acceptable for school. Pants and shorts should be worn at the waist.
3. Professional: Property or attire that advertises drugs, alcohol, tobacco, sex, violence and/or any illegal substance is not acceptable. Attire that exhibits vulgar or offensive language or symbols, including ironic expressions meant to poke fun at serious topics, are not permitted.
4. Safety: Anything that compromises the safety of others should not be worn. Barefeet are not allowed in school. Also, students are required to wear protective clothing, eye

protection, appropriate athletic gear, and other specialty requirements as deemed appropriate by specific classes.

Rationale:

School Dress Codes Aren't Fair to Everyone, Federal Study Finds (edweek.org)

The Movement Against Sexist and Discriminatory School Dress Codes - The Atlantic

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

***District revision history: Revised for August 14, 2024***



## **JLCF- DISTRICT WELLNESS POLICY**

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

*Related Policies: EF, IMAH, JLC, & JLCI*

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

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

### **I. DISTRICT WELLNESS COMMITTEE**

The Superintendent will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

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

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

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

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, each Building Wellness Coordinator, parents, students, physical education teachers, health education teachers, school counselors, school administrators, a school board member, outside health professionals, individual school building representatives, and members of the public.

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

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

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

### **A. Implementation Plan**

- Principals or their designee, will ensure that a coordinated effort exists within their schools to implement and monitor compliance with this wellness policy.
- The teachers and parents will be provided with appropriate communications and educational opportunities to better understand the requirements for compliance with this wellness effort.
- The District wellness team will establish a plan for implementation and evaluation of this wellness policy, and will evaluate data and measure compliance to the policy. The wellness team will provide a written report annually on compliance to the District Superintendent by the end of the school year.

### **B. Annual Notification of Policy**

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

### **C. Triennial Progress Assessments**

Every three years, the Administrative Team will assess:

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

The Wellness Committee will make recommendations to update the District 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 Board will review and act upon such assessments as required or as the Board deems appropriate.

### **D. Recordkeeping**

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;



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

#### **E. Community Involvement, Outreach and Communications**

The District will 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/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

### **III. NUTRITION**

#### **A. School Meals**

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

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

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

#### **B. 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 school nutrition professionals, which may be found at:

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



### **C. Water**

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

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

1. Are made of material that is not easily breakable (i.e., glass bottles are prohibited);
2. Have lids to prevent spills; and
3. Are filled exclusively with water

School Principals may discipline students for the misuse of water bottles, consistent with Board policy JICD.

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

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

*<https://www.fns.usda.gov/school-meals/smart-snacks-school>*

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

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*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.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line.

Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

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

#### **E. Celebrations and Rewards**

Foods offered during the school day on the school campus will include foods that meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The District's School Nutrition Services and/or Nursing staff will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

#### **F. Food Sale 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. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

#### **G. Nutrition Promotion**

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 include.

- Implementation of at least 2 or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:

*<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>*

- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:



*<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>.*

#### **H. Nutrition Education**

The District will teach, model, encourage and support healthy eating by all student

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in each school cafeteria, or each room in which students regularly eat their lunches.
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- 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.

#### **IV. PHYSICAL ACTIVITY**

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

##### **A. Classroom Physical Activity Breaks**

In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District



recommends teachers provide short 3-5-minute physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

#### **B. Before and After School Activities**

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

#### **C. Walking and Biking to School**

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

### **V. OTHER ACTIVITIES TO 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.

### **VI. 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).

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#### **District Policy History:**

*First reading: April 14, 2021*

*Second reading/adopted: May 12, 2021*

**District revision history: Revised for August 14, 2024**

#### **Legal References:**

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

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

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

*The Healthy Hunger-Free Kids Act of 2010*

*7 C.F.R 210, National School Lunch Program*

*7 C.F.R 220, School Breakfast Program*

*RSA 189:11-a, Food and Nutrition Programs*

*N.H. Dept. of Education Administrative Rule – Ed 306.04 (a)(20), Wellness*

*N.H. Dept. of Education Administrative Rule – Ed 306.11 (g), Food and Nutrition Services*

*N.H. Dept. of Education Administrative Rule – Ed 306.38 (b)(1)b, Family and Consumer Science  
Education Program (middle schools)*

*N.H. Dept of Education Administrative Rule – Ed 306.40, Health Education Program*

**Job Title:**        **MULTI-TIERED SYSTEM OF SUPPORT (MTSS-READING) COORDINATOR, HINSDALE ELEMENTARY SCHOOL**

**Job Goal:**        The MTSS-Reading (MTSS-R) Coordinator plays a pivotal role in shaping the literacy foundation of our students. They will be instrumental in overseeing reading intervention programs and facilitating professional development as they guide implementation of the essential elements of MTSS-R. Working closely with the Title 1 Program Manager, teachers and Title I staff, the coordinator will guide implementation of multi-tiered systems of support for literacy that are engaging, effective, evidence-based and rooted in the Science of Reading. They will be responsible for collaborating closely with the district Curriculum Coordinator/Title I program manager, building administrators, educators, support staff, families, and students to establish, implement, and continuously improve the essential elements of MTSS-R. This position is an integral part of a greater team and requires flexibility, out-of-the-box thinking, and strong collaborative skills.

**Qualifications:**

- Minimum of five years' experience as an elementary teacher.
- Demonstrated success in implementing practices related to a multi-tiered system of support, including for instruction, curriculum development, and professional development.
- Demonstrated success in coaching and training staff in tiered systems of support for literacy and Science of Reading based practices.
- Experienced literacy and/or curriculum, instruction and assessment leader preferred.
- NH Reading and Writing Specialist (0037) certification preferred.
- Minimum of a bachelor's degree from an accredited college or university; master's degree in Reading/English Language Arts or Curriculum/Instruction with an emphasis in literacy instruction preferred.

**Reports to:**        Coordinator of Curriculum, Instruction and Assessment or designee

**Type of Position:**    195 days

**Wage:** Contract

**Hours per week:**

**Essential Core Values:**

- All students can learn at high levels and being student-centered is a driving core practice.
- Supporting all students' social, emotional, and intellectual growth is essential to nurturing academic success and well-being.
- Fostering collaboration and a sense of belonging and seeking different perspectives from many stakeholders are the building blocks of a vibrant school culture that leads to greater equity and educational success for all students.



**Responsibilities:**

- Tiered Intervention Planning: Collaborate with educators, administrators, and support staff to develop screening, assessment and tiered intervention strategies tailored to meet the diverse needs of students.
- MTSS-R Implementation: Lead the implementation, continuous improvement, and sustainability of the Multi-Tiered System of Support elements across all grade levels including the cohesion and continuity of instruction, assessment, and curriculum across universal instruction and tiered literacy supports.
- Coaching and Professional Development: Provide coaching and facilitate on-going embedded professional development for teachers and staff on MTSS-R principles, strategies, and best practices to ensure fidelity of implementation across all tiers.
- Assessment and Data Analysis: Coordinate the collection and analysis of student data to identify academic needs, use of screeners, various formative and summative assessment tools, and standardized tests as appropriate.
- Progress Monitoring: Establish systems for ongoing progress monitoring to assess the effectiveness of interventions and make data-driven decisions about student needs and intervention adjustments.
- Data Management and Reporting: Maintain accurate records of student interventions, progress monitoring data, and outcomes, and prepare reports to communicate progress and effectiveness of the MTSS program to stakeholders. Investigate, research, and implement new technologies that will assist in data collection and analysis, as available.
- Parent and Community Engagement: Develop and implement diagnostic approaches that foster partnerships with families and community stakeholders to support student success within the MTSS framework, including providing intervention strategies, resources, workshops, and information sessions.
- Collaboration and Coordination: Facilitate collaboration with the ELA leadership team, MTSS teams and other school/district staff.
- Continuous Improvement: Stay current with research, trends, and best practices related to MTSS and evidence-based interventions and use this knowledge to continuously improve the MTSS program and practices.
- Compliance and Accountability: Ensure compliance with state and federal regulations related to MTSS and Title 1 services and participate in program evaluation and accountability measures as required.
- Other related duties as assigned by the Curriculum Coordinator/Title I Program Manager or Principal.

**Knowledge, Skills, and Abilities**

- Skilled in implementing evidence-based practices for tiered literacy systems of support.
- Skilled in Science or Reading based pedagogy and practices. Knowledgeable in structured and systematic approaches to foundational literacy (e.g., LETRS).
- Skilled in coaching teachers and staff in effective use of strategies for supporting reading instruction across tiered systems of support.

- Skilled in differentiating instruction based on varied student learning needs, using diagnostic data to tailor instruction to meet the needs of the student(s).
- Skilled in delivering instruction that reflects multiple perspectives and multicultural education.
- Skilled in fostering a professional collaborative culture.
- Excellent organizational, communication, and data management skills.

**PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):**

**PRIMARY PHYSICAL REQUIREMENTS**

Lift up to 10 lbs.: Frequently required  
 Lift up to 25 lbs.: Occasionally  
 Lift 26 to 50 lbs.: Rarely  
 Lift over 50 lbs.: Rarely

CARRY up to 10 lbs.: Frequently required  
 CARRY 11 to 25 lbs.: Occasionally  
 CARRY 26 to 50 lbs.: Rarely  
 CARRY over 50 lbs.: Rarely

REACH above shoulder height: Occasionally  
 REACH at shoulder height: Frequently required  
 REACH below shoulder height: Frequently required  
 PUSH/PULL: Occasionally

**OTHER PHYSICAL CONSIDERATIONS**

Twisting: Occasionally  
 Bending: Occasionally  
 Crawling: Rarely  
 Squatting: Rarely  
 Kneeling: Rarely  
 Crouching: Rarely  
 Climbing: Rarely  
 Balancing: Rarely

**WORK SURFACES:** (describe)

Composite desk  
 Carpet/tile floors  
 Computer keyboard/screen

**DURING AN EIGHT HOUR DAY, EMPLOYEE IS REQUIRED TO:**

Consecutive hours	Total Hours
Sit: 2	5
Stand: 1	2
Walk: 1	1

**HAND MANIPULATION:**

Grasping: Occasionally  
 Handling: Frequently required  
 Torquing: Occasionally  
 Fingering: Frequently required

**Environment: Inside: 98% Outside: 2%**

Short Description: (Example: Work is performed inside and out of doors in an environment Which includes exposure to physical elements or a number of disagreeable working conditions.)

The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COGNITIVE AND SENSORY REQUIREMENTS:**

Talking:	Necessary for communicating with others.
Hearing:	Necessary for receiving information and instructions.
Sight:	Necessary to do job effectively and correctly.
Tasting & Smelling:	Smelling required to detect noxious fumes and odors.

**SUMMARY OF OCCUPATIONAL EXPOSURES:**

Bacterial and viral infections carried by children  
Cleaning products

**Special Conditions of Employment**

All employees must pass a criminal history background check.

I have reviewed this job description and am in acceptance of its parameters.

\_\_\_\_\_  
Employee signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources signature

\_\_\_\_\_  
Date



# CORRESPONDENCE

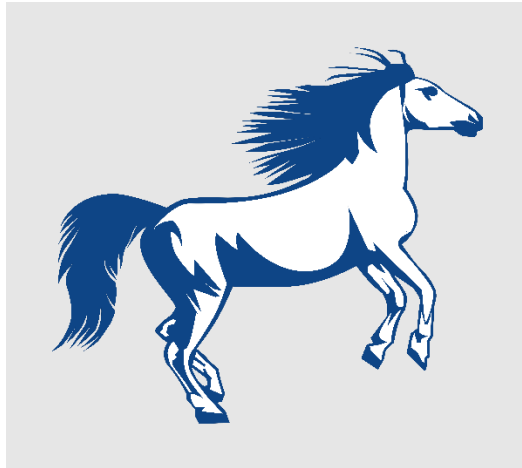
Dear Hinsdale School Board,  
Thank you for such a generous gift  
at my retirement. It is very much  
appreciated. In 1990 when I came  
to Hinsdale I would never have  
predicted my career would span  
34 years. The opportunities  
presented to me were boundless  
and I was able to do what  
I loved - work with kids.  
I am so grateful for everything.  
Thanks again,

Sincerely,

Joe

# Hinsdale School District

## Employee Handbook



**Welcome to the Hinsdale School District!**  
**Please take the time to read this Employee Handbook.**

Link to Hinsdale School District School Board Policy	Cover Page
Message from the Superintendent	Page 1
School Alert Notifications	Page 2
Staff Lists	Page 3
Calendar	Page 7
All Staff Responsibilities	Page 8
Hinsdale Elementary School Policy/ Information	Page 17
Hinsdale Middle High School Policy/ Information	Page 35
Hinsdale School District Suicide Prevention Plan	Page 60

### **School Board Policies**

Our School District policies are on our website and also accessible via this link:

<https://bit.ly/3Jq9Fvh>.



Dear Hinsdale School District Faculty and Staff:

**Our students can.**

This is what we believe, and this is what we want them to believe. Every day, our work needs to demonstrate this belief as a model for our students to grow and develop into responsible, productive, and successful citizens of the world. Whether choosing to enter college, work, trade schools, or the military, each Hinsdale student should be armed with a sense of confidence, resilience, and pride in themselves. It is up to us to provide learning experiences that help promote and develop these qualities with the understanding that it is very hard work. And, that is why we are in this field and, more specifically, why we are in Hinsdale. We believe we can do it.

This handbook is designed to provide clarity around the roles and responsibilities of everyone charged with building this belief in our kids and promoting our newly minted Portrait of a Learner. It is designed to give guidelines and guardrails so that everyone can contribute towards an efficient and highly functioning organization. As we all know, we hit speed bumps from time to time and not everything will go according to plan. Our work is to get over those bumps, together, and keep moving forward.

It is also important that you manage your self-care and ensure that you are finding balance between your commitment to our students and your world away from campus. Please familiarize yourself with those sections of the handbook that can contribute toward keeping yourselves healthy, informed, and connected. And, as always, if there is anything that seems unclear, not understood, or leaves you with questions, please feel free to reach out and ask.

Thank you for being a part of our team, and for making the commitment to do whatever it takes for all of our students to achieve at high levels. We are in this work together, no matter how difficult, and I am excited to be alongside each of you along the way.

Sincerely,

A handwritten signature in black ink that reads "David". The signature is stylized with a large, looped 'D' and a cursive 'avid'.

David Ryan, Ed.D.  
Superintendent of Schools

## **SCHOOL ALERT NOTIFICATIONS**

This year, we will use BrightArrow Technologies to contact staff and families in the event of a school closing or delay, or in case of an emergency.

**To receive school alerts via text, you must text the word YES to 79041.**

School closings due to weather are announced on the following as early as possible:

- WMUR-TV NH Channel 9
- WKNE (Monadnock Radio Group)
- WTSA-FM (96.7)
- WKVT-FM (92.7)

Please update your PowerSchool account with any changes to your contact information if you would like to receive school alerts.

## **SAFETY AND EMERGENCY INFORMATION**

Certain emergency situations will be addressed building wide based on the Emergency Drill Schedule others should be reviewed at the classroom level. It is important that a clear and consistent message is delivered to the general public and parents in an emergency. Due to that **ONLY** the Superintendent of Schools or their designee will speak to the media. No staff member is to offer information but direct any requests to the Superintendent. Likewise, NO staff member is to contact the media by any means (email, phone or cell phone) to convey information to outside sources during a crisis. **ALL employees are expected to remain calm and quiet in order to protect all the students. Pieces of information spread quickly as rumors can easily create a panic that could endanger everyone's safety.**

All staff must read and understand the emergency response plan for Hinsdale Elementary School. The plan is extensive, and the building principal will form a group to meet monthly to address emergency planning and training. The plan may be found in OneDrive. Parts of the plan are confidential, so for security purposes, do not share information with others unless they have a need to know.

**Reminder School Street is one way Monday Through Friday, year-round between 7:00 am and 6:00 pm.**

**Please exit via Prospect Street.**

**No Parking on the field side of School Street. Violators will be ticketed.**

## **District Staff**

Michelle Bemis	Occupational Therapist Asst.	336-5332 x7643	<a href="mailto:mbemis@hnhsd.org">mbemis@hnhsd.org</a>
Nate Boudreau	Facilities Director	336-5984 x7851	<a href="mailto:nboudreau@hnhsd.org">nboudreau@hnhsd.org</a>
Sara Donahue	HES Social Worker	336-5332 x7644	<a href="mailto:sdonahue@hnhsd.org">sdonahue@hnhsd.org</a>
Natalie Filipkowski	Occupational Therapist	336-5332 x7643	<a href="mailto:nfilipkowski@hnhsd.org">nfilipkowski@hnhsd.org</a>
Timothy Fleming	HMHS Social Worker	336-5984 x7844	<a href="mailto:tfleming@hnhsd.org">tfleming@hnhsd.org</a>
Jane Fortson, CPA	Business Administrator & Title IX Coordinator	336-5728 x7682	<a href="mailto:jfortson@hnhsd.org">jfortson@hnhsd.org</a>
Margit Foster	ESOL Teacher	336-5984 x7895	<a href="mailto:mfoster@hnhsd.org">mfoster@hnhsd.org</a>
Gretchen Higgins	Accountant	336-5728 x7687	<a href="mailto:ghiggins@hnhsd.org">ghiggins@hnhsd.org</a>
Laura LeClair	Student Services	336-5728 x7607	<a href="mailto:lleclair@hnhsd.org">lleclair@hnhsd.org</a>
	Administrative Assistant		
Connor Martin	Technical Support Specialist	336-5984 x7866	<a href="mailto:cmartin@hnhsd.org">cmartin@hnhsd.org</a>
Cheryl Momaney	Speech Pathologist	336-5332 x7646	<a href="mailto:cmomaney@hnhsd.org">cmomaney@hnhsd.org</a>
Maryanne O'Malley	HASP Director	336-5332 x7630	<a href="mailto:momalley@hnhsd.org">momalley@hnhsd.org</a>
Palak Patel	Curriculum Administrative Assistant	336-5332 x7629	<a href="mailto:ppatel@hnhsd.org">ppatel@hnhsd.org</a>
Katherine Quaassdorff	Speech Assistant	336-5332 x7642	<a href="mailto:kathyQ@hnhsd.org">kathyQ@hnhsd.org</a>
David Ryan, Ed.D.	Superintendent	336-5728 x7688	<a href="mailto:dryan@hnhsd.org">dryan@hnhsd.org</a>
Jeanne Sturges	Curriculum Coordinator	336-5332 x7645	<a href="mailto:jsturges@hnhsd.org">jsturges@hnhsd.org</a>
Miriam Tallman	SAU Office Assistant	336-5728 x7683	<a href="mailto:mtallman@hnhsd.org">mtallman@hnhsd.org</a>
Justin Therieau	Director of Technology	336-5984 x7850	<a href="mailto:jtherieau@hnhsd.org">jtherieau@hnhsd.org</a>
Karen Thompson, M.Ed.	Director of Academics & Career Readiness	336-5984 x7888	<a href="mailto:kthompson@hnhsd.org">kthompson@hnhsd.org</a>
Det. David Upton	School Resource Officer	336-5984 x7867	<a href="mailto:SRO@hnhsd.org">SRO@hnhsd.org</a>
Patricia Wallace, M.Ed., CAGS	Director of Student Services	336-5728 x7685	<a href="mailto:pwallace@hnhsd.org">pwallace@hnhsd.org</a>
Maria Webb	Executive Assistant to the Superintendent	336-5728 x7684	<a href="mailto:mwebb@hnhsd.org">mwebb@hnhsd.org</a>
<b>Maintenance &amp; Custodial Staff</b>			
Jordan Bean	Custodian		<a href="mailto:jbean@hnhsd.org">jbean@hnhsd.org</a>
Drew Cooper	Custodian		<a href="mailto:dcooper@hnhsd.org">dcooper@hnhsd.org</a>
Scott Debell	Custodian		<a href="mailto:sdebell@hnhsd.org">sdebell@hnhsd.org</a>
Christopher Grove	Custodian		<a href="mailto:cgrove@hnhsd.org">cgrove@hnhsd.org</a>
David Ricker	Maintenance		<a href="mailto:dricker@hnhsd.org">dricker@hnhsd.org</a>
Reginald Stanclift	Custodian		<a href="mailto:rstanclift@hnhsd.org">rstanclift@hnhsd.org</a>
Gunther Warren	Custodian		<a href="mailto:gwarren@hnhsd.org">gwarren@hnhsd.org</a>



### **Hinsdale Elementary School**

Kassandra Anderson	Grade Two
Rachel Andrews	Classroom
Meghan Bauer	Classroom
Kathy Bean	Registrar/Administrative Assist.
Christine Bowker	Fifth Grade
Morgan Braniff	School Counselor
Molly Bremner, Ed.D.	Principal
Pam Bressett	Grade 1
Debra Carrier	Kindergarten
Emma Case	Classroom
Penny Chagnon	Third Grade
Nicole Clark	Special Education
Myra Clevenger	Classroom
Mary Lynn Crosson	Nurse
Linda DeLong	Title One
Sara Donahue	Social Worker
Christine Dowley	Classroom
Brenda Ebbighausen	Administrative Assist.
Katie Elmer	Grade One
Stephen Fecto	Physical Education
David Fields	Special Education
Sherry Fisher	Classroom
Donna Foster	Grade Five
Daija Germain	Grade Four
Ellen Gomarlo	Title One
Elizabeth Gringeri	Behavior Interventionist
Amy Hemlow	Classroom
Jessica Jahne	Special Education
Dolores Keane	Title One
Brenda Kelly	Title One
Ann King	Grade Four
Lynn King	Grade Three
Roxann Leclair	Library Assistant
Jessica Mahoney	Music
Geraldine Meneses	Classroom
Lesley Parkinson	Classroom
Mary Jane Penfield	Title 1
Jean-Michael Pion	Grade Two
Crystal Puchol	Kindergarten

Jo Ryder	Title One
Paula Snide	Kindergarten
Meghan Stone	Classroom
Jennifer Taggart	Pre- School
Jennifer Towle	Art
Mary Wissman	Grade Four
Andy Woodcock	Title 1

### **Hinsdale Middle High School Staff**

Jill Beaman	MS Math
Timothy Benson	Art & Coding
Elizabeth Boggio	Grade 6
Sarah Burgess	MS Special Services Case Manager
Christina Carter	Life Skills
Aimee Castonguay	HS English
Teresa Chirichella	HS Science
Sally Clark	Receptionist
Tara Conway	HS Special Services Case Manager
Linda Deschenes	Classroom Paraprofessional
Theresa Diorio	MS English
Jessica Faloretti	HS Social Studies
Tim Fleming	Student Assistance Counselor
Calvin Forston	HS Math
William Fraser	Spanish & MS Social Studies
Julene Gilmore	Classroom Paraprofessional
Jessica Green	HS Special Services Case Manager
Brittany Howard	MS English
Peter Hughes	HS Math
Daniel Huntley	French
Alexis Johnson	HS Social Studies
Cathy Johnson	Registrar
Laura Kelsey	Classroom Paraprofessional
Ericka Kilelee	Administrative Assistant to the Principal
Kevin "Sam" Kilelee	ISS/Athletic Director/6th Grade PE
Kelly Kruse	Classroom Paraprofessional
Kaitlyn Leonard	Physical Education
Telitha Lucier	HS Science
Sara Mann	MS Science & MS Math
Samantha Mercure	MS Special Services Case Manager
Alisha Mueller	Classroom Paraprofessional
Susannah O'Neil	MS Science/MS Math/MS Social Studies

Timothy O'Neil	Business
Nicole Ovitt	HS English
Jillian Perzan	MS English & Social Studies
Christopher Ponce	Assistant Principal
Karen Robinson	HS English
Anna Roth	Principal
Katherine Savory	MS Science
Joe Smith	Guidance Counselor
Tammy Stebbins	Classroom Paraprofessional
Kleay Steever	Classroom Paraprofessional
Diane Steeves	Computers/Robotics
Caleb Thurston	Music
Bonnie Trombly	Family Consumer Science
Kimberlee Welch	Classroom Paraprofessional
Jan Zalneraitis	Nurse/Health



August 2024 (2 days)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	O	O	O
PD	PD	PD	29	30

September 2024 (20 days)				
M	T	W	T	F
X	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2024 (22 days)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
X	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2024 (14 days)				
M	T	W	T	F
				Q
4	5	6	7	CONF
X	12	13	14	15
18	19	20	21	22
PD	PD	X	X	X

December 2024 (15 days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
X	X	X	X	X
X	X			

January 2025 (21 days)				
M	T	W	T	F
		X	2	3
6	7	8	9	10
13	14	15	16	17
X	21	22	23	Q
27	28	29	30	31

February 2025 (14 days)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
X	18	19	20	21
X	X	X	X	X

March 2025 (20 days)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
PD	18	19	20	21
24	25	26	27	28
31				

April 2025 (17 days)				
M	T	W	T	F
	1	2	3	Q
7	8	9	10	11
14	15	16	17	18
X	X	X	X	X
28	29	30		

May 2025 (21 days)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
X	27	28	29	30

June 2025 (14 days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	Q	PD
S	S	S	S	S
30				

KEY				
O = Orientation for New Staff & Mentors				
X = No School				
PD = Professional Development Day				
CONF = Parent – Teacher Conference				
Q = End of Quarter				
S = Potential Snow Day Make-Up				

August – January = 94 days

February – June = 86 days

180<sup>th</sup> Day = June 19th

Aug. 21 – 23	New Staff & Mentors	Nov. 11	Veteran's Day	Feb. 24 - 28	Winter Break
Aug. 26 – 28	Professional Development	Nov. 25-26	Professional Development	Mar. 17	Professional Development
Aug. 29	First Day of School	Nov. 27 - 29	Thanksgiving Break	Apr. 21 – 25	Spring Break
Sept. 2	Labor Day	Dec. 23 - Jan. 1	Holiday Break	May 26	Memorial Day
Oct. 14	Columbus Day	Jan. 20	Martin L. King, Jr. Civil Rights Day	Jun. 20	Professional Development
Nov. 8	Parent Teacher Conference	Feb. 17	Washington's Birthday	Jun. 23-27	Potential Make-up Days

This calendar is subject to change. Five make-up days have been added to be used if needed.

Graduation Date will be determined in March 2025.

## **Staff Responsibilities**

**Leave Requests:** For personal, professional, or illness leave you must fill out a request via Websense. Before submitting leave requests for professional development activities, it is necessary to have permission from the principal as these require prior approval. Personal days will be honored, but per the contract these require a minimum of 24 hours' notice. Sick days are usually due to one of three categories: a medical appointment known in advance, a sudden illness of the teacher or someone in the teacher's immediate family, or 3) becoming ill at work. Absences for appointments that are known in advance should be entered in the Employee Portal: <https://tyler-sau92hinsdalenh.okta.com/>

- **Hinsdale School District Custodial Staff** please notify Nate Boudreau 603-336-5984 Ext. 7851
- **Hinsdale School District Staff** please text the Superintendent. Please also notify the person designated above if you also work in one of the schools.

### **Swipe Card Information:**

#### **Teachers swipe card hours are:**

Daily hours summer 7:00 am – 4:00 pm

Daily hours school year 5:00 am – 11:00 pm

and to the SAU 7:30 am - 4:00 pm Mon-Fri. all year

#### **Para's swipe card hours are:**

6:30 am- 4:30 pm Mon-Fri

SAU 7:30 am - 4:00 pm Mon-Fri.

### **Lesson Plans:**

HMHS teachers are to provide one day's worth of emergency lesson plans to the office. For planned absences, lesson plans should be left on your desk.

**Lesson plans for HES substitute must be left on your desk or given to a member of your grade level team.**

Please make sure that the work assigned is enough to occupy students for the entire period/day, seating plans are current and other relevant information is included in your folder. Use of email to send lesson plans is discouraged due to time constraints in the morning.

**Temporary Leave Requests:** It is expected that teachers will be in their building during school hours. Teachers may, with permission of the building principal or designee, leave the building if they document their absence by filling out the log in their respective main offices.

**Parent Communication:** Teachers are to contact parents regarding academic performance, discipline issues, and class attendance. Phone numbers are available in PowerSchool.

Teachers are expected to let parents know of success or improvement by students in their classes. All teachers are to keep a communications log for parent and family communications.

**Confidentiality:** Staff are expected to maintain confidentiality in all school matters. IEP's and student grades will be stored in secure areas. Staff should not use the names of other students involved when reporting a discipline issue on a referral. Also, staff should refrain from having discussions about student behavior in public areas of the school or outside of the school.

**Email Accounts:** All faculty have email accounts and PowerSchool Bulletin access and are expected to check messages **at least twice per day.** Important and priority information will be printed in the morning bulletin on PowerSchool and emailed to staff before 9:00 AM. Staff members are encouraged to try to check email more frequently as the office staff endeavors to limit the use of the intercom system to brief, necessary announcements.

**Employee ID's:** All employees are required to wear their school ID's **VISIBLE** during school hours for security reasons. Emergency responders, when called to a building like our school, do not know who the staff are and who is a potential intruder. Nationwide, police, fire, and homeland security specialists have pleaded for this assistance. It is a small part we can play with a potentially huge pay-off.

**Telephone Use:** Classroom telephones are intended for communication with parents of your students. All phones require mandatory 10-digit dialing, meaning that the area code needs to be included after getting an outside line. The phones are also intended for ensuring communication within the building in the event of a safety concern.

**Staff are expected to keep their cell phones on mute during class time, and not visible to any students at all times.**

**Emergency Early Dismissal/Cancellations:** For dismissal or cancellation of school the automated system will be used to notify parents and staff. In the event of early dismissal teachers/staff are expected to remain with their students until they are safely on their way home. Arrangements can be made for teachers to be able to leave early.

**Purchasing:** The school will not take on any responsibility for payment of anything that you might order without following the correct procedures. We must create a PO for the SAU to pay a bill. If you do purchase anything with your own funds it is mandatory that the original receipts, be turned into the building administration with your request for payment. **(Please note this should be a separate receipt from your personal items bought)** Without the originals and prior approval from administration, you may not be reimbursed.



**Budget Request:** All budget requests must be submitted electronically on or before the last week in September. These should be sent to the Administrative Assistant in the respective buildings.

**Professional Learning Communities:** The “big ideas” behind forming PLCs are: ALL students can learn, a collaborative approach is necessary, and we assess our effectiveness based on results. As a result of implementing PLCs in the schools/district, collaboration and communication among staff members will be enhanced, time for collaboration will be established, IEP meetings can take the form of a PLC, and grade level meetings will have a structure within which to operate more effectively. Within the work of effective PLCs, wise use of materials and available resources can be improved by the careful alignment of materials and instruction to the grade level/span expectations and the identification of essential learning/standards for each grade level/content area.

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

**Teacher Meetings:** Teacher meetings will be held on Tuesdays of every week. Please plan to spend an hour after school on these days. Do not schedule appointments on Tuesday as attendance at staff and departmental or committee meetings is mandatory.

**Committee Work:** The expectation is that teachers will be involved in building-level committees and district-wide committees in order to help improve the school and district. **Teachers will be required, at least once in their three-year evaluation cycle, to serve on a district committee.** Faculty input is vital for both the school and district to achieve excellence. A partial list of standing committees includes Curriculum, Health, and Wellness, Joint Loss Management just to name a few. Contact the building principal or curriculum coordinator for more information on open committee assignments.

**Response to Intervention:** The Guiding Principles of RtI are: 1) ALL students are part of one proactive educational system, 2) Scientific, research-based/evidenced-based instruction is used, 3) Instructionally relevant, valid and reliable assessments serve different purposes, 4) A systematic, collaborative method is used to base decisions on a continuum of student needs, 5) Data guide instructional decisions, 6) Staff receive professional development, follow-up modeling, and coaching to ensure effectiveness and fidelity at all levels of instruction, and 7) Leadership is vital. As a result of implementing **Response to Intervention (RtI)** in the schools/district, staff will improve the collection, storage, use/interpretation, and communication of data. Using curriculum based monitoring, student work and other data (such as common assessments), curriculum knowledge and instructional methods will be shared among general and special educators (differentiated instruction, Smart Boards), focus will be provided for principal walk-throughs, IEP design and review can be integrated into instruction of the general education curriculum, and effective and targeted intervention for at-risk students can be identified, and staff will be able to help all students to set data driven goals.

**Classroom Upkeep:** In an effort to support our custodians work to keep our buildings clean, classroom upkeep expectations are as follows:

- Wastebins: at the end of the day, please place all wastebins next to the door.
- Chairs: All chairs should be on top of desks to allow for floor cleaning.
- Floors: All items on the floor should be picked up i.e. crayons, pencils, paper.
- Windows: Please close all windows at the end of the day.
- Accidental messes: If spills or other messes occur, please call a custodian immediately.
- Classroom sinks: Classroom sinks should be used for handwashing only; no food or other waste should be put down drains as it can cause clogs.
- Silverware & other cafeteria items: Teachers are responsible for ensuring that trays, silverware, plates, etc. are returned to the cafeteria.

Help the custodians help you!

**Professional Development:** The Hinsdale School District encourages the staff to engage in ongoing professional development. Staff may participate in forms of staff development including course work, workshops and seminars, book studies and the like. Website link <https://app.smartedu.net/hinsdale/pd/default.cfm?>

**Mandatory Employee Training:**

To remain knowledgeable about important policies and procedures, and to stay in compliance with state and federal regulations, all Hinsdale School District employees are required to complete the following mandatory training.

Course Name	Instructor	Due Date
Blood borne Pathogens	Primex E-Course	November 1, 2024
Bullying and Cyberbullying Prevention for Schools (K-12)	Primex E-Course	November 1, 2024
Preventing Workplace Harassment for Employees	Primex E-Course	November 1, 2024
Suicide Prevention Training	School Social Worker	TBD
Food Service Civil Rights Training (in the event of classroom feeding)	TBD	TBD

It is the responsibility of employees to ensure that all mandatory training is completed within the specified timeframe and all course completion certificates are forwarded to Palak Patel for PD credits.

**Student Concern Team: The Student Concern Team (SCT) is available for any student with significant behavior or academic challenges.** A student may be referred by a parent, teacher, school resource officer and staff member or self-referred. Problems might include alcohol or drug abuse, severe depression, child abuse, eating disorders and school phobia among others. The team's role is to develop an understanding of the nature of the problem and to make recommendations to resolve the problem.

The team is made up of the school social workers, (if available), school nurse, school counselor, classroom teacher, and administrator. A referral form may be obtained from the Counseling Department, Principal or Assistant Principal. As mandated by federal and state regulations, a student experiencing significant academic difficulty, or significant attendance issues, may be brought to the attention of the SCT as part of the pre-referral process. School staff recommend that students having trouble be discussed first with the SCT in order to respond quickly to concerns and begin to gather relevant information.

#### **School Procedures for reporting Risky Behaviors**

1. Contact a building administrator.
2. School personnel are to gather as much information as possible about the situation.
3. The student's counselor will become involved at this point if not already involved.
4. At this time the parent or guardian of the student will be notified, and the student will be presented with the information provided.
5. The parent or guardian will be offered recommended community resources, and any school services deemed appropriate.
6. If the parent requests a physical exam of the student, the school nurse will examine the student in the presence of another school adult.
7. Upon completion of the exam, parents will be notified of the results of the examination.
8. In cases involving drugs or alcohol, students may be tested.

The link below will open the Student Crisis Guide for Parents on the school website.

<https://tinyurl.com/2p8kcdc7>

**Protocol for Mandated Reporting:** One of the objectives of any administrative function is to constantly review practices and their overall effectiveness. Sometimes this practice results from actions or concerns when it is applied to a specific situation. Recently, such a case brought to light some needed discussion and establishment of protocols for the district's mandated reporting procedures. The goal of the procedures identified below is to utilize all the district talents and various personal layers. Utilization of district personnel should be done in a manner that presents the highest level of professionalism and working collaboratively to bring forth the best options for the students to whom we are responsible.

- The person with direct knowledge reports to the administration of the respective school.
- Other staff members could be consulted to provide insights, perspectives, or history and could help the administration make a final decision.
- They discuss the nature of the concern, why it may be reportable, if there is imminent danger to the child/children as well as any other relevant details.

Here is the excerpt from board policy JLF:

1. Request for Assistance in Making Initial Report. The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if: (a) the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, and (b) reporting to the Principal, etc. will not cause any undue delay (measured in



minutes) of the required report to DCYF/law enforcement. When receiving a request for assistance in making a report, the principal or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the principal.

- If the report to DCYF should go forward, the person with direct knowledge will make the report.
- School administration notifies the Superintendent and forwards completed form to district office in 24 hours
- If it is determined that there is imminent danger to the child/children, the administration will notify the police. If Police action is known to be immediate; they engage the services of DCYF sooner.

These protocols provide us with a guide and many times other factors come into play. These guides may need to be flexible since a deeper understanding of the situation brings out other factors that would modify or add to the guidelines listed above. These considerations may be important and should not be overlooked before arriving at making a final decision.

### **STAFF EVALUATION CALENDAR/IMPORTANT DATES**

All staff are evaluated annually. Consult with your supervisor for important dates and with any additional questions.

### **HINSDALE EMERGENCY MANAGEMENT GUIDE IN CASE OF AN EMERGENCY**

1. Remain calm.
2. The first person to be aware of a situation takes immediate action and/or immediately directs students/staff to safety.
3. Notify the office of the situation.
4. Remain quiet in order to hear further instructions.
5. Document the situation, the action taken, and the time of each.

### **SCHOOL EVACUATION PROCEDURES**

Every situation is different so the amount of time to evacuate will vary. During the time it will take to get the buses here an immediate evacuation may be required. In some instances, there will be time to prepare for evacuation. Therefore, we do not have to go into a panic mode when we evacuate but must be efficient. Students, teachers, and other staff will be called to the staging area by grade level. Teachers will be responsible for attendance and supervision of their students during evacuation. When you get to the staging area administrative staff will meet you and direct you to your specific area for class attendance to be taken. Teachers will need to bring their attendance list with them. Teachers will take attendance and report missing people to designated personnel. You will then give directions regarding loading the buses. Teachers and students are to follow these directions. Buses will not leave the school before all buses are loaded. Para- professionals will accompany their students who they are assigned to at that time.

- Teachers will be assigned to a grade level to assist with supervision. (See notes in individual schools)
- All students are required to ride the buses to our “Safe Place” where parents will be directed by emergency personnel as to where to pick up their children.
- Evacuation is a serious procedure and will be tense. We must prepare ourselves mentally and emotionally in case this emergency arises. We will need to be role models for our students. Act cool, calm, and collected.
- Students will not be allowed to sign out of classes during this time.
- All other personnel will be called to the staging area after all the students are accounted for and the building is clear.
- Please see that the students that you are teaching are under the supervision of an adult before you head off to the staging area.

### **FIRE DRILL**

- The fire alarm is rung to clear the building immediately.
- Staff are to guide students out the nearest exit
- **Teachers are required to bring their class roster with them.**
- Please lock the windows, put out lights and close your door on the way out.
- Teachers will assemble their classes in their designated area and take attendance.
- Check to see if anyone needs medical assistance.
- There will be a medical team assembled in front of the field.
- After you have taken attendance runners will be present to bring your list of missing students to the command post.
- Teachers are responsible for ensuring that their students are assembled and quiet throughout the fire drill or fire emergency. Misbehavior will not be tolerated. It is crucial that staff and students hear any direction given by staff, administration, or fire personnel in order to prevent serious injury or death.
- Administration will check the building.
- Listen for further directions from the incident commander.
- Do not re-enter the building until instructed to do so by the incident commander.

### **SHELTER**

This technique is used to immediately protect students and staff from an explosion, gunfire, earthquake, or a tornado.

When the command is made:

1. Drop to the ground under a table or desk.
2. Face away from any windows and cover your eyes by leaning your face against your arms.
3. Hold on to the desk or table.
4. Stay put until instructed to get up.
5. If in an area without an object to drop under then just drop to the floor and protect your head.
6. If outside drop to the ground and protect your head.
7. Remain quiet to listen for instruction.
8. Immediately following the incident all individuals should be accounted for.

## **EVACUATION**

This technique may be used to clear the building for any reason.

When the announcement is made:

1. Bring attendance records and emergency materials.
2. Take the closest and safest way out of the building.
3. Walk
4. Do not stop for belongings unless instructed.
5. Go to your designated area.
6. Check for injuries.
7. Begin student and staff accountability.
8. Remain quiet and wait for further instruction.

## **FIRST AID**

Assess the need for first aid.

1. Wear your gloves when caring for any wounds.
2. If the injury is minor (i.e., small cuts or scrapes) use your classroom first aid kit to clean the wound and apply a bandage. Document First Aid given.
3. If a major injury has occurred, contact the school nurse or the nearest First Aid/CPR Trained staff member. Check for breathing and pulse. Never move the injured unless they are in imminent danger or directed to do so by medical personnel.
4. If a student is injured and cannot immediately evacuate, use our buddy teacher. One to take class and one to wait with injured student if the area is safe. Contact the school nurse to assist or direct action.

## **SECURE CAMPUS**

This technique is used to clear the hallways and common area of all students and staff and secure them in rooms.

When the announcement is made:

1. Students and staff report to the nearest classroom.
2. Close the doors and windows. Lock them if possible.
3. Draw the shades and cover the door window if possible.
4. Do not leave for any reason.
5. Move to the corner of the room that is furthest away from windows and doors.
6. Shut off the lights.
7. Remain quiet.
8. Wait for further instructions.

## **REVERSE EVACUATION**

This technique may be used to bring all students and staff into the building.

When the announcement is made:

1. The first person aware of a situation directs the students and staff to enter the building.
2. Walk into the building.
3. Notify the office/Principal.
4. Report to a designated area such as the gym, cafeteria, or classroom.



5. Check for injuries.
6. Begin student accounting
7. Remain quiet for further instruction.

**SHELTER IN PLACE** \*This may also be used for missing students or chemical hazards\*

This technique is used in the case of a bomb threat.

When the announcement is made:

1. Remain calm.
2. Put your hands in your pockets or at your side.
3. Look around your room for anything that you are unable to identify.
4. Do not move, open, or touch a suspicious object.
5. Do not use walkie-talkies or cell phones.
6. Calmly inform the designated personnel assigned to your area.
7. Remain quiet and wait for further instructions.

**HOLD IN PLACE**

This is usually activated when it is necessary to provide privacy for staff or students and the halls need to remain clear. When the announcement is made the procedure is:

1. Students and staff report to the nearest classroom.
2. Close the doors and windows. Lock them if possible.
3. Draw the shades and cover the door window if possible.
4. Do not leave for any reason.
5. Conduct classroom as usual, there is no need for silence.

When the purpose of the procedure is to protect staff and students from airborne hazardous materials, toxic smoke or nuclear material the announcement will include that information and the procedure will also include:

1. Staff should close all windows.
2. Check that all exterior doors are closed and locked.
3. Maintenance will shut off heating and air-conditioning equipment and fans.
4. Close all vents that can potentially carry outside air into a building. Vents that cannot be secured should be covered by utilizing duct tape and plastic.
5. Escort all students to the secure room(s).
6. Depending on the situation, all entry and dismissals should only be allowed through one point of entry which is monitored.
7. Await further information.
8. Prepare for evacuation.

## HINSDALE ELEMENTARY SCHOOL

12 School Street

Hinsdale, New Hampshire 03451

MOLLY BREMNER, Ed.D.

Principal

LISA KUENZLER

Special Education Coordinator

SARA DONAHUE, LICSW

School Social Worker

# Staff Handbook

## General Information

**All district policies, NH/Federal laws, updated memorandum, and the student handbook will be followed by staff. This section offers clarification of key procedures at HES.**

**Teacher's School Day** -Teachers are expected to arrive by 8:20 which is 15 minutes before the start of school. Paraeducators should arrive at 8:15 to be on duty at 8:20. Students have access to the class at 8:35 and instruction begins at 8:40 AM. Teachers are expected to stay until 3:40 which is 20 minutes after dismissal from school. Teachers are entitled to a 30-minute duty free lunch each day. Paraeducators are expected to stay until 3:30. Teachers who have bus duty are expected to stay until all students have boarded the bus. Teachers may also be needed at meetings either before school or after school and will be notified via the outlook calendar of such meetings.

**Leave Requests-** For personal, professional, or illness leave you must fill out a request via Websense. Before submitting leave requests for professional development activities, it is necessary to have permission from the principal as these require prior approval. Personal days will be honored, but per the contract these require a minimum of 24 hours' notice. Sick days are usually due to one of three categories: 1) an appointment that is known in advance (entered via Websense) 2) a sudden illness of the teacher or someone in the teacher's immediate family (a phone call to the principal) or 3) becoming ill at work (notify principal or his admin assistant).

In the event of a sudden illness/need (after the end of the school day for the next day OR before school on the same day) teachers shall email the principal and administrative assistants as soon as possible in addition to entering it on the Websense portal. Emergencies where there is no access to email staff will text (preferred) or if needed call the principal on cell number provided, please leave a message if you reach a voicemail. Substitute arrangement stops at 8PM and begins at 6AM.

Lesson plans should not be emailed to the office staff. An **emergency sub folder** is prepared and kept in your classroom for rare occasions when plans are not ready in advance. The plans

should be left in a place accessible to the substitute or with a grade level team teacher. If your grade level team is so inclined, you may email a team member with plans for that absence.

**Parking-** Parking for staff is available behind the school or beside the gym for all employees. Please pay attention to how you park to make the best use of the space. A reminder that use of tobacco, drug, or alcohol are not permitted on school grounds, this includes in cars parked on the premises.

**School Lunch Program** -School lunches are available for \$4.75 and breakfast for \$2.00. Milk sold separately is 60 cents. Please pay for lunches in a regular and timely manner.

**Staff Break Room** -Refrigerators, microwaves, and coffee pots are available for staff use. Staff who drink coffee bring coffee, sugar, and cream to share throughout the year. Whatever is left on the tables in the break room is assumed “shareable” but other items that are individual meals or are marked clearly are not to share. **ALL staff that use the break room are expected to help keep it clean.** Dispose of your trash and wash dirty dishes. **Anything in the refrigerator must be labeled with a name.** Anything left on the tables, countertops, and in sinks will be discarded, including dishes. Take a turn washing tables, cleaning coffee pots, microwave, and refrigerator. During vacations, all foods and dishes left in the room will be discarded.

**Email/PS Accounts** - All faculty have email accounts and Power School Bulletin access and are expected to check messages at least twice per day. Important and priority information will be printed in the morning bulletin and emailed to staff before 9 AM. Staff members are encouraged to try to check email more frequently as the office staff endeavors to limit the use of the intercom system to brief, necessary announcements.

**Employee ID's** -All employees are required to wear their school ID's during school hours for security reasons. Emergency responders, when called to a building like our school, do not know who the staff are and who is a potential intruder. Following these simple guidelines will allow the first responders to quickly identify staff versus non-staff.

**Telephone Use** -Teachers may request the use of a private telephone at any time. The phones are also intended for ensuring communication within the building in case of safety. To use the phone: 10-digit dialing will be needed after dialing 8 for an outside line. In an emergency a staff member may type/dial 6#118 and a page for help will go out to the entire building. Please note this should only be used in a real emergency and never as a matter of convenience. You may directly call 911 if needed, but as soon as possible notify the office you have done so and what is going on.

**Staff are expected to keep their cell phones on mute during class time, and not visible to any students at all times.**



**Radios** -At least two radios should be brought out to each recess. One for the field and one for the playground. Messages can be sent to each other and the main office in an emergency. The radios are also intended for use when a classroom leaves the building. The radios are also used for the Crisis Support Team, and each member should always carry their radio with them. The custodians are not on the same system, any custodial needs should be called to the office.

**Student Information -** Please turn in all forms/parent formal documents to the office through confidential means (direct/sealed envelope) when they are sent in. The office staff may send forms back home with students if the information is not all there or if signatures are missing. Please express the urgency of returning these important documents to all students.

**Teacher Mail -**Some material that is put in the teacher mailbox is confidential in nature, no students should be asked to retrieve mail from the mailboxes. Teachers should check their mailbox daily.

**Daily Attendance-** List any absent students on PowerSchool by 9 AM. When this task is not completed in a timely manner it puts the children at risk as a call home may not be made until it is too late. Students are not permitted to type attendance data as these records are kept for audits. **It is very important that any notes from home get sent to the office first thing in the morning. An important part of your classroom routine should involve collecting the notes. Please forward any emails received to [hesattendance@hnhhsd.org](mailto:hesattendance@hnhhsd.org)**

**Student Absences** – Teacher's role in decreasing student absences are as follows:

- Create consistent and welcoming morning routines
- Support participation and engagement through implementation of SEL strategies/curriculum
- Notify the clinical team/principal of information given by the student related to absence that is not already known
- Include attendance in parent communication
- If a student is absent key work/information needs to be provided to make-up missed instruction. In rare cases a family may seek approval for a vacation, the teacher and principal will consult on an appropriate way to support unique experiences while documenting them and completing tasks before, during, or after to stay on track with the content of the classroom
- When the clinical team, nurse, or principal contact a parent please stay up to date on the outcomes
- Consider any patterns you are noting based on your knowledge of the classroom schedule, student's home schedule, or other factors. Communicate these observations to the clinical team, principal, or nurse depending on the pattern.

**Student Tardiness** -Students who arrive after 8:35 AM must enter through the main office where they will be given a tardy slip. Office staff will change their attendance in PowerSchool.

At times, students are admitted to the building after 8:35 and enter the class without a pass. Any student who is late without a pass please make a call to the office indicating the student is present. When a call home is made on student absences parents become upset as one would expect. Students will not be allowed to use eating breakfast as an excuse for being late to class, but there may be cases that eating breakfast is in the student's best interest. Please ask for a Student Concern Team meeting if there are teacher concerns about eating breakfast. Students who are late due to a late bus arrival are not counted tardy. An announcement will be made any time there is a late bus.

**Daily Lunch Count** -Please include a procedure for getting your daily lunch count to the cafeteria in the morning. If you need assistance creating a form, let the principal know of your need. Students in grades 1 to 5 will be expected to memorize their numbers.

**Student Breakfasts** – If students choose to have breakfast, they will eat in the cafeteria between 8:20 and 8:35. Breakfast will end at 8:35 and be cleaned up in time for the morning meeting to begin at 8:40.

**Student Lunch/Recess Schedule:**

<b><u>Period</u></b>	PK	K	1	2	3	4	5
<b><u>Recess 1</u></b>		<b><u>11:30-12</u></b>	<b><u>11:35-12:05</u></b>				
<b><u>Lunch 1</u></b>				<b><u>11:30-12</u></b>	<b><u>11:35-12:05</u></b>		
<b><u>Recess 2</u></b>				<b><u>12-12:30</u></b>	<b><u>12:05-12:35</u></b>		
<b><u>Lunch 2</u></b>		<b><u>12-12:30</u></b>	<b><u>12:05-12:35</u></b>				
<b><u>Recess 3</u></b>						<b><u>11-11:30</u></b>	
<b><u>Lunch 3</u></b>						<b><u>12:30-1:00</u></b>	<b><u>12:35-1:05</u></b>

**Bringing Classes Outside or Other Locations in the Building:**

**If you bring your class outside, please notify the office and pick up a radio in case of an emergency.** If you are not going to be in your room during the normally scheduled time to be in your room, please let the office know. For instance, a fifth-grade class going to a Kindergarten class to buddy read for a half-hour would notify the office of their destination.

### **Staff Dress Code-**

The district has a dress code. It is noted that elementary school children go outside often, and so do the staff. It is vital that staff dress for the anticipated weather with appropriate footwear and outerwear to perform their duties and assignments (these cannot always be anticipated). Young children also require support with shoe tying, dressing, and are often learning/playing on the floor. Staff should consider the adaptability of their clothing to bend over, squat, or sit on a variety of sized chairs or the floor. Your clothing choice should not prevent a child from fully accessing an area of instruction.

## **School Procedures**

**Outdoor Start (8:20)** Decisions about going outside for morning start as a school will be made by the principal or his designee and will not be left up to the individual grade level staff.

**Removing outside start will not be allowed as a disciplinary consequence or for incomplete classwork or homework unless assigned by the building principal.**

**Recess** -Decisions about going outside for recess as a school will be made by the principal or his designee and will not be left up to the individual class or grade level. **Removing any recess time will not be allowed as a disciplinary consequence or for incomplete classwork or homework (wellness policy), but it might be rescheduled or changed for a specific child per the principal.** There should be no contact during any activity. The playground rules must be reinforced regularly to prevent injury. Please see the appendix for information on effective social coaching for students at recess.

When on recess duty it is part of your responsibility to help the children make good choices about being physically active. This can be done in several ways:

- Encourage a game
- Set up a race
- Model using the playground equipment
- Walk around and interact with students who are being active

### **RECESS RULES**

1. Play according to rules of organized games;
2. Walk quietly and orderly to and from recess;
3. Use all playground equipment appropriately;
4. Walk to and from activities appropriately;
5. Put all litter in the trash bins;
6. Play only games that do not involve rough contact (activities like tackle football, karate or wrestling are prohibited);
7. Honor other students' space and be very careful not to hurt others by your actions;
8. Use only the crosswalks to cross the road when directed by a supervisor;
9. Obey the supervisors' instructions;
10. Play only in designated areas;
11. Immediately line up when the bell rings or when a supervisor instructs you to do so;
12. Take good care of recess & playground equipment;
13. Playground equipment is designed for students ages 3-12.



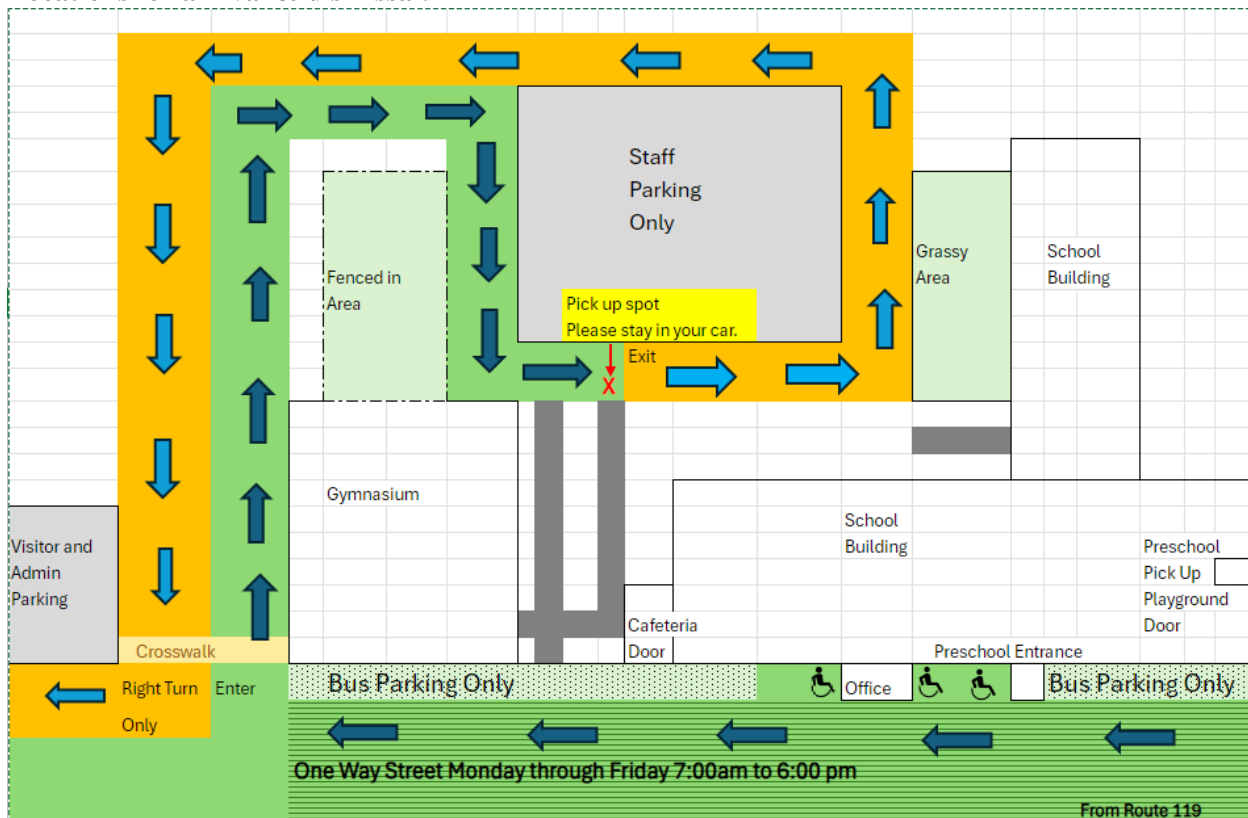
14. Video surveillance cameras are located on all school grounds.

Consequences: Students in violation of recess rules will have consequences determined by staff on duty. Students may be required to practice skills alone or with a different class, stay for a detention, give restitution, review expectations, or another developmentally appropriate response to teach skills. Destruction of equipment/damage will be met with specific restitution.

**Lunch- Upon entering the cafeteria, students shall use the hand sanitizer and follow the staff's directions in lining up to be served their lunch.** Each classroom shall have its own table(s). Students must ask permission to leave the table for a drink of water, use of the bathroom or to get a condiment they may have forgotten. When there are five minutes left in lunchtime students will be made aware of that. Students will be asked to line up by classroom at the end of lunch time and go quietly back to the classroom. Students in grades 1 through 5 may be asked to help with wiping down the tables after completing their lunch.

**Dismissal** -First dismissal will be at 3:20 and will be when After School program students are dismissed. The locations for HASP for each grade level will be communicated to everyone when it is available. At 3:25 car riders and walkers will be dismissed to the cafeteria exit. Finally, at approximately 3:30 buses will be called in the order they arrived, and students will board the buses.

**Locations for arrival & dismissal:**



Completion and continued updating of student's regular dismissal plans are a key responsibility of staff.

**Health Office** -Our nurse does an excellent job meeting the health needs of our students. Remember to notify her in the event of any type of head injury so the victim can be evaluated thoroughly by her, and the proper call made for the students' well-being. In the event of a bloody nose or other extensive bleeding it is usually better to have the nurse come to the location then have blood dripping throughout the building. **You can send students without calling BUT if you have a pre-k or Kindergarten student please send with a pass with their full name and why they are coming to see me.**

If you have concerns about a students' health, the nurse is available to hear your concerns. This could be anything from a concern over poor eyesight to a student having an unexplained bruise. Any, and all injuries to students and staff during the school day or on school grounds must be forwarded to the district office and reported to the principal within 24 hours. The nurse will be establishing her lunch hour once the school year has started. Please only interrupt her for an emergency during her lunch time.

In the beginning of each semester the nurse will provide emergency student care plans into teacher mailboxes.

### **Field Trips**

Accessibility of transportation, space, and activities must be considered for each student. Any IEP, 504, healthcare plan, custody agreement, or other plan/note must be reviewed. Only field trip accessible to all students in a class will be approved, unless an alternative has been designed in partnership with a specific family prior to seeking approval.

**Remember the nurse must be made aware of field trips 3 to 4 weeks ahead. She needs a student list as well. She needs to know how many first aid bags she needs to make. She needs to know who is medication certified and willing to give daily meds on the field trip.**

Walking fieldtrip forms must be completed annually for students to walk to HMHS, the library, or any other walking location off of HES grounds.

**Mandatory Reporting** -Hinsdale Elementary counselors are available to consult with when a staff member feels a student is being harmed emotionally, physically or sexually. All employees of the school are mandatory reporters to DCYF. Notify the building administrator of your concern, and you will be directed for the next steps and provided with the necessary contact information and other demographics you will need to report if that is necessary. You can file a DCYF report independently at any time, the above procedure is helpful to gather complete information and manage logistics.

## **Drills/Emergencies:**

- Monthly varied type drills will occur
- Teachers must review and practice evacuation routes with students, this includes lining up and being quiet for up to 5 minutes outside
- Teachers (or staff designee) will raise a Green card when the complete assigned class has mustered, or will raise a RED card if there is a student missing, an additional student, or another need (injury)
- If a student is refusing to leave and is not in imminent danger DO NOT MOVE THEM. You should stay with them or cue another person and the outside procedure of a red card will happen
- Primary Muster: Town fields across School St.
- Secondary Muster: HMHS gym
- Tertiary Muster: Congregational Church (Main st.)
- Staff will have training on key procedures in the EOP which is annually updated and approved
- If you see something say something- items or people who are not where they should be, broken items, opened outside doors etc. In an emergency that you know people need to be safe you can yell 'Lock Down, Lock Down' to begin an organic safety procedure.

## **Supplies and Budget**

**Crowd Funding** – Prior to undertaking any fund-raising opportunities consult with the building principal to obtain their input. There are restrictions on the dollar amount that is allowed. The building principal can approve donations up to 250 dollars, the superintendent up to 500 dollars and the school board must approve anything over 500 dollars. There are also limitations on what type of crowd funding is allowed.

**Student Supplies** -Generic classroom supplies are not kept in stock at the school. It is preferred that teachers submit digital requests for materials to the office and allow sufficient time for the materials to be ordered and delivered.

**Budget Timeline - Generally, teachers should not purchase items on their own and expect to be reimbursed.** Teachers will receive budget instructions at the beginning of the school year.

The budget for the year 2025- 2026 is due by September 30th, 2024, per the Collective Bargaining Agreement. Whenever you receive supplies please mark all school equipment, furniture, resources and instructional materials: **Property of Hinsdale School District**

**Budget Instructions** -Each year all staff will be provided with spreadsheets to facilitate the budget process. It is especially important that none of the formulas embedded in the spreadsheets are changed as that can result in unanticipated shortfalls or overages. Please check your math and ensure it is accurate. If you are unsure of whether you inadvertently changed something consult with Mrs. Bean.



## Schedules

**Staff Schedules** -All staff and faculty members have been provided with a copy of their classroom and duty schedules via email. Each schedule includes all weekly and daily duties. These are not to be changed without communicating with the Principal/front office.

**Yearly Calendar** -In the Administrative Office is the master schedule for the year. To add items to the schedule, please check with office staff. All field trips, assemblies, presentations, club events and other activities must be posted to keep all staff informed. If you happen to notice a conflict, please contact the principal.

**Community Meetings** - As a goal Community Meetings will be held monthly to recognize students and staff for their effort. Teachers are encouraged to have their classes perform demonstrations, songs or presentations. Contact the principal by email to submit a suggestion.

**Specials Schedules** -Please send and retrieve your students promptly as there is very little transition time for the specialists. If a program is scheduled during a special's activity, the specials teacher will be the supervisor. If the program extends past the special's end, the classroom teacher will join the class as supervisor.

**Computer lab/Library Use**- Sign up using calendar.

**Specials** -During specials teachers have planning time. If a special event or snow day interrupts the regular schedule, that planning time may not be available. If a teacher has lost more than one planning period in a week due to a change in schedule, please notify the office for coverage at another time. During specials, paras are expected to accompany students whose IEP indicates a need for behavioral or academic support.

## Assessment Schedule

Our assessments are designed to provide us with the data necessary to make sound instructional decisions.

**MAP NWEA** -The MAP assessment will be administered K to 5 Fall & Winter- exact dates will be emailed. It will be administered in the spring to K to 2 –exact dates will be emailed.

**NH SAS** - The New Hampshire Statewide Assessment System test will be given in the spring to students in grade 3 to 5. It cannot start until students have completed 120 days of school, which should be about the third week of March. Students in grade 5 will also be taking the Science test.

**Dynamic Indicators of Basic Literacy Skills (DIBELS-8<sup>th</sup>)**- This evaluation serves as our Dyslexia screener and helps inform core literacy instruction. This is given three times a year K-5, and target students are given progress monitoring assessments in between.

**DIAL-4**- This screening tool provides information on PK4 and K students in the areas of: concepts, speech, motor, behavior, self-care, and social skills. The schedule for this assessment is being developed during the 2024-2025 school year.

Other: online platforms approved by the district may be used to monitor progress or assess understanding, supplemental screening/inventories may be a component of the SCT process and teachers should complete as agreed, and unit assessments as a component of Literacy, Math, Science, and Social studies are expected.

## **Charlotte Danielson Framework for Teaching**

The Danielson Framework for Teaching will be used to promote a common language among the staff regarding all aspects of teaching with the goal of providing a singular unifying purpose.

### **Lesson Planning and Preparation**

All instructional outcomes should be made explicit to the students before starting the lesson. Some teachers use “I can” statements to accomplish this goal. Lesson planning should reflect the Gradual Release of Responsibility model of instruction, a clear purpose and lead to the development of critical thinking/problem solving skills.

Weekly topics should be shared with parents, principal, and HASP.

### **Classroom Environment**

Each classroom and teacher shall be a part of a welcoming environment. The teacher/student interactions shall be friendly and demonstrate genuine respect and caring. Best practices in Social Emotional Learning identify greeting the students each day as a critical factor in fostering a welcoming environment for the classroom. The students will show genuine caring for one another and monitor one another’s treatment of peers. Students will be actively engaged and there are high expectations for all. The students show attention to detail and pride in their work. Transitions are seamless and minimal classroom time is lost to non-instructional duties. There are clear and established routines established for various tasks needed to be completed in the classroom.

**Teacher Presence in Class** -Teachers are expected to remain in the classroom when students are present. Phone calls, hall conversations, and material preparation must be arranged for at other times. Bathroom breaks, emergencies, or other situations may require that a para or partner teacher cover temporarily. Please be cognizant of the need to be present and to keep the students actively engaged.

### **Learning beyond the classroom**

Teacher’s should consider the best location for instruction. This relates directly to the content, as well as the engagement level of students. Example: When observing weather or learning to play soccer being outside is likely the most appropriate location for instruction; or if the classroom is warm and kids need a movement break- take the lesson with you on an instructional walk.

\*remember to sign the class out\*

## **Curriculum and Instruction**

**Curriculum** -Teachers are expected to plan their units of study based upon the College and Career Readiness Standards, keeping in mind the locally identified Essential Learning. Teachers are expected to utilize the core curriculum of MyView for literacy, and Bridges for math. When using supplemental materials in literacy and math they should align with the scope and sequence of that core program.

SEL Tier 1: This will include a Morning Shift, midday check in and an afternoon shift. The morning shift will focus on creating a welcoming atmosphere in the classroom and school and setting the tone for the day by going over the “Roadmap” for the day. Midday check in will provide the students with the opportunity to regain regulation if it has been lost and the afternoon shift will prepare students to allow them time to reflect on their day and identify successes and failures. Students will be actively taught the schoolwide behavior expectations and the classroom expectations. Through a comprehensive and thorough system of active feedback and encouragement positive behavior will be supported and recognized. Students will receive guidance lessons as a whole group and the key curriculum strategies will be embedded throughout their day in all settings. This includes a color-coded system for personal regulation, and positive strategies.

**Instruction** -All instruction must be purposeful with clear and explicit outcomes for student learning. It should also allow for differentiation of the process, product and/or progress toward the learning goals. Discussions and questioning should consider Bloom’s Taxonomy and be developmentally appropriate. Formative assessments shall be used regularly to check for understanding of the learning goals. The effective use of data to inform our instructional practices will be emphasized and lead to greater precision and personalization.

**Data**- Student data needs to be uploaded/entered into the identified platforms. Support and guidance will be offered through faculty meetings and PLCs.

### **Modification and Accommodation:**

It is the responsibility of all adults that provide instruction to students with disabilities to implement their individualized plans. This may include modifying curriculum or instruction, and provision of various types of accommodations. Support to implement these plans can include the case manager or other team members for students served on an IEP, and the 504 coordinator (counselor).



## **Professional Responsibilities**

**Report Card Timeline: All grades and comments must be complete and greenlighted by the Wednesday after quarter grades close.** This should be completed by 8 AM.

**Faculty Meetings** -On Tuesday of each week there will be a mandatory staff meeting from 3:40 to 4:30 so please plan accordingly. Agendas will be shared by Monday of the same week, please review as it may be necessary to bring materials. Each faculty meeting will include these components:

- Reflection
- Nuts & Bolts- procedures, updates, general 'how to's'
- Dose of Data- review of data
- Toolbox expansion- techniques related to supporting diverse learners or SEL needs
- Curriculum updates- topics related to core curriculum, standards, and performance/assessment

Visitors from outside the district, across the district, or from the SAU will be invited to support key topics or answer questions.

Paraprofessionals are welcome to attend within their professional development compensation allotment, this is not a part of their schedule.

**Professional Learning Community** -Each team will be required to review and agree upon their Norms for meeting behavior. The roles of team leader, data manager and note keeper will be determined collaboratively with your grade level, curriculum, instruction and assessment coordinator and the building principal.

Teams will be required to follow an agenda and record minutes for the team in Teams sharing the information with the curriculum coordinator, special education coordinator and principal in addition to all team members.

PLC core questions.:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

PLCs will include the Data Dive, and initial level of student concerns.

**Digital Portfolios** – The district continues to move towards this requirement. Teachers are encouraged to continue any established practices, and be at the ready to implement new procedures and tools when guidance is given.

**Teacher Code of Conduct** The teacher code of conduct is available for review at the state website using this link: [https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code\\_conduct.pdf](https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf)

**Teacher Ethics** The teacher code of ethics is available for review at the state website using this link: [https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code\\_ethics.pdf](https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf)

**Confidentiality** -Teachers are always expected to maintain confidentiality. Please review the information about FERPA in the student handbook online.

**Monitoring of Student Use of Computers-** Teachers are required to always monitor the use of computers actively by students. This can be done by circulating around the room and closely observing how many windows may be open in the menu bar, usually located at the bottom of the screen. The district does have safeguards in place to prevent certain access, but if you observe access to something that students should not have access to please contact the principal and the Tech. Department to see if there is a digital solution while children continue to learn self-control.

**Committee Work** - The expectation is that teachers will be involved in building level committees and district wide committees to help improve the school and district. Faculty input is vital for both the school and district to achieve excellence. Contact the building principal or curriculum coordinator for more information on open committee assignments. Some committees include stipend positions, and all can be used for professional development hours upon approval.

## **Behavioral Expectations**

### **DISCIPLINE AT HES:**

At HES, we prioritize looking at all student behavior as communication through an SEL lens. As a HES staff member, you will be provided with a revised SEL handbook as your guide each school year. The SEL handbook will offer you the framework you need to guide your instructional practices with students so that SEL is infused throughout the school day and SEL skills are fostered in students. Coaching and support around SEL instruction is provided by the School Social Worker and the SEL Leadership Team.

We strive to make our school community a place where all members demonstrate they are ready to learn, flexible, connected and cooperative. The entire staff has adopted this mission to improve school climate, instill a value for learning and promote a positive learning experience for all students:

#### **Ready to Learn, Flexible, Connected, and Cooperative:**

1. Ready to Learn – prepared with materials and a growth mindset, a good listener
2. Flexible - being open to change and accepting change when it has to occur
3. Connected - having a sense of belonging and caring for one another
4. Cooperative - willing to compromise, share, and be helpful to others

Our Social Emotional Learning (SEL) will focus on supporting students to be self-aware and build skills to self-manage their behavior. Behavior Intervention Plans are based on these four Core Values and students receive instruction and support to meet daily goals.

When a student's behavior shows a disregard for one or more of the core values, their classroom teacher will work with the student to identify how/why their behavior did not meet the value and

what they need to do differently next time. The student may receive consequences for their poor choice to emphasize their responsibility to meet the core values throughout the school day. If the incident is major or incidents are occurring frequently fill out an Office Referral Form (ORF).

Staff will be familiar with the 5 Levels of behavior and the learning strategies being used as outlined in the Student/Caregiver Handbook.

**\*Students are only sent home due to behavior by the principal or designee related to behavior, as that procedure is a suspension.**

Students that are not in class due to behavior or consequences of behavior, including suspension, will be provided make-up work by the teacher.

### **Bullying Reporting**

#### **Staff Reporting**

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

### **Bullying Education**

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.

**School Wide Expectations - School**-wide expectations are built upon the premise that our discipline is based upon principles and values versus a system or zero-tolerance policy. All student behavior is purposeful, and it is a rare occasion for a student to misbehave because they are simply bad. "Kids do well if they can." is something that author Dr. Ross Greene says often. While there may be times past practices guide a discipline decision, each case referred to the office is given individual attention and scrutiny. When students internalize their feelings and



take responsibility for their actions, they learn. Therefore, our school-wide expectations are based on the core values of being ready to learn, flexible, connected and cooperative. When one of these values is violated, there should be a consequence that is administered with empathy. In some cases, fair does not mean equal, but in every case the students are treated with dignity and respect. To achieve the best possible learning environment teachers and administration will need to support each other. One way to support each other is by teaming together to provide a “recovery classroom” for another teacher. A student may be sent to the recovery classroom if they become too disruptive in their own classroom. The student may need to be escorted by the administration or other personnel depending on their age and emotional state.

**Classroom Expectations: Each teacher shall set up classroom expectations and establish routines to provide a climate conducive to learning and an environment in line with school-wide expectations for behavior.** That will include a “recovery area”, “time-out” or “thinking chair” within the classroom for their students. Teachers shall be able to provide choices for students and develop consequences, both good and bad, that are enforceable.

**Crisis Prevention Intervention** -All staff are encouraged to take part in this training. It is important for the welfare of the children and the safety of the adults present for a team to be available and work together to support a student who needs help controlling their actions. Key aspects will be shared with all staff to be prepared to de-escalate students.

**Seclusion and Restraint** -No student shall ever be put in a place where they are completely secluded. An adult must always be with a student and any restraint must be used according to the law as written in RSA. That law indicates restraint is only used in cases of imminent and serious harm either to the student, other students, or staff. As a result, restraint should be a very last resort. Seclusion is any time the movement/leaving an area of a student is limited by an adult. This includes blocking doors of a classroom or use of mats/dividers.

Staff are required to complete written reports per law when restraint or seclusion are implemented. Timelines and descriptions are available on the NHDOE website and will be shared with staff regularly.

**Student Concern Team** -If a student demonstrates academic difficulty, behavioral, social, or any other challenges staff may request a team meeting to identify strategies to help the student succeed. Parents can request an SCT consultation, data review may indicate an SCT consultation, or an acute event may trigger an SCT.

TIER 1- Talk to your peers/key staff as needed, but also at the monthly grade level SCT PLC Outcomes: continuation of interventions with close monitoring, addition of an intervention/strategy with monitoring data source established, may continue to TIER 2, TIER 3 depending on the need, or create another plan and document it.

TIER 2-After exhausting TIER 1 concern outcomes and continued concerns remain. Complete a form to request a student concern team meeting are available from the school counselor and on

one drive. Please provide all the information asked for on the form. The team will form based on needs and be scheduled with the main office, depending on the need parents will be invited. Parents will be informed this form was completed by the person completing it. Outcomes- formal intervention plan established, plan to meet formally (TIER 3) or monitor through TIER 1, complete additional data collection/screenings (ALSUP, DIBELS progress monitoring, RCAD etc.)

TIER 3-After implementing TIER 2 interventions the team convenes to review deeper and new data. Parents are invited to this meeting.

Outcomes- shift back to TIER 2 supports: continuing interventions, adjust intervention; can complete additional monitoring; refer to services (sp.ed., 504, nursing, outside referral etc.).

\*No intervention will delay the special education process, it can occur simultaneously\*

## **Special Events**

There will be special events scheduled at least quarterly that faculty and staff are expected to attend. First is Open House scheduled for Tuesday, August 27<sup>th</sup> at 5:00- 6:00PM before school opens. There will also be student musical performances at various grade levels throughout the year. Math Night will be held in January, the Celebration of Learning on or in April and Memorial Day Celebration. In June, there will be Field Day (3 days before the last day of school), preschool graduation and fifth-grade Recognition Night.

Classroom celebrations/showcases and extra-curricular learning will be developed at PLCs and faculty meetings (Example: Fire Prevention Week, Dot Day etc.) and student birthdays at the teacher discretion. Students and parents will be notified by the school newsletter that we will **not** be passing out birthday invitations for home parties unless every child in the classroom receives an invitation. Parents can send invitations through mail or other means if any student in the class is excluded. Teachers, please reiterate this with students and parents early in the year. For any of the events or celebrations teachers should encourage healthy snacks versus those high in sugar.

Book fair is scheduled two times per year by the librarian. PTA meetings are typically the third Thursday of the month and all faculty is encouraged to attend. Various programs are sponsored by the PTA to encourage meaningful involvement by parents in school activities.

**Visitors** -ALL VISITORS must register in the office and receive a Visitor Pass or badge. If you see an adult in the building without a pass or badge, either escort them to the office or call the office to notify the office. Teens or children, regardless of the relationship to staff must obtain permission from the principal prior to their visit. Student volunteers from the high school are expected to wear a badge or pass too. Do not hold a door open for anyone you do not recognize and request they use the main office entrance.

**Hinsdale After School Program** -We are very fortunate to have the HASP available to support students with their academics. HASP staff always do their best to ensure the homework is done properly. As much communication with them as possible will help to make the program a success. Teachers will also be asked to fill out surveys from time to time for HASP to be able to effectively evaluate their programs. If you have a desire to help in HASP, I am sure you will be welcomed.

## **Recess Appendix**

### **TIPS FOR BEING AN EFFECTIVE SOCIAL COACH DURING RECESS**

#### **Before recess:**

1. Ask the student what they want to do at recess, this could include creating a 'play plan'
2. Review how to invite someone to play and how to ask to join in play.
3. Review what to do if he wants to go on the swing but they are all taken.
4. Remind him that he can ask any of the teachers for help at recess.

#### **During recess:**

1. Observe students to see what they do. Give him space but keep an eye on him so that you can provide coaching as needed.
2. Play looks different for different children and is a time of academic demand break. If a student is standing around by himself, wandering, talking to self, engaging in repetitive behaviors, this may be the activity that is most helpful to them. You can get to know the student and see if there is an interest in playing with others, or if others would like to play/walk with them. This student may benefit from more support prior to recess to create a play plan that includes variety- but this decision should be made with the case manager/clinical staff who may know more information about that student. \*Don't interrupt a student that is safely engaged in something that makes them happy.
3. If a student doesn't know what to do or who to ask to play, prompt them to scan the playground to find someone who is playing alone, a fun activity, or a group in play.
4. If they are having difficulty finding someone to play with or joining in play, remind them of the steps they can take and offer to help.
5. Whenever a student gets into a social situation and appears to be acting inappropriately, awkwardly, or seems uncomfortable, intervene to provide the student with guidance. Give the student time to respond to natural social cues before intervening, but if he does not then help. This should include proximity/observation first.
6. Encourage the student to play with peers rather than adults. Children may gravitate toward adults and need support in initiating and following through on interactions with peers. This can be through subtle fading or giving a timed prompt "I need to go over to the slide area for 5 minutes but can check in then."



**General social coaching tips:**

1. If the student does not appear to be attending to instruction or the class activity for several seconds, prompt him to "check in" and make sure that he knows what he is supposed to be doing.
2. If you are talking to a student and he is looking away from you, prompt him to check in before continuing.
3. When giving verbal instructions that include more than one step, have the student repeat the steps back to you first to make sure he attended to them all.
4. After giving a student an instruction, allow 5-10 seconds for the student to process your instructions before prompting him again.
5. instructions before prompting him again.
6. When the student is with his peers, try to prompt subtly by using visual or gestural prompts when possible (e.g., point to the speaker to signal the student to look at him).

# **HINSDALE MIDDLE HIGH SCHOOL**



## **STAFF HANDBOOK**

**Hinsdale Middle High School:  
A Community of Lifelong Learners**

## HMHS Core Values and Profile of a Graduate

Hinsdale Middle/High School is a school community which believes in providing a rich, rigorous, and supportive school experience for all learners. We place value on whole person wellness through our core values of Perseverance, Advocacy, Collaboration, Empathy, Responsibility, and Scholarship, symbolizing what it means to be a PACER. We strive to develop competency-based assessments and personalized learning programs to ensure our students meet our 21<sup>st</sup> Century Learning Expectations:

- ❖ Hinsdale students will communicate through various means.
- ❖ Hinsdale students will be able to solve problems.
- ❖ Hinsdale students will recognize and demonstrate the importance of whole person wellness.
- ❖ Hinsdale students will demonstrate technological fluency and adaptability.
- ❖ Hinsdale students will demonstrate responsibility and understand the short- and long-term impacts of their actions and choices.

We believe the core values and 21<sup>st</sup> century learning expectations support our vision of a Hinsdale Middle High School graduate, who will have demonstrated the ability to achieve and apply appropriate academic and technical knowledge in authentic ways. This includes demonstrating essential work habits, such as creativity, critical thinking, communicating effectively, collaboration, and problem solving. These essential habits promote the graduate's ability to align their knowledge and skills to promote future career opportunities. Further, the graduate will demonstrate optimism as well as responsibility regarding their role as citizens in the broader community. The Hinsdale Middle High School Core Values and 21<sup>st</sup> Century Learning Expectations are guidelines for supporting the Profile of a Hinsdale Graduate.

### **Faculty/Staff Absences:**

Please notify Ericka Kilelee as soon as possible if you are going to be out. This will allow her to make the necessary arrangements. Ericka's telephone number at home is 603-209-3364. Please do not call her after 9:00 PM the night before. However, please let her know no later than 6:30 AM. If you are ill at home and expect to be out the next day, please inform us of your intention during the school day as we might be able to arrange for the same substitute teacher to remain another day. All absences also need to be entered into Tyler Self Service.



## **Progress Reports Dates and Marking Periods for the 2024-25 School Year**

### **\*Mid-quarter: Progress Report Grades Updated in Power School**

1 <sup>st</sup> quarter	October 4, 2024	October 7, 2024
2 <sup>nd</sup> quarter	December 13, 2024	December 16, 2024
3 <sup>rd</sup> quarter	March 7, 2025	March 10, 2025
4 <sup>th</sup> quarter	May 16, 2025	May 19, 2025

### **\*MARKING PERIODS**

**Q1=8/29/2024-11/1/2024**

**Q2=11/4/2024-1/24/2025**

**E1=1/27/2025-1/28/2025**

**Q3=1/29/2025-4/4/2025**

**Q4=4/7/2025-6/19/2025**

**E2=6/19/2025-6/20/2025**

Progress reports will only be distributed to students whose parents have indicated to the administration in writing that they do not have internet access. The progress reports will be mailed out to those students two days after the grades have been entered in PowerSchool.

\*\*All Q2 grades must have a date between 11/4/24 and 1/28/25 or at least with **a date no later** than that. All Q4 grades must be entered between 4/7/25, and 6/19/25.

Semester 1 Exam dates **must** be **January 27 or 28, 2025**

Semester 2 Exam dates **must** be **June 29 or 30, 2025**

### **\*Subject to change depending on snow days.**

In PowerSchool, when creating assignments, create all assignments for the date the assignment is due. **All teachers are expected to update their gradebooks every other Friday by 3 PM. This reflects the need to provide parents, advisors, and administrators with timely data to make decisions regarding interventions.**

### Bell Schedule 2024-2025

High School	Two- Hour Delay
First bell 7:45	First Bell: 9:45
Advisory/SEL: 7:50-8:15	Advisory/SEL: 9:50-9:57
Period 1: 8:18- 9:06	*Omit pd 1 & 2
Period 2: 9:09- 9:57	
Period 3: 10:00- 10:48	Period 3: 10:00- 10:48
Period 4A: 10:52- 11:17	Period 4A: 10:52- 11:17
Period 4B : 11:21-11:46	Period 4B : 11:21- 11:46
Period 4C: 11:50- 12:15	Period 4C : 11:50- 12:15
Period 5 : 12:18- 1:05	Period 5 : 12:18- 1:05
Period 6: 1:08- 1:55	Period 6: 1:08- 1:55
Period 7: 1:58- 2:45	Period 7: 1:58- 2:45
Lunch block is pd. 4	*Period Omissions will be on a rotation.

\*Opening Day Schedules will be adjusted to allow for new routines

#### INTERNAL COMMUNICATION:

**Email Accounts:** All faculty have email accounts and Power School Bulletin access and are expected to check messages **at least twice per day.** Important and priority information will be printed in the morning bulletin on power school and emailed to staff before 9:00 AM. Staff members are encouraged to try to check email more frequently as the office staff endeavors to limit the use of the intercom system to brief, necessary announcements.

School email is not to be used for personal information or other business. **Email lists such as hnhdsd.org are to be used for internal school use only and should not be given out period.**

### **Electronic Devices:**

Staff are expected to use classroom phones to communicate with families.

## **Staff are expected to keep their phones on mute during class time, and not visible to any students at all times.**

### **ADVISORY/ SOCIAL EMOTIONAL LEARNING:**

The primary purpose of advisory is to provide every student with an advisor, whose role will include assisting in implementation of the social/emotional learning curriculum, providing oversight for student progress on 21<sup>st</sup> century learning expectations through student portfolios and college/career or workforce readiness. Academic interventions will be provided during core instruction or after school.

**Details:** Students will be assigned to an advisor/homeroom for the year. Students will receive a Pass or No Credit, based on attendance and participation. Students who pass will receive 0.25 credits per year. Students present but inactive for 20% or more of the year will receive no credit.

### **Parent Communication**

Teachers are to contact parents regarding academic performance, discipline issues, and class attendance. Phone numbers are available in PowerSchool. Whenever possible, teachers should try to let parents know of success or improvement by students in their classes. At a minimum, teachers are expected to communicate at progress report time with parents of all students not currently passing a class. **All teachers are to keep a communications log for parent and family communication which will be shared with administrators during evaluations.**

### **Assembly Coverage**

When assemblies/Class Meetings are held, teachers will accompany their classes to the assembly and aid in supervising the program. Whenever possible sit with the class, keep them together, and remain near to provide better supervision. If you have a guest speaker or staff member presenting to your class, the classroom teacher should remain in the class to assist with supervision.

### **General Passes and Usage**

**Teachers are asked to limit the use of passes to the first and last 5 minutes of class except for urgent matters/emergencies. The use of a daily sign-out sheet or log is required;** it is the teacher's responsibility to provide and maintain a sign-out log in a prominent place in the classroom and to ensure the log is kept current. Any student who leaves your classroom must sign out and record the time they left; when they return to the classroom, they must sign in and record the time they enter the classroom.

If a student communicates an urgent need or emergency, teachers should use their discretion based on experience. There should be only one student out of class at a time with a pass; do not allow more than one student out of class. Students will be asked to show their pass to any teacher. If a student does not have a legitimate pass, the teacher will escort the student to their assigned area. Student abuse of pass privileges will lead to loss of privileges. To minimize distractions



and reduce the loss of class time, we ask that you limit the number and frequency of students who leave the classroom.

### **Library Passes and Usage**

Only students who have library passes signed by the librarian may go to the library. We do not know what is scheduled in the library daily. This will allow the librarian to schedule classes and students properly and to control the learning environment in the library. If you are planning a project or an activity, please let the librarian know of the assignment in advance. This will help prepare materials and web sites that will be available for teacher and student use. Students should get their library pass from the librarian in the morning before classes start.

### **Corridor Responsibilities**

Teachers are **required** to be in the corridors when students are passing. Especially in the morning when students are entering school and in the afternoon when students are leaving. Teachers are asked to monitor behavior and enforce school rules in the hallway. Teachers are expected to address inappropriate behavior and, if students do not comply with your requests, please refer that student to the office.

### **In School Suspension Room**

Students will be assigned to ISS by either the Principal or Vice Principal only. Teachers are responsible for ensuring students' assignments are provided to ISS. A list is posted via email 24 hours in advance whenever possible.

### **Contacting the School Resource Officer**

Communication with the SRO will be initiated by the Principal or Vice Principal only. The SRO may contact teachers directly for information gathering.

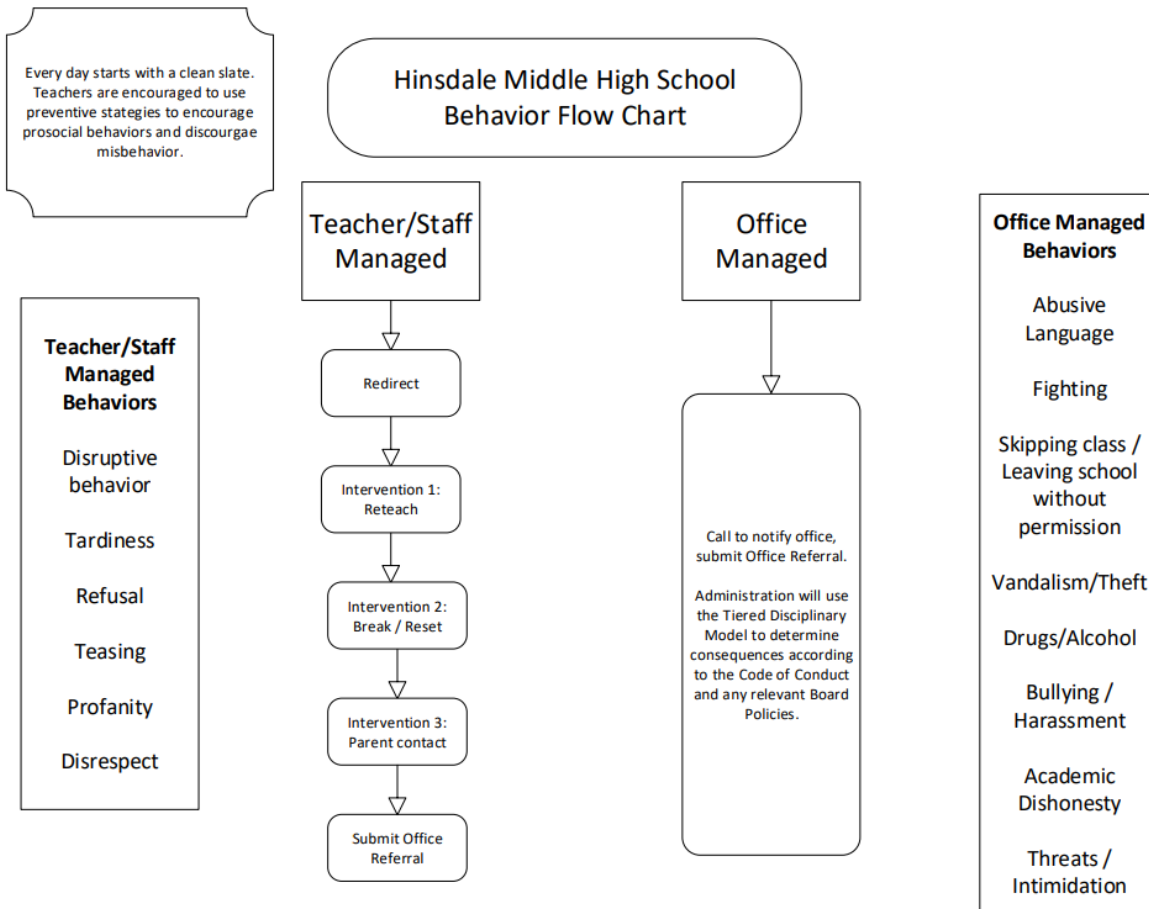
### **Discipline Referrals/Data Behavior Form**

Teachers oversee their classrooms and should work with their students to create an atmosphere that is conducive to learning. There is an expectation that teachers will enforce all school rules within their individual classroom. Addressing student management or discipline issues within the classroom is always the best instructional approach; however, from time to time when a student prevents you from teaching or other students from learning, it might be necessary to send a student out of a class. **When you send a student to the office, please use the phone in your room to let the office know that he/she is on their way and give a brief explanation of what the issue was.** If a student refuses to follow your directions to leave the room let the office know immediately and an administrator will respond.

**When a student is sent out of class, a behavior data form must be completed digitally by the teacher. Items 1-4 on the Behavior Data Form are to be completed by the referring staff member. This must be done digitally. Once processing is complete, a copy will be filed in ISS, mailed to the parent/guardian, and to appropriate staff which should be kept confidential.**

In all cases of student behavior, the administration is committed to maintaining an atmosphere

at Hinsdale Middle High School in which respect for all and by all will lead to a safe comfortable place to learn and teach. No student's conduct or lack of compliance should interfere with another student's right to their education. With this goal in mind the administration is always available to discuss student issues.



For full text please see Code of Conduct in Student Handbook.

## Detentions

Whenever possible, detentions will be served the same day with parents being notified. Students may be issued **teacher detentions**, which will be served with the individual teacher. The date to be served and the length of the detention will be at the teacher's discretion. The teacher should use this time to discuss the issue(s) that led to the detention to prevent a recurrence of the behavior. If a student does not serve a teacher detention, he/she will be assigned an office detention.

**Office detentions** will be assigned in the afternoon Monday through Friday. **Administration detentions** will be served in the afternoon, on the last school day of the week from 2:50 to 4:00 PM. Both types of detentions are assigned by administration.

## **Notices**

Notices for the daily bulletin and Podcast must be in the office before 7:30 AM. A school adult must authorize notices. **All teachers should show the school news During Advisory. This is mandatory.** Afternoon announcements will only be made if necessary.

## **Directed Studies**

In line with our mission statement, we want to provide the best conditions for learning. Therefore, all study halls will be directed toward student learning. Students are expected to come prepared to study, complete class assignments, read a book or work with fellow students on a school project (with prior approval of the study hall teacher). This is also a suitable time for peer tutoring (if approved by the study hall teacher). Developing correct study skills and habits in our students are lifelong lessons. Students will not be allowed to play board, card, or video games during study hall. If a student has no class work to complete, they will be expected to have an appropriate free reading book with them and be reading during their study hall.

## **Morning Duties**

If you have a duty, please be on time and watchful of students' behavior. This is a great time for us to see what is happening in our students' lives. A cheerful greeting may make a significant difference in a person's day. Address inappropriate behaviors and report any activities to the office that might cause you concern. If you cannot perform a duty on your assigned month, the teacher's responsibility is to find coverage. Please see Duty Schedule at the end of handbook.

## **Staff meetings Tuesday afternoons**

Teacher Meeting: 1st and 3<sup>rd</sup> Tuesday of the month

PLC Meeting: 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month

Please plan to spend an hour after school on these days. Do not schedule appointments on Tuesdays as attendance at staff and departmental or committee meetings is mandatory. Faculty meetings will typically be held in the library. Meeting space for all other meetings will be decided by the team. Please be prompt; meetings will begin at 2:50.

## **PTSA Meetings will be held on the 3rd Tuesday of each month at 6:00 pm in the**

**cafeteria.** The first meeting is on September 17<sup>th</sup>. All staff please consider committing to at least one meeting this year.

## **Office**

The office is the workplace for the Administration, Mrs. Kilelee and Mrs. Clark. Please respect their area and belongings. Much of what occurs in the main office is confidential, so we ask that you keep your business brief and professional. We ask that you use the front door located in the foyer **and not cut through the back corridor. The copier in the office is for administrative use only.**

## **Book Inventory**

Teachers are required to maintain records on book sign-out and inventories. Books available for classroom use **MUST** be monitored. Any time a student borrows a book, even for a period, it must be signed out. A written book inventory is included in the appendix. **It is**



**mandatory that teachers check the condition and possession of books at least once quarterly. You will need to report any discrepancies to the office.**

Teachers should bring their book inventory and sign out sheet to the office to give Mrs. Kilelee a copy by September 30<sup>th</sup>. Every quarter teachers must do a mandatory book check for a grade to help manage missing books. (Located in the back of this book)

### **Class**

**Do not leave your class unattended.** Para educators should not be left in charge of classroom unless you have principal's permission. If you must leave the classroom, call the office before leaving and an administrator will arrange to have your class covered.

### **Guest Speakers**

Guest speakers can bring firsthand information to our students. If you wish to invite a guest speaker to our school, please discuss this with the building principal first. If there are any technical needs such as login or equipment you must put in a help ticket. All visitors to our school are required to report to the office.

### **Health Services**

Mrs. Zalneraitis is our school nurse. She is always willing to help with medical emergencies. Students who need medical attention should be sent to the office with a pass. If you need the nurse to come to a student's aid, please contact Mrs. Zalneraitis immediately (Ext. 7805) and/or call the office.

### **Emergency Response and First Aid to Staff**

If a staff member is experiencing significant health problems during the school day and in the administrators' judgment, they require medical attention, staff will not be allowed to transport themselves to the hospital emergency room. Emergency Medical Services will be called. In the event of any accident, an accident report must be completed and turned in within 24 hrs. Some emergencies will require a shelter/hold in place. **Please review the emergency procedures within the first three days of school.**

	<b>Supervise Class</b>	<b>Runner</b>
6th grade	Elizabeth Boggio Katie Savory Theresa Diorio	Sara Mann
7th grade	Jill Beaman Brittany Howard	Diane Steeves
8th grade	William Fraser Susanah Oneil Sarah Burgess	Jillian Perzan
9th grade	Librarian Jessica Green	Alexis Johnson

	Tim Oneil	
10th grade	Bonnie Trombly	Teresa Chirichella
	Peter Hughes	
11th grade	Calvin Fortson Dan Huntley	Nicole Ovitt
12th grade	Jessica Faloretti Aimee Castonguay	Telitha Lucier
Life Skills	Tara Conway Christina Carter	Samantha Mercure
Medical	Jan Zalneraitis	
Behavior Support	Guidance Tim Fleming Joe Smith	
Attendance	Cathy Johnson Ericka Kilelee	Kelly Kruse
Communication	Justin Therieau Sally Clark	
Cafeteria	Tim Benson Caleb Thurston	Karen Robinson
Student Boarding	Kaitlyn Leonard Sam Kilelee	
Physical Support	Nate Boudreau Dave Ricker Drew Cooper	
Continue support One on one or classroom	Linda Deschenes Julene Gilmore Kleay Steever	

Laura Kelsey  
Samantha Merchant  
Tammy Stebbins  
Kim Welch  
Sarah Scott  
Alisha Mueller  
Sandy Johnson  
Leo Marshall

### **Budget Requests**

The requests for next year's budget should be submitted to the Principal and Administrative Assistant (Mrs. Kilelee) **before or on September 30, 2024**. For anticipated field trips, a rationale must be included that addresses learning standards. **All budget requests will be electronically sent to Mrs. Roth and Mrs. Kilelee.**

**Staff Break Room** -Refrigerators, microwaves, and coffee pots are available for staff use. Staff who drink coffee bring coffee, sugar, and cream to share throughout the year. Whatever is left on the tables in the break room is assumed "shareable" but other items that are individual meals or are marked clearly not to share. **ALL staff that use the break room are expected to help keep it clean.** Dispose of your trash and wash dirty dishes. Anything in the refrigerator must be labeled with a name. **Anything left on the tables, countertops, and in sinks will be discarded, including dishes at the end of the day.** Take a turn washing tables, cleaning coffee pots, microwave, and refrigerator. During vacations, all foods and dishes left in the room will be discarded.

### **Teacher Mail**

**Since some material put in the teacher mailbox is confidential, no students should be asked to retrieve mail from the mailboxes. Please enter this area via the Science Hallway.**

### **Student Concern Team**

The Student Concern Team is available for any student with a significant problem. A student may be referred by a parent, teacher, staff member or self-referred. Problems might include alcohol or drug abuse, severe depression, child abuse, eating disorders and school phobia, among others. The team's role is to develop an understanding of the nature of the problem and to make recommendations to resolve the problem.

The team is made up of the school psychologist, student assistance counselor, (if available), school nurse, school counselor, classroom teacher, and administrator. A referral form may be obtained from the Special Education Administrative Assistant or Assistant Principal.

As mandated by federal and state special education regulations, a student experiencing significant academic difficulty, or significant attendance issues, may be brought to the attention of the SCT as part of the pre-referral process. A parent is entitled under the law to refer



his/her child directly to special education. Upon receipt of the referral, a meeting will be scheduled within 15 days to determine the need for an evaluation.

If the team determines and the parent consents to an evaluation the school will complete the evaluation within 45 days. Once all the relevant information has been collected the team will meet again to determine eligibility and if necessary, develop an Individual Education Plan (IEP).

School staff recommends that students having trouble be discussed first with the SCT to respond quickly to concerns and begin gathering relevant information.

### **School Procedures for reporting Risky Behaviors**

1. Contact a building administrator.
2. School personnel are to gather as much information as possible about the situation.
3. The student's counselor will become involved at this point if not already involved.
4. At this time the parent or guardian of the student will be notified, and the student will be presented with the information provided.
5. The parent or guardian will be offered recommended community resources, and any school services deemed appropriate.
6. If the parent requests a physical exam of the student, the school nurse will examine the student in another school adult's presence.
7. Upon exam completion, parents will be notified of the exam results.
8. In cases involving drugs or alcohol, students may be tested.

### **Professional Development**

The middle/high school encourages the staff to engage in ongoing professional development. Teachers may participate in forms of staff development including but not limited to course work, workshops and seminars, book studies and the like. For a complete list refer to the SAU 92 Master Plan. The expectation is that teachers will be involved in building level committees and district wide committees in order to help improve the school and district. **Teachers will be required, at least once in their three-year evaluation cycle, to serve on a district committee.** Faculty input is vital in order for both the school and district to achieve excellence. A partial list of standing committees includes Curriculum, Health and Wellness, Joint Loss Management just to name a few. Contact the building principal or curriculum coordinator for more information on open committee assignments.

### **PowerSchool Grading Requirement:**

There is a five-day drop/add period for high school students. Teachers at high school classes should NOT enter any grades until this period is over.

Assessment of student performance is one of the primary responsibilities of each teacher. It is expected that assessments will be made in a variety of ways and with sufficient regularity and that the results of those assessments will be communicated with both students and parents. Assessment tools should be reflective of best practice within the teacher's discipline. SAU 92 and the Hinsdale School Board have purchased a web-based student information program called PowerSchool. One vital component of the program PowerGrade/ PowerTeacher is to assist the SAU, district teaching staff and the High School administration in managing student data and reporting student performance. Teachers must use the Power Teacher and Power Grade program as an electronic grade book. In addition to the electronic reporting of terminal

quarterly grades and progress reporting, **all academic grades shall be maintained electronically and updated Bi-weekly, no later than Monday at 3PM.**

There will be a training session provided before the school opens for all new staff members. There will also be refresher sessions for all staff offered by Mr. Therieau throughout the year. In addition, technical support will be available to all staff during the school year. If a teacher so desires, we will supply a traditional grade book for them, but this will **not** relieve the teacher of the responsibility to maintain an electronic grade book.

This will help in more efficient reporting of final grades and create records of support for these grades. Adequate record keeping will be in place to support your instructional judgments and, in case of an extended absence, records will be in place for a replacement to review.

**Report Card Timeline:** The marking period will end on a Friday. Grades will be due in your gradebook by the following Wednesday at 8:00 AM. Teachers will understand that they may not have report cards to give to parents/guardians during conferences. For the fourth quarter at HMHS, grades will be entered, and grade verification completed by 8:00 AM the following weekday after the last student day.

### **Assignments**

Assignments are an important part of our students' academic growth and development. As part of our 21<sup>st</sup> century learning expectations, the habits of good organizational skills and time management skills are integral to successful task completion. Assignments are expected to be turned in on the due dates assigned by teachers. Failure to do so will affect the grades on Assignments. The school-wide policy is as follows: one day late – 10 points off, two days late – 20 points off, three days late – 30 points off; no credit for work turned in after three days late. Exceptions to this policy will require approval by both the teacher and administration. Students having difficulty completing assignments should arrange for help from their teacher.

### **Class Advisors/Extracurricular Events**

Teachers are encouraged to get involved in student life through advising and/or attending after school activities. Research shows that students involved in extra-curricular activities do better in school. Our experience shows that this is true for our students. It is part of your responsibility as a teacher to contribute to the school community in ways besides teaching and everyone is expected to be involved in at least two activities such as dances, PTSA meetings, etc. At the beginning of each year, a list of clubs and activities in need of advisors will be made available to the staff. Interested staff should inform the building principal of their desire to be involved. Extracurricular events are publicized through announcements or made available each day through the school news. Students do notice when staff are present. Being involved in this way with student activities helps to improve the school climate.

## **GUIDELINES FOR COACHES AND ADVISORS**

### **A. Use of School Building**

1. Coaches/Advisors are always supervising students in the school building.
2. Coaches/Advisors are to make sure that students' valuables are in a secure place.
3. Before leaving the building, coaches/advisors are to be certain that all students have left, that doors are locked, and the lights have been turned off. These procedures are especially important when activities occur on weekends, when there are no custodians on duty.

### **B. Extra-curricular trips-Guidelines for Chaperones and Coaches**

The following are to apply to all extracurricular trips:

1. The approval of the principal must be obtained for any extracurricular trips. They may cancel or postpone any trip when it appears, in his/her judgment, to be in the best interest of the school and/or the students.
2. Students must produce signed parental permission slips prior to their participation in a field trip.
3. All school rules will be in effect during extracurricular trips.
4. Permission must be granted by the bus driver and coach or chaperone before food and beverages of any kind can be brought on a trip.
5. The coach or head chaperone is in complete charge of all school sponsored trips.
6. Under no circumstances are valuables to be left on a bus when it arrives at its destination.
7. Students are always to be supervised. Students are not allowed to separate from the group unless they are accompanied by a chaperone.
8. Bus windows are not to be opened without the consent of the driver and coach or chaperone.
9. While the bus is in motion, students are to remain in their seats and keep the noise level at a point acceptable to the bus driver and coach or chaperone.

#### **Advisor Responsibilities:**

Oversee meetings, make decisions with the group, and advise them on school policies. The advisor is responsible for their students during meetings, practices etc. Students should be with the group and have made arrangements for rides home.

Election of Officers: Any given group should have a president, vice president, secretary, treasurer, and student council member. These positions could be combined or added to. A list should be given to the office.

All fundraisers must be approved by the principal prior to sharing ideas with students. A time frame must also be submitted for approval at the same time. Advisors are expected to attend all events with their class. (See job description)

#### **President:**

Help to run meetings and organize any activities with the advisor. Be a liaison to the administration. Coordinate meeting times and places with the advisor and secretary.

### **Secretary:**

Keep notes on meetings. Activities, trips etc. should be documented for future reference. All meeting times and places should be reported to the office to be added to the school calendar. Announcements for meetings should be approved by the advisor and given to the office in the appropriate format.

### **Treasurer:**

Records for all transactions should be kept with backup information. All withdrawals must be approved by the advisor and submitted to Mrs. Kilelee with the appropriate form. Original receipts or invoices must accompany all reimbursements and expenditures. Monies collected should be deposited in their entirety. All expenditures should be done by check to insure a proper paper trail. Original receipts must again be turned into the office. Mrs. Kilelee will provide all groups with a notebook and procedures for deposits and checks.

Records may be kept however the group chooses to do so. The notebook should be turned in at the end of each year. This way, if there is a new advisor and/or officers, they can have the group's history to go by.

### **Internal Accounts**

Notebooks have been provided for all accounts so that all transactions can be recorded. Records should be checked against statements from the office and any discrepancies reported as soon as possible. Advisors and treasurers **should only** submit forms to the office. It is your responsibility to maintain communication between each other. **It is the treasurer/advisor's responsibility to keep track of who has paid dues etc. the office only records totals.** All records are to be collected at the end of each year by the advisor and returned to the office for the next year. *Per your professional obligation, please go over this with your class officers.*

### **Procedure for Checks**

1. A voucher (attachment #1) MUST be made out for any request for a payment or reimbursement. Requests must be submitted by the account advisor or treasurer. All requests are to be signed by the advisor. Reimbursement will not occur if the receipt is not attached.
2. Requests for reimbursement must have original receipts attached. Payments must have any copy of invoices or order forms available attached. It is helpful to have an addressed envelope for checks to be mailed. Without backup you may not receive a check.
3. If a check needs to be written before a deadline, please indicate so on the voucher. Please remember the person who must sign the check may have to leave early.

### **Procedure for Deposits**

1. All monies to be deposited must be accompanied by a receipt (attachment #2). All revenue from dances, fundraisers, etc. should be turned in by 3:00 pm on the school day following the event.



2. Please make sure all checks are marked with the account name i.e.: made out to “Hinsdale High School Yearbook” or noted on the memo line “Yearbook”. It is helpful to have all paper money the same side up and facing the same direction.

3. Deposits should be counted by the advisor and/or treasurer with totals recorded as listed on the receipt form. Please have checks accompanied by an adding machine tape. Coin must be rolled. The office keeps a small supply of coin rolls. If you expect to have a large number of coins, please plan ahead.

4. Please be sure to **hand** all deposits to Mrs. Kilelee. **Never leave a deposit on a desk or mailbox.** Cash boxes are available for events if needed. Money should not be in your desk or cabinet. The safe is available if you have collected money and have not yet counted it. Please be sure the money is counted as soon as possible. It is important to get checks deposited in a timely manner.

5. Every attempt will be made to have deposits made every Friday. The bottom portion of the receipt will be returned to the advisor after the deposit has been made.

#### GRADING SYSTEM

97 -100 = A+

94 - 96 = A

90 - 93 = A-

87 - 89 = B+

84 - 86 = B

80 - 83 = B-

77 - 79 = C+

74 - 76 = C

70 - 73 = C-

68 - 69 = D+

66 - 67 = D

65 = D-

64 = F

## GRADE POINT SYSTEM

<u>AP COURSES</u>	<u>HONORS/CP COURSES</u> <u>COURSES</u>	<u>GENERAL</u>
A+ 4.50	A+4.33	A+4
A 4.50	A 4.25	A 4
A- 4.25	A- 4.00	A- 3
B+ 4.00	B+ 3.75	B+ 3
B 3.50	B 3.25	B 3
B- 3.25	B- 3.00	B- 2
C+ 3.00	C+ 2.75	C+ 2
C 2.50	C 2.25	C 2
C- 2.25	C- 2.00	C- 1
D+ 2.00	D+ 1.75	D+1
D 1.50	D 1.25	D 1
D- 1.25	D- 1.00	D-0
F 0.00	F 0.00	F 0

### Counseling Services

Description of program:

The Guidance Department is an integral part of the educational system and one that provides many services to the students. Some of the primary functions of the Guidance Department include student registration, counseling, scheduling, academic and career planning, special education team meetings and standardizing testing. Emphasis is placed on the needs and goals of every student.

The guidance department is staffed by two part-time counselors and one full-time registrar. The program consists of the following major components:

(1) scheduling of all students

- (a) registration and orientation of new students
- (b) administration of pre-registration
- (c) suggestions for revision of the master schedule
- (d) work with administration and staff on revision of program of studies
- (e) classroom sessions
- (f) individual counseling and review of all schedules
- (g) review of all schedule changes

(2) college counseling

- (a) individual counseling for all juniors and seniors
- (b) coordinate visits to college fairs, visits by college representatives, maintain and explain use of reference materials

- (c) complete applications, references (d) in charge of financial-aid workshop (e) coordinate scholarship programs
- (3) vocational counseling
  - (a) serve as liaison with the Windham Career Center and Cheshire Career Center
  - (b) interview with each senior about work plans after graduation
- (4) personal counseling
  - (a) one-on-one counseling available
  - (b) referrals made to special needs, state agencies, student assistance counselor and school psychologist
  - (c) liaison between students, parents, and staff
- (5) testing
  - (a) coordinate standardized testing, A.S.V.A.B., P.S.A.T., S.A.T. etc.
  - (b) explain results to students, parents
- (6) record keeping
  - (a) oversee transfer of student's records
  - (b) supervise recording of grades
  - (c) maintain G.P.A. and class rank
  - (d) process all transcript requests
- (7) miscellaneous
  - (a) alert students to opportunities for advanced study (St. Paul's, Girl's, and Boy's State, etc.)
  - (b) attend parent/teacher conferences
  - (c) attend Special Education Team meetings

### **School Counseling:**

Personal and group counseling aids the student in developing an awareness of self and the ability to manage himself/herself in a manner appropriate with individual circumstances. The counselor helps the student to clarify and interpret situations, to deal effectively with emotions and feelings, and to arrive at practical alternatives to cope with personal problems. The counselor uses many resources available, i.e., parents, guardians, teachers, psychologists, social workers, psychiatrists.

College and Career Counseling: any student who chooses to continue his/her education beyond high school at a four-year college, junior college, vocational/technical school, the armed services, or in various training programs needs assistance and direction with the entire process.

The guidance department, therefore, assists the student in gathering information on available schools and programs. Assistance is then given in completing application processes, meeting deadlines and in arranging visitation. College admission representatives, recruiters from the armed services, and professionals in many fields regularly visit Hinsdale High School.

### **Field trips and Excursions**

Field trips are designed to stimulate student interest and inquiry and provide opportunities for social growth and development and are extensions of the classroom. Field trips must be authorized by the building principal or his/her designee.

To be educationally beneficial, a field trip requires thoughtful selection, advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. Teachers and principals will be expected to consider the following factors in selections of field trips: (a) value of the activity to the particular class group or class groups; (b) relationship of the field trip activity to a particular aspect of classroom instruction; (c) suitability of the activity and distance traveled in terms of the level; (d) mode and availability of transportation; and (e) cost.

The teacher, in requesting permission to take his/her class away from the school grounds, must submit the details in writing of such a trip to the principal for written approval (see field trip request form). A permission slip should be sent to the parents of each child, which they will sign and return. This is to be done after the field trip has been authorized. No child may leave the school grounds on a trip unless a permission slip has been signed by the parents. Permission slips are to be kept on file in the office. The slip will contain a consent and indemnity agreement to be executed by the parent. Advisors are required to submit attendance before leaving the school grounds.

**Teachers must have lunch counts to the Abbey Group for packed lunches one week in advance.**

**Students must be in academic and behavioral good standing to participate in field trips, as determined by administration three days prior to the trip.**

Adequate supervision is also necessary to ensure protection for everyone concerned. Permission slips of those attending must be filed with the principal two days before the trip. Arrangements for financing all 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 is taken. No one under eighteen years of age will transport pupils on a school sponsored activity.

See Hinsdale Policy EEAG 3/5/2009 Use of private vehicles to transport students.

- Bicycle trips cannot be scheduled, as the school insurance policies do not cover this mode of transportation.
- It is expected that appropriate dress will be enforced as determined by the teacher in charge.
- Students are not to be given unchaperoned “free time” while on a field trip.
- When appropriate, a first aid kit or a qualified first aid person should be present.
- Transportation costs for individual students are to be kept to a minimum.
- All students must attend a field trip when their class is scheduled except in case of an emergency.
- There shall be at least one chaperone for every 10 students, with the appropriate number determined by the age of students, type of activity, and location of activity. Parents should be



called upon as extra chaperones. Teachers shall provide chaperones with a list of students they are responsible for. Students shall have some form of identification.

- Bus transportation arrangements are to be made with the school district's contractor.
- Walking trips are permissible providing slips are signed; the principal's permission must be granted, and a written note left with the secretary.

### **Overnight Field Trips:**

Overnight field trips will require prior permission from the school board. The faculty member in charge of the overnight trip will hold a parent informational session prior to the trip and will require written parental permission and medical release. Prior permission from the school board must be received before parents are notified of the trip. Any exception to the above policies must be approved through the superintendent's office.

### **National Honor Society 2024-2025**

The following students are members of the National Honor Society and may leave study halls without passes after informing the study hall teacher of their destination. They may leave for lunch at the first bell. They will be admitted free of charge to extra-curricular activities including dances (except prom and semi-formal), athletic events, and drama.

#### **Senior Class of 2025**

**Liyah Hodgeman-Sprague**

**Olivia Maillet**

**Rowan Moody**

**Taylor Honeycutt**

**Christopher Phelps**

#### **Junior Class of 2026**

### **Student Responsibilities**

Students at Hinsdale Middle High School have the responsibility to respect all those rights and freedoms which have been granted by the United States Government and should not abuse those or deny them to others.

Hinsdale Middle High School students have the responsibility to attend school and all their classes on a regular basis, be punctual and see that their attendance is recorded. While

attending classes, students have the responsibility to be present with required materials, completed assignments and an attitude which will allow them to take part, in a manner which will help themselves and others in their classes.

Students are responsible for caring for all school property and behaving in a way that will reflect favorably on themselves and the school community.

Finally, students have the responsibility to display a mutual respect for all members of the Hinsdale Middle High School community and to adhere to the rules and regulations of the Hinsdale High School District and Hinsdale Middle High School as specified in the Hinsdale Middle High School Code of Conduct.

### **Students Rights and Due Process**

It is the right of every student to attend school. A student is entitled to full consideration under the law and entitled to its full protection. Due process stands as a protection of all rights. Due process procedure assures every aggrieved student shall be fairly heard and judged. The procedures stated here are clearly defined to ensure consideration for student disciplinary action on limitation or interpretations of his/her rights.

### **Duty Schedule AM Cafeteria Duty Schedule**

Each morning teachers must monitor the students in the cafeteria before the first bell at 7:45. shows the duty schedule for each month. Teachers assigned the duty should be in the cafeteria at 7:30. The responsibilities include maintaining a safe and orderly environment and ensuring the cafeteria tables are clear after breakfast. Students should not be bringing in beverages other than water in a clear container. Students should not be in the main building without a pass. The bathrooms in the hallway to the gym should be used by students with the permission of the teachers on duty.

<b>Month</b>				
<b>Aug-Sep</b>	<b>B. Trombly</b>	<b>K. Robinson</b>	<b>J. Perzan</b>	
<b>Oct</b>	<b>D. Huntley</b>	<b>N. Ovitt</b>	<b>T. Diorio</b>	
<b>Nov</b>	<b>S. Burgess</b>	<b>S. O'Neil</b>	<b>T. Benson</b>	
<b>Dec</b>	<b>S. Mann</b>	<b>T O'Neil</b>	<b>K. Savory</b>	
<b>Jan</b>	<b>J. Green</b>	<b>B. Howard</b>	<b>T. Lucier</b>	
<b>Feb</b>	<b>D. Steeves</b>	<b>T. Conway</b>	<b>C. Thurston</b>	<b>K. Leonard (HASP)</b>
<b>March</b>	<b>C. Fortson</b>	<b>B. Fraser</b>	<b>Librarian</b>	
<b>April</b>	<b>S. Mercure</b>	<b>T. Chirichella</b>	<b>J. Faloretti</b>	
<b>May</b>	<b>J. Beaman</b>	<b>C. Carter</b>	<b>E. Boggio</b>	
<b>June</b>	<b>A. Castonguay</b>	<b>P. Hughes</b>	<b>A. Johnson</b>	

## Book Inventory and Sign Out

Class:

Teacher:

Number of Books before School Starts:

Number of Books After School Ends:

Number Missing:

Replacement Cost:

[illegible]

## REQUEST FOR EDUCATIONAL STUDY TRIP

At least two weeks before the proposed day of any study trip if transportation is involved, the teacher shall supply the following to the principal in duplicate.

Grade (Class) Date\_\_\_\_\_

Trip\_\_\_\_\_

Date of Trip\_\_\_\_\_Estimated Miles\_\_\_\_\_

Departure Time\_\_\_\_\_Return By\_\_\_\_\_

Number of Pupils \_\_\_\_\_Adults\_\_\_\_\_

Teacher(s)\_\_\_\_\_

Names of Chaperones\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments\_\_\_\_\_

\_\_\_\_\_



Dear Parents or Guardians,

As part of our unit on \_\_\_\_\_ (topic of study) we will be taking an educational field trip to \_\_\_\_\_ (destination) on \_\_\_\_\_ (date).

The bus will depart from the school parking lot at \_\_\_\_ (time) and we expect to return home at approximately \_\_\_\_ (time).

If your son/daughter requires medication during the day, you need to fill out a medication form. Please see the school nurse. Confirm that emergencies are provided for (asthma, bee sting, etc.) if necessary, for your child.

Please consider accompanying us. If you are interested in being a chaperone specify so at the bottom of this form.

We have already discussed the proper behavior for the bus and \_\_\_\_\_ (destination).

Please review this with your son/daughter and return this form at least three school days before the departure date.

Please complete and return this form to me by: \_\_\_\_\_.

\*\*\*\*\*

☐ Yes, I give permission for my child to visit \_\_\_\_\_ .  
(destination)

☐ No, my child may not attend this field trip.

☐ Yes, my child may attend, and I would like to be a chaperone. My name is \_\_\_\_\_  
and my daytime phone number is. \_\_\_\_\_.

---

Signature of Parent or Guardian

# **Hinsdale School District Suicide Prevention Plan**

## **Purpose**

The purpose of this document is to outline the Hinsdale School District Suicide Prevention Plan. It will focus upon the definitions of terms, the response to suicide and attempts at suicide, and the steps to take for student and staff education per RSA193 J:1:3. The key personnel in the district will be identified as well as resources available. Finally, the plan for Dissemination and Communication of the plan will be addressed.

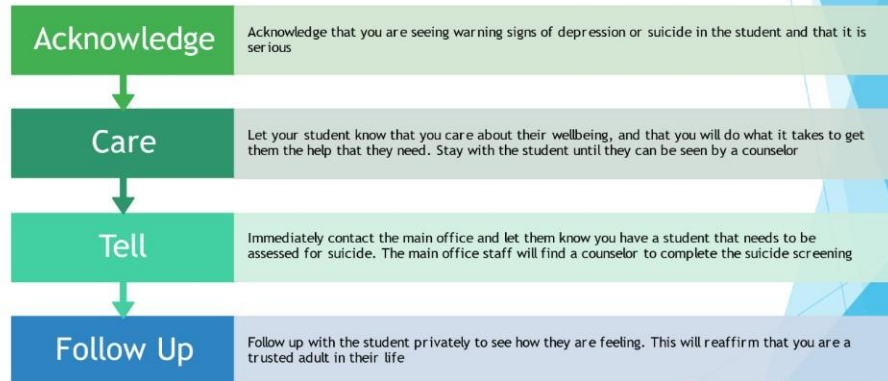
The outcome associated with the document use will be to protect the health and wellbeing of all students by having procedures in place to prevent, assess the risk of, intervene in and respond to suicide and suicide attempts.

## **Definitions**

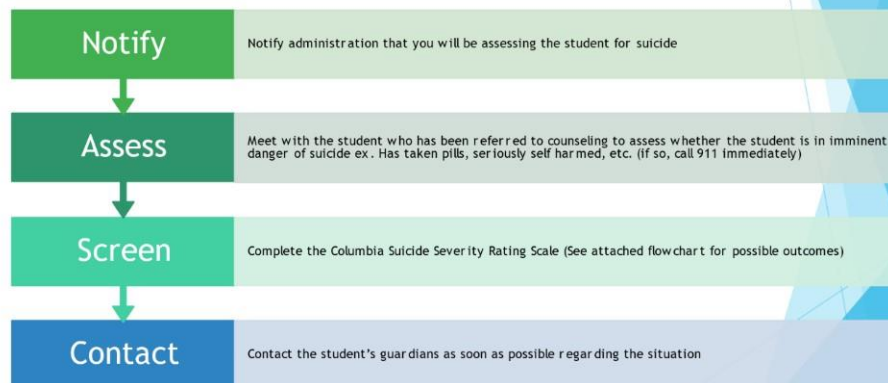
- Risk Factor – Risk factors are characteristics or conditions that increase the chance that a person may try to take their life.
- Risk Assessment - An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator or teacher). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- Warning sign – Something to look out for when concerned that a person may be suicidal is a change in behavior or the presence of entirely new behaviors. Warning signs warrant greater attention and more immediate intervention than risk factors.
- Protective Factor – Protective factors are characteristics or attributes that reduce the likelihood of attempting or completing suicide. Protective factors are skills, strengths, or resources that help people deal more effectively with stressful events.
- Postvention – Postvention is a term used in the suicide prevention field. The definition is from the US national guidelines developed by Survivors of Suicide Loss Task Force
- Postvention is an organized response in the aftermath of a suicide to accomplish any one or more of the following:
  - To facilitate the healing of individuals from the grief and distress of suicide loss
  - To mitigate other negative effects of exposure to suicide
  - To prevent suicide among people who are at high risk after exposure to suicide

## Suicide Prevention Protocol

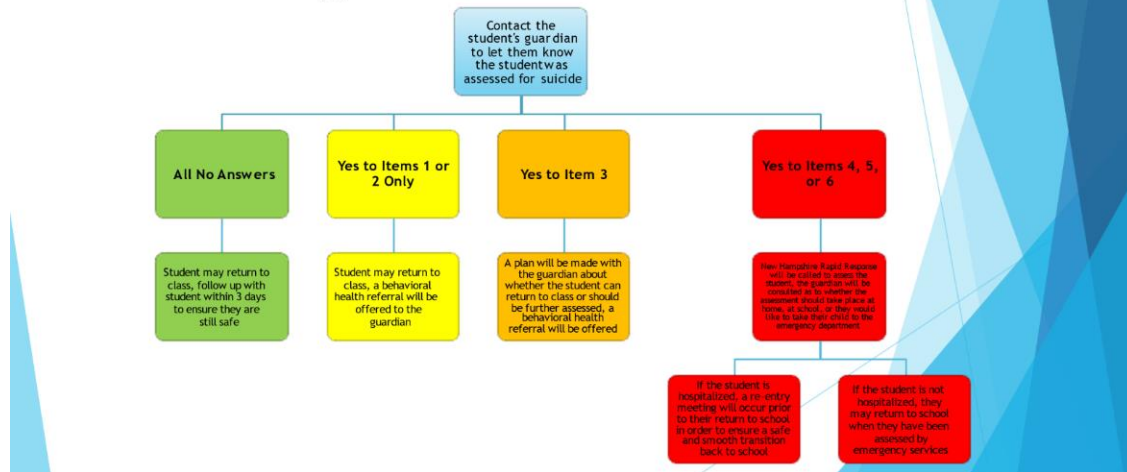
### What to do When you Suspect a Student may be Suicidal



### Counseling Assessment for Risk of Suicide



# When a Student has been Referred to Counseling for a Suicide Risk Assessment



**If you, or someone you know, needs extra support during this time, confidential 24 hour helplines are available:**

Crisis Text Line: Text HOME to 741741

NH Suicide Prevention Hotline: Call 1-800-273-8255

NH Addiction Crisis Line: Call 1-844-711-4357

**If you or someone you know are experiencing a mental health emergency, please do one of the following:**

Call your local police department

Call 911

Call the Mobile Crisis Response Team (800)-688-3544

Go to the nearest Emergency Room

## **Response to Suicide and Suicide Attempts**

The crisis response team will be made up of the school counselors at both schools, the school social workers, a school psychologist if available, and a member of the administration of both schools.

## **Postvention**

The overall goals postvention are:

- Establish a single point of contact with the parents
- Determine the method to inform students, staff and the community
- Provide opportunities for grief support
- Maintain an environment focused on normal educational activities
- Help students and staff cope with their feelings
- Minimize the risk of suicide contagion



- Provide resources for staff to manage the incident
- Maintain open communication with staff
- Prepare a media statement if needed

#### Re-Entry Plan for Student Attempting Suicide

- A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health professionals involved with the student.
- A determination will need to be made about making up missed work, the nature of check in and check out, and any other necessary accommodations for the student.
- Periodic check ins will be conducted (frequency to be determined)
- The administration shall disclose to the student's teachers and other relevant staff that the student is returning from a medical absence and may need adjustments for assignments.

#### Suicide Contagion

The Crisis Response Team should meet to identify students who may be at a heightened risk for suicide due to underlying mental disorders or behavioral problems, or who have been exposed to the prior suicide directly or indirectly. Of special concern are those students who:

- Have a history of suicide attempts
- Have a history of depression, trauma, or loss
- Are dealing with stressful life events such as a death or divorce in the family
- Are family members or close friends of the deceased
- Received a phone call, text or other communication from the deceased foretelling the suicide
- Had a last very negative interaction with the deceased
- May have fought with or bullied the deceased.

#### Student Education

##### Healthy Choices

Protective factors are the positive conditions or resources that promote resiliency and reduce the potential for youth suicide and harmful choices.

- Close family friends.
- Strong sense of self worth
- Sense of personal control
- Reasonably stable environment
- Best friends
- Responsibility to others
- Activities
- Pets
- Lack of access to lethal means

### Coping Strategies

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. At the elementary level, school counselors use “I Can” statements to guide and supplement classroom discussions around developmentally appropriate information.

### Risk Factor Recognition

All staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, shall receive at least two hours of annual training (such as but not limited to NAMI Connect Program, or Youth Mental Health First Aid) in suicide awareness and prevention. Such training may include information and professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

### Warning signs

- Talking about death or dying in general.
- Talking about suicide or wanting to die.
- Talking about means or methods to hurt oneself.
- Obtaining a weapon or other means.
- Isolating self from friends and family.
- Feeling life is meaningless, hopeless, or helpless.
- Putting life in order or giving away possessions.
- Picking fights, arguing, irritability, increased anger.
- Sudden improvement in mood after being down or withdrawn.
- Neglect of appearance or hygiene.
- Sleep and/or appetite changes.
- Dropping of activities.

- Direct Verbal Cues such as: “I wish I was dead,” “You’ll be better off without me,” “I’m so tired of it all,” “Pretty soon you won’t have to worry about me,” or, “No one will miss me when I am gone.”

### **Staff Training**

1. On an annual basis the staff will be trained in each of the following areas:.
2. Risk Factors – Staff will have knowledge of what a risk factor is and how to recognize them.
3. Warning Signs – Staff will follow the Suicide protocol procedure and ACT (Acknowledge, Care and Tell) procedure if they recognize any of the warning signs in students.
4. Protective Factors – Staff will know the protective factors preventing suicide and be able to support students.
5. Response Procedures – At the beginning of each year all staff will review the ACT protocol prior to beginning the school year and in more detail during the annual full training.
6. Referrals – Based upon a recognition of a warning sign being present staff will notify a school counselor immediately. In the absence of a school counselor being available the principal should be contacted. At no point should the student be left alone.
7. Postvention – Staff will be trained in postvention methods in the aftermath of a suicide or suicide attempt.
8. Resources Available – Staff will be given the state hotline and rapid response number. In addition, per RSA the emergency number will be printed on the back of all Identification Cards.

### **Confidentiality**

#### **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. Reference board policy GBEEA CONFIDENTIAL STUDENT INFORMATION

### **Designation of Personnel**

District Coordinator – School Psychologist  
 Building Liaisons – School Social Workers  
 Principals  
 Other - Nurses

### **Resources**

**If you, or someone you know, needs extra support during this time, confidential 24 hour helplines are available:**

Crisis Text Line: Text HOME to 741741

NH Suicide Prevention Hotline: Call 1-800-273-8255  
NH Addiction Crisis Line: Call 1-844-711-4357

**If you or someone you know are experiencing a mental health emergency, please do one of the following:**

Call your local police department  
Call 911  
Call the Mobile Crisis Response Team (800)-688-3544  
Go to the nearest Emergency Room

**For mental health emergencies**

- **National Suicide Prevention Lifeline – 1-800-273-TALK (8255) (24/7 Line)**
- **Especially for teens – Teen Head Rest – 1-800-639-6095**

**Preventing Suicide: A Toolkit for High Schools:** U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services

**After a Suicide: A Toolkit for Schools:** American Foundation for Suicide Prevention and Suicide Prevention Resource Center

**Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School**

**Personnel:** Maine Youth Suicide Prevention Program

**Trevor Resource Kit :** The Trevor Project

**Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) :** Children Family Acceptance Project

**Supporting the Grieving Child and Family :** American Academy of Pediatrics  
Crisis and Support Services

**Suicide Prevention Resource Center** or 877-438-7772: Education Development Center, Inc, 55 Chapel Street, Newton, MA 02458-1060

**National Alliance on Mental Health- NH resources are listed below:**

- **The Connect Program**
- **Support for Survivors of Suicide Loss**
- **Support for Attempt Survivors**
- **Youth Mental Health First Aid**

**Dissemination and Communication of the Plan**

The plan will be posted on the district website, included in the Student Handbook, and included in the Faculty Handbook. A crisis guide for parents will also be in the same places.



# Hinsdale Elementary School

## Student/Caregiver Handbook

### 2024-2025

“At Hinsdale Elementary  
School we are a  
community of learners  
and we are a community  
because we are  
**CONNECTED,**  
**Flexible,**  
*Ready to Learn*  
and **COOPERATIVE.”**



HINSDALE  
ELEMENTARY  
SCHOOL



Dear Students and Families:

Welcome to a brand-new school year at Hinsdale Elementary School! We are thrilled to have you join our school community and look forward to an exciting and enriching year together. As we embark on this journey, we want to share our core values that will guide us throughout the year: Cooperative, Flexible, Connected, and Ready to Learn.

**Cooperative:**

At Hinsdale Elementary, we believe in the power of working together. When we cooperate, we build strong relationships, solve problems more effectively, and create a supportive environment where everyone can succeed. This year, let us strive to be team players, helping and encouraging each other both inside and outside the classroom.

**Flexible:**

In our ever-changing world, adaptability is crucial. Change is a part of life, and being flexible helps us adapt and thrive in any situation. We encourage you to be open to innovative ideas, embrace challenges, and find creative solutions. Being flexible means you are willing to try innovative approaches and learn from both successes and mistakes.

**Connected:**

Building strong relationships with your peers, teachers, and the broader school community is essential. At Hinsdale, we emphasize the importance of being connected. Whether it is through friendships, collaboration with classmates, or communication with teachers and staff, building connections helps all of us feel supported and valued. These connections will enhance your learning experience and make school life more enjoyable. Join us for parent conferences, all our monthly school meetings, and other events.

**Ready to Learn:**

A successful school year begins with a readiness to learn. This means coming to school prepared, being attentive in class, and showing enthusiasm for new knowledge and experiences. Being ready to learn also means taking responsibility for your own education and seeking help when needed. Let us embrace every learning opportunity and strive to be the best students we can be. This year we hope to see student attendance improve and have redrafted the attendance expectations and response. Please contact school staff if your family is experiencing any barriers to supporting your child's attendance and readiness, we are happy to partner to find solutions.

We are focusing on aligning all systems and stakeholders moving forward which includes framing the Portrait of a Learner with HES's core values. The district is embarking on creating a strategic plan to capture these efforts and you are encouraged to participate in any way you can (students & families).

We are thrilled to have you as part of our Hinsdale family. As we begin this new school year, let us all commit to living out these core values.

Sincerely,

Dr. Bremner

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### Policies and Procedures Disclaimer

All the expectations for students, procedures needed to function efficiently, and the consequences for not meeting those expectations contained in this handbook are based on the policies of the Hinsdale School Board. Those policies, along with this document are available on the school website. Hinsdale Elementary School reserves the right to amend, modify, add or delete expectations due to legal considerations or as deemed necessary by the administration and/or Hinsdale School Board. HES also reserves the right to change academic requirements, course offerings, curricula, etc. when, in the judgment of the administration or the school board, such changes are required. Changes will be shared with all students/caregivers.

### **Arrival & Dismissal:**

#### **SCHOOL DAY HOURS**

The school day for students starts at 8:40 a.m. and ends at 3:20 p.m. These are the instructional periods that students should be in their classrooms ready to learn.

Students may arrive at school beginning at 8:20 AM. **No supervision** will be provided prior to 8:20 AM.

A delayed start or early dismissal is noted from the 8:40 or 3:20 times. Example: A 2-hour delay shifts the start of school to 10:40, with supervision available starting at 10:20.

All students will enter through the cafeteria door at 8:35. Regular dismissal time for walkers and car riders is 3:20.

Students arriving after 8:35 will be marked tardy.

#### **Communicate Plans**

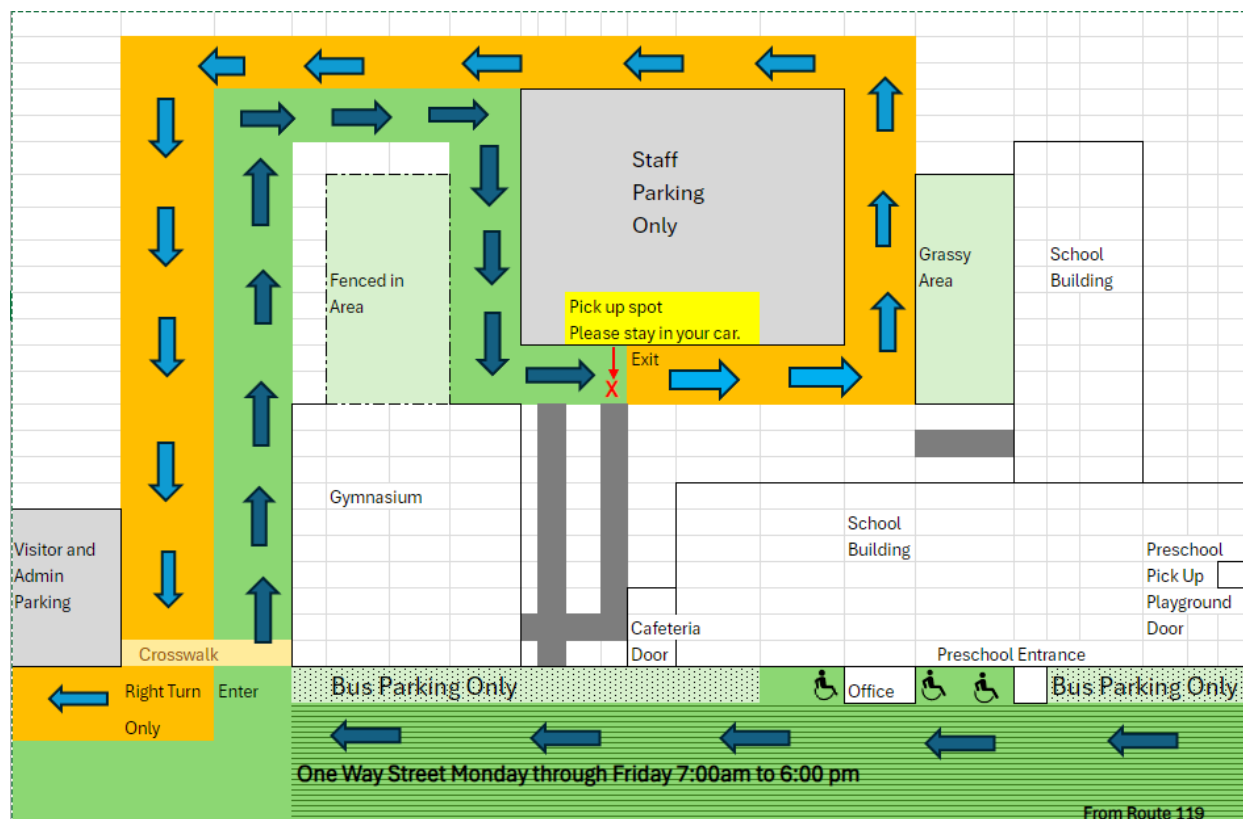
Student safety is paramount. We need to partner with families to know where students are during school hours through the dismissal to an approved location or adult.

- Communicating your child's regular dismissal plans via the student dismissal form shared at the start of the year and by email or note during the year.
- Any changes should be communicated as early as you are aware of them.
- An emergency contact still requires the guardian's permission to dismiss your child, unless there is an emergency and the guardian is not available.

All end of day changes should be communicated no later than 2:30. For student safety and dismissal lists it is vital that our end of day lists are accurate.

## **TRANSPORTATION:**

### **Locations for arrival & dismissal:**



### **Buses**

School Street between the elementary gym and cafeteria.

**THE BUS LANE IS RESERVED FOR BUSES ONLY. YOU MAY BE TICKETED BY THE SRO (After a warning) IF THIS PROCEDURE IS NOT FOLLOWED.** Buses are loaded according to arrival schedules between 3:20 and 3:35. Students grade two and below must be met at the bus stop by a parent or designee. **You must be visible to the bus driver.** Occasionally buses are late due to weather conditions. Parents will be notified by phone through School messenger if a dismissal is unusual or of emergency status. (See section on emergency information).

### **K-5 Car riders**

At the back of the building. This is a rolling line. Staff members familiar with your family will match child to car in one location.

- The drop off and pick-up line will be **moving**. Adults should stay in their vehicle until it is their turn in line. Please avoid parking in the back lot and walking with children through this area. If you must park due to the needs of your family, please wait to walk with your child until it is safe to do so.

### **Preschool**

Only will be dropped off and picked up on the playground side of School Street.

### **Walkers/Bikes/Scooter Riders**

- Cross only at crosswalks;
- Walk on the sidewalks, but when sidewalks are not available, walkers should use the side of the street facing traffic;
- Ride bicycles on the right side of the road;
- Wear a helmet when using a bicycle/scooter;
- Have only one student on a bicycle/scooter (no passengers); <sup>[OBJ]</sup>
- Promptly leave the school grounds when dismissed from school;
- Leave bikes/scooters in racks provided;
- Walk a bike/scooter to the edge of school property before starting to ride.

### **General Vehicle Guidance:**

#### **PARKING**

Visitors and parents may only park behind or adjacent to the gymnasium. Parking in front of the school on School Street is only permitted for handicapped persons in the spaces provided, or for busses. Cars should not be left idling. If quickly picking up or dropping off your child between 8:45-3 you may park perpendicular to the sidewalk near the front of the school, turn off your vehicle, and sign your child in/out in the front office.

#### **School Street**

ONE-WAY Street heading towards the High School during the hours of 7 AM to 6 PM.

**Reminder to Policy:** HES and HMHS property bans any use of tobacco, drug, or alcohol products. This includes while parked in your vehicle, as well as e-cigarette/vape products.

### **Daily Schedule**

HES has shifted back to a 5-day schedule for the 2024-2025 school year. In order to accommodate all class sections this has enabled an opportunity for some new specials for some grades. Your child's classroom schedule will be shared by their teacher and updated when needed as grades with three sections will have a rotation during the year of some specials.

### **Schedule period descriptions:**

#### **Home Corral:**

A brief transition period at the start and end of the day in their classroom. This will provide time to organize their belongings, hear announcements, discuss shift, and have time for as needed check-ins with adults.

#### **Academic Classes:**

**Literacy:** This is the core period of time students will work on all components of reading and writing.

**Math:** This is the core period of time students will work on mathematics.

**Science:** This is the core period of time students will work on science and engineering topics.

**Social Studies:** This is the core period of time students will work on topics such as history and geography

## W.I.N. Block

‘What I Need’ this period provides an opportunity for students to access supplementary or specialized services tailored to their areas of personalized achievement.

## Lunch

Students sit together at long tables to receive healthy offerings and to socialize with their tablemates.

## RECESS

Outdoor: Children will be expected to participate in outdoor recess except in rain, excessive wind or bitterly cold temperatures, and unsafe icy conditions. If the combination of wind and temperature feels like it is 16 degrees or below at recess time we will stay indoors. Please provide boots, coats, leggings, scarves and gloves. Students should have inside shoes as well as boots to wear outside.

Indoor: Children will play indoor games or watch an educational video in their classroom or larger area such as the library or gym.

## Specials

ART: The art program is designed to broaden the student’s experience in the visual arts. Through files, slide presentations, or reprints of famous works of art, the student will learn about art and artists of the past. Through actual hands-on experiences, the student is given the opportunity to learn and to develop his/her own creativity. Some concepts the students will explore are color coordination, depth perception, distortion, proportion, and spatial relationships.

MUSIC: In addition to general music class: In 3<sup>rd</sup> grade students will receive instruction in playing the recorder. Students in grades 4 & 5 will also have the opportunity to sign up for band and instrumental music lessons. The lessons will be on a first come first serve basis. Some instruments are available on a first come first serve basis from the school and the school has contracted with Ellis Music to provide high quality instruments on a “rent to own” lease agreement. More information will be provided in the fall.

- Music Themes (grades with 3 sections): This special is co-planned with our music teacher and library aid. The purpose is to preview/review key vocabulary and concepts. This may include video examples, literature supplements to historic periods etc.

PHYSICAL EDUCATION: Attire will include sneakers, and clothing that can be moved in easily outside or in the gym. If a student has a medical reason for not being able to participate fully, a dated note signed by the attending physician should be presented stating that. The parents may be contacted if further information is needed.

- Guidance Games (grades with 3 sections): This special is co-planned with our PE teacher and Guidance Counselor. The purpose is to preview/review sportsmanship, game strategy, coping skills during game play, and key vocabulary. This may include video examples, or literature supplements of a specific sport etc.



## Supplementary Specials

This is a 30-minute period and may include the following:

- Library – access to library and technology activities
- Guidance- access to social-emotional learning curriculum
- Whole group teacher led targeted activity: This may include reteaching, preteaching, or extension activities designed by their classroom teacher.
- Structured recess instruction (K) - w/P.E. teacher support to learn recess games and expectations
- Art w/ Fine Motor consultation (1<sup>st</sup>)- w/ Occupational Therapy support to target school tool use
- Band (4/5)- optional
- Instrument Lessons (4/5)- optional

## **HOMEWORK:**

Homework is an opportunity for students to practice skills and develop independent mastery of learned concepts. Occasionally homework serves to prepare students for the next day's lesson providing background knowledge of the topic being studied. As teachers assign homework, please support this skill development by providing an appropriate time and place for its completion. Parents are encouraged to read to or support the child's reading daily. Parents are encouraged to share teachable moments their child may share in the classroom as well, this might include a trip to the library, something they saw in nature, or a project they helped with.

## **FIELD TRIPS:**

Teachers plan field trips to support classroom studies. Permission slips must be signed and returned to the principal or designee three (3) days before the day of the trip. Phone calls are not accepted as permission. If you do not want your child to participate in a field trip, please contact the teacher to make other arrangements. Parents may be asked to volunteer to participate as chaperones for a group of students. While it is desired that all students participate in field trip activities, there are certain disciplinary circumstances which can prevent a student from attending. SAFETY for all students and adults is the highest concern on a field trip.

- Walking Field Trips: Classrooms may choose to access nearby locations on a regular basis such as: the public library, HMHS, or the pavilion. Parents need to fill out the annual walking field trip form or will be required to give specific permission for each outing.

## **FIELD DAY**

Annually HES participates in a full day of outdoor activities. This is an opportunity to practice SEL and physical skills in a fun community setting. On this day all students access these activities unless otherwise arranged.

## **Community Meeting**

Monthly HES hosts an all school meeting open to family/friends of our students. Visitors must sign in. These meetings last 30-45 minutes and feature celebrations, group activities, and information sharing. The schedule will be shared via the weekly bulletin sent via email.

## **Emergency Drills**

Emergency drills are conducted periodically to provide maximum safety for all students and faculty evacuating the building during all drills and emergencies. When the alarm signal sounds or an announcement is made, everyone is expected to participate in the type of drill we are having. Drills do occur monthly. NH RSA 189:64 states that, “The plan shall provide that at least 4 of the currently required number of fire evacuation drills shall be emergency, all-hazard response drills of which at least one shall test emergency response to an armed assailant. The armed assailant drill may be discussion based. The types of all-hazard drills and exercises and the manner and time in which these activities take place shall be determined by the school in collaboration with local public safety, emergency management, and public health officials. The school may include students and first responders in all-hazard response drills or activities, as appropriate.”

## **Technology Services**

Hinsdale Elementary School is pleased to be continuing our 1:1 technology initiative by issuing all K-5th grade students a laptop and charger for the school year. We believe that 21st Century instruction is necessary for 21st Century learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist.

The use of computers and networks provides our students with quality, equitable and cost-effective information and communication resources, and the opportunities for researching and reporting information in ways that are consistent with our district-wide educational goals. All students and parents must return an acceptable use policy form to be kept on file at HES. Appropriate and safe use of the internet will be taught prior to use of computers in individual classes and will be a focus in designated technology classes.

## **Attendance**

At HES parents are expected to communicate via email: [HESattendance@hnhsd.org](mailto:HESattendance@hnhsd.org) or call 603-336-5332 no later than **9:00 AM**. Students are marked tardy and require an adult to sign them in after 8:35. Regular and punctual school attendance is essential for success in school. Parents of children attending our schools have special rights and responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law (RSA 193:1).

## **Excused Absences**

- Illness, injury or quarantine that prevents the student from attending school upon receipt of a notice from the parent; **A doctor’s note is required for absences of three (3) or more consecutive days.** If a note is not turned in upon a student’s return to school or a call-in has not been received, the day of the absence will be considered unexcused.
- Bereavement or serious illness in the family.
- Weather so inclement as to endanger the health of the child.
- Observance of religious holidays.
- Court appearances: Students must present evidence of the required appearance.

- A child may also be excused for other exceptional reasons with the approval of the principal.
  - Any atypical (once in a lifetime) events/trips should be communicated with the teacher and principal at least two weeks ahead of time for approval and plan development.

### **Unexcused Absences**

These are any that do not apply to the above list.

### **Caregiver Support/Role**

Parents can help their children by not allowing them to miss school needlessly. Students are expected to be in class for 180 school days. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

- It is the responsibility of parent(s)/legal guardians, whenever possible; to make appointments and plan vacations which do not conflict with regularly scheduled classes or school activities.
- In the event of a student's absence, the absence will be considered to be accruing toward truancy as defined in by the state of New Hampshire as 10 half days of unexcused absence (RSA 189:35-a).
- Each student/family is responsible for making arrangements with teachers for the instruction missed during any absence approved by the school administration. Any planned arrangement not fulfilled by the family will be an unexcused absence.
- Each student/family is responsible for making arrangements with teachers for the instruction missed during any absence approved by the school administration. Any planned arrangement not fulfilled by the family will be an unexcused absence.

### **Communication**

Hinsdale School District utilizes PowerSchool to monitor all attendance for all students daily. School staff view it as one of our responsibilities to support families in ensuring that their child/ren meet this important expectation. In addition to communicating with parents if attendance problems arise, school staff will work with families to create a plan for successful school attendance. Communication regarding attendance will include: phone calls, emails, and formal letters.

Timelines of Communication:

<b>Unexcused</b>		<b>Excused</b>	
3 unexcused absences	Email or call from guidance counselor and review of TIER 1 options to support	5 excused absences	Principal will phone the family and discuss some options in Tier 1 to support attendance.

5 unexcused absences	Email or call from Principal to review TIER 2 options; and letter sent home with copy in cumulative file.	7 excused absences	Email or call from the school nurse and review of TIER 1 options to support
7 unexcused absences	Call from Principal to review TIER 3 options; and letter sent home with copy in cumulative file.	10 excused absences	A formal letter from the principal inviting family to a meeting to create a plan involving Tier 1, Tier2, and/or Tier 3 support.
<p>10 or more of any type or combination of absences will result in a referral to the Student Concern Team and development of an intervention plan including any option(s) from Tier 1, Tier 2, or Tier 3 below. This plan and data will be placed in the students' cumulative record.</p> <p>All instances of more than 10 unexcused absences will result in frequent formal communication and provision of supports/actions indicated from any Tier.</p>			

The following suggestions in each tier are not in sequential order and do not all need to be implemented but serve as a menu of options that may be tried to encourage regular, timely attendance.

**Tier 1 support for successful attendance:**

- Bus transportation or safe walking paths to school for Hinsdale residents
- Provision of school calendar and child's daily class schedule
- Engaging learning academic milieu
- Provision of in class social-emotional learning
- Access to school counselor
- Provision of student handbooks related to attendance
- Provision of district policies related to attendance
- Procedure to report student tardies and absences is communicated to families
- Accurate attendance counts collected by staff
- Annual child-find efforts completed with consideration of the census and local medical and educational settings.
- Positive praise and reinforcement of attending school daily and on time.

**Tier 2 support for successful attendance:**

- Parent consultation with administration & clinical staff
- School consultation with SRO



- Review of factors and needs through the Student Concern Team
- Individual visuals or incentive plans
- Provision of parent education materials
- Alternative transportation options considered
- Review of family support networks
- Sharing of resources and services contact information to family
- More frequent communication with family
- Student interview
- Individualized data collection systems
- Identify a point person/caring adult in the school
- Clinical school team member(s) offer to/do a home visit

### **Tier 3 support for successful attendance:**

- Alternative transportation considered/implemented
- Continuation of building support team process
- Wrap around consultation with agencies involved
- Development of behavior contract
- Consideration if a Functional Behavior Assessment (FBA) is needed
- Home hospital needs are considered through the state developed process
- Clinical services if identified as a need
- Home visit by SRO
- Filing a Children in Need of Services (CHINS) with the court (under 18)
- Filing with DCYF if indicated

### **Health & Wellness**

**Illness:** If a student becomes ill during the school day they need to report to the nurse, or in their absence, the main office. If deemed appropriate, the nurse or office staff will notify the parents/guardians/designee who will take the student home. Before taking the student home, they must be signed out in the main office. Failure to do so may be considered leaving campus without permission or cutting class.

Please keep your child at home if they have had a fever greater than 100.4, suspected respiratory or flu-like illness, vomiting or diarrhea in the past 24 hours, rash with fever, frequent/persistent cough, or communicable diseases. We ask that you call the school to inform us that your child will not be in school due to illness.

**Injuries:** All injuries that occur during school time or school activities, no matter how small, must be reported to the teacher on duty, the school nurse, and the main office. Failure to report an injury in a timely manner could result in the denial of an insurance claim.

**Emergency Information:** Emergency forms must be updated yearly and submitted at the beginning of every school year. These forms not only provide updated emergency contact information in the event of illness, but they also serve, in the event of an emergency, as medical history and consent to treat. Please

inform the nurse throughout the school year of any changes in your child's medical status, major injuries, or immunizations. Home-schooled students participating in any school program must also have this form on file.

**Medications at School:** Students are not allowed to possess medications of any type at school – including over-the-counter medications – without the appropriate forms filed with the school nurse. Please contact the nurse for further information. Medications such as inhalers and epi-pens may be carried by the student provided the proper forms are on file in the nurse's office. Many routine over the counter (OTC) medications are supplied by the school and will be dispensed to students as deemed appropriate by the school nurse provided a current, signed OTC consent form is on file.

### **Make-up Work**

Students who are absent are required to make up missed work. Students are allowed two days to make-up class work for each day of legitimate absence from school/class. For example, if a student misses school on Monday, they will have until Wednesday to complete missed assignments. If there are extenuating circumstances related to a student's absence, an extension of time may be granted by the administration

### **Materials:**

#### **Items from Home**

Students are not to bring expensive, valuable, or distracting items to school. Such things as cell phones, electronic equipment, games, cards, collectibles, or expensive toys will be sent to the office and kept in the school safe until the end of the day. If students repeatedly bring items to school, after being redirected not to bring them, the items will need to be picked up by their parents. Items not picked up by a parent within three weeks will be discarded or donated to charity.

#### **Pets or Animals**

Except as required by law or with administrative approval (policy & insurance required), pets and animals are not allowed in the school building due to health risks such as allergies, asthma, infections or bites. Specific classroom/district experiences can be arranged on special occasions.

#### **Lost & Found**

Please mark all of your child's belongings. Lost & found items will be placed in a visible location. This will include a table at all school events (meetings, conferences, evening events etc.) After 3 weeks, items will be donated locally.

### **Social Emotional Learning AT HES:**

We strive to make our school community a place where all members demonstrate they are ready to learn, flexible, connected and cooperative. The entire staff has adopted this mission to improve school climate, instill a value for learning and promote a positive learning experience for all students. Students are provided a safe environment and targeted instruction in social-emotional learning (SEL). The components of SEL include self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. These areas of instruction are provided at TIER 1 Universal Approaches, TIER 2 Targeted Supports, and TIER 3 individualized plans as identified through team processes.

Tier 1:

This will include a Morning Shift, midday check in and an afternoon shift. The morning shift will focus on creating a welcoming atmosphere in the classroom and school and setting the tone for the day by going over the “Roadmap” for the day. Midday check in will provide the students with the opportunity to regain regulation if it has been lost and the afternoon shift will prepare students to allow them time to reflect on their day and identify successes and failures. Students will be actively taught the schoolwide behavior expectations and the classroom expectations. Through a comprehensive and thorough system of active feedback and encouragement positive behavior will be supported and recognized. Students will receive guidance lessons as a whole group and the key curriculum strategies will be embedded throughout their day in all settings. This includes a color-coded system for personal regulation, and positive strategies.

### **Code of Conduct & Ongoing Education:**

Children are learning how to make positive choices in school as they are learning academic content. Developmentally student behavior changes a lot in Elementary School. *An example:* A kindergarten student who has not experienced the demands of a full school day and are fatigued might have a small tantrum that looks like an upset voice or not being cooperative. The teacher will provide supports to teach these skills over time and peers are taught to have grace with their friend while they are learning this. The same behavior in a 5<sup>th</sup> grader is very unexpected and may result in more significant consequences.

When a student’s behavior shows a disregard for one or more of the core values, their classroom teacher will work with the student to identify how/why their behavior did not meet the value and what they need to do differently next time. The student may receive consequences for their poor choice in order to emphasize their responsibility to meet the core values throughout the school day.

If the incident is significant or incidents are occurring frequently teachers fill out an Office Referral Form (ORF). The results of that can vary based on the infraction, developmental level of the child, policy/law, and personal circumstances. Parents may be asked to meet with the teacher and/or other staff at the school to discuss possible interventions to address the child’s concerning behavior. Students may need to complete activities outside of their classroom, and in these cases parents are notified.

### **CATEGORIES**

#### **Technology**

**Violation of the Acceptable Use Policy (JICL-R) may result in the following consequences:**

- Loss of access for a determined period of time
- Increased supervision for a determined period of time

As needed, additional disciplinary measures may be taken. These may result from cyberbullying, illegal downloading of material, etc. All electronic communication, files, and material is subject to examination by school officials and legal authorities. This includes all email that is sent or received through or by our system.

**Consequences:** The consequences for such behavior will be determined by the classroom teacher and will be based on a system of natural and logical consequences that are delivered with real empathy and designed to help the students learn accountability.

### **RECESS RULES**

1. Play according to rules of organized games;
2. Walk quietly and orderly to and from recess;
3. Use all playground equipment appropriately;
4. Walk to and from activities appropriately;
5. Put all litter in the trash bins;
6. Play only games that do not involve rough contact (activities like tackle football, karate or wrestling are prohibited);
7. Honor other students' space and be very careful not to hurt others by your actions;
8. Use only the crosswalks to cross the road when directed by a supervisor;
9. Obey the supervisors' instructions;
10. Play only in designated areas;
11. Immediately line up when the bell rings or when a supervisor instructs you to do so;
12. Take good care of recess & playground equipment;
13. Playground equipment is designed for students ages 3-12.
14. Video surveillance cameras are located on all school grounds.

**Consequences:** Students in violation of recess rules will have consequences determined by staff on duty. Students may be required to practice skills alone or with a different class, stay for a detention, give restitution, review expectations, or another developmentally appropriate response to teach skills. Destruction of equipment/damage will be met with specific restitution.

### **Tiered Disciplinary Approach**

Parents, school board members, the faculty, and staff of Hinsdale Elementary School are interested in encouraging all students to do their best. The code of conduct is to be used as an overview rather than as an all-inclusive document. **The administration will ultimately determine consequences.**

The expectations for behavior that follow are for all students any time they are representing HES, this includes while on fieldtrips. Students are expected to treat all members of the school community with dignity and respect. The school community is defined as all people who work or learn within the school.

Each person in the school must have the opportunity to grow personally, socially and intellectually, as well as the opportunity to exercise their rights in a positive and constructive way. All members of the school community must also understand and support the school's standards of conduct and assist in enforcing rules and regulations.

Our mission is to support all students in displaying acceptable behavior and participating fully in their education. As a result, the HESS disciplinary model has been created using a tiered approach. The model contains five levels (1, 2, 3, 4, 5) defined with progressively more problematic student behaviors on each level, but these lists are not exhaustive. On each level, consequences have been identified to support the



improvement of a student's behavior and to clarify expectations regarding future incidents of unacceptable behavior. When a student behaves in an unacceptable way, they will be assigned to the appropriate level as defined in the model. Age and maturity levels require several types of disciplinary action. These factors will be considered when corrective measures are needed.

Hinsdale Elementary School reserves the right to discipline a student who engages in dangerous or illegal behavior outside of school, the result of which may directly harm the school. Furthermore, police or other state agencies may be notified if students engage in behaviors that violate New Hampshire state laws. All school consequences are at the discretion of the HES administration except in cases where school board policy specifically dictates. Behaviors at Level 3, 4, and 5 will be formally documented in a student's permanent educational record.

Faculty and staff shall correct difficulties where and when they occur. Our goal is to lead with a regulation strategy to support students having difficulty. Types of interventions will include breathing activities, self-talk, body awareness activities, nonverbal warnings, verbal warnings, proximity, a parent call as soon as reasonably possible, change of seating assignment, re-teaching the expectations, use of a classroom recovery area, and use of a buddy classroom. When one student's actions, even though minor, impact the learning of other students, that student may be removed from the classroom for a period of time that is appropriate for the age level of the student and until such time as they are ready to learn. All minor behaviors should be managed at the classroom level by staff. Repeated classroom behaviors may require intervention by the principal or his designee. In that case, students will be removed from class and meet with the principal/designee with the goal to return the student to class ready to learn.

## LEVEL 1

Conduct which impedes the orderly operation of the classroom or school. These misbehaviors are first handled by an individual classroom teacher and do not require intervention by other school personnel unless they are repeated. Examples of Level 1 behavior may include, but are not necessarily limited to, the following:

- Disrupting a class
- Refusal to change behavior when asked
- Disrespect to peers or adults
- Work refusal
- Disregard for property (writing on tables, ripping paper etc.)
- Cheating/Academic Dishonesty
- Dress code policy expectations
- Cell phone in plain view or use

Possible staff actions: documentation of conduct, may include meeting with the student, loss of privilege, communication with parents, communication with guidance or case manager where applicable, or the development of a behavior plan to support the student in removing obstacles to learning. Student behavior improvement or safety plan or procedure developed.

Possible administrative actions: none, unless the behavior is repeated after teacher intervention.

Student expectations: The student is expected to understand the nature of the problem, be able to identify their behaviors that contribute to the problem, and, if necessary, meet with a counselor or other school personnel. The student may also meet with the teacher to develop a reentry/improvement plan and should not miss class time while this step is in process. The student may, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

## LEVEL 2

These behaviors tend to be actions of serious educational consequences and as such require corrective action. Examples of Level 2 behaviors include, but are not limited to:

- Excessive classroom disruption
- Dress Code Violation
- Leaving class without permission
- Being in an unauthorized area
- Throwing things in class
- Profanity
- Theft
- Disregard of redirection for Level 1 behaviors

Possible staff actions: continued actions from Level 1, communication to parents, notify administration, Student behavior improvement or safety plan or procedure developed.

Possible administrative actions: communication with parents, communication with guidance or case manager where applicable, meet with student, loss of privilege, detention (1 or 2 days), in-school suspension as appropriate.

Student Expectations: The student is expected to understand the problem, identify their behaviors that contribute to it, and, if necessary, meet with the counselor and other school personnel. The student may meet with a guidance counselor to develop a behavior improvement plan, which would be shared with the principal. The student may, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

## LEVEL 3

Behaviors may include, but are not limited to:

- Abusive obscenity (may include language or gestures)
- Bullying/Cyber-bullying
- Fighting/Assault
- Gross disrespect
- Harassment
- Hazing

- Threatening behavior towards others
- Leaving assigned area without permission
- Property destruction
- Throwing objects
- Obstructing an investigation
- Disrobing
- Intimidation
- Continuation of Level 1 or 2 behaviors

Possible staff actions: continued actions identified in Level ½, notify administration, complete office referral or other required report. Staff may need to limit the area accessible to the student or physically block aggression. Student behavior improvement or safety plan or procedure developed.

Possible administrative actions: communicate with parents, communicate with guidance or case manager where applicable, meet with student, loss of privilege, detention, suspension for 1 – 5 days (in or out of school), refer to Student Concern Team, refer to Keene Youth Services, referral to other agencies as indicated

Student Expectations: Administrative interventions will occur when student behavior is serious and detrimental to the student's success and the success of others. During a suspension and with the support of the administration, the student may be expected to make a plan for reentry and to change the behavior. This would include a clear identification of the problem behavior, the student's role, steps to improve the behavior, and a timetable to implement the behavior changes. The counselor or special educator, the administration, and parents may be involved in a reentry plan. The student may also, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

#### LEVEL 4

A student found to have engaged in behavior at Level 4 or 5 may be subject to immediate removal from school and/or recommended for a long-term suspension and/or expulsion from Hinsdale Elementary School. The police may be notified where appropriate. Behaviors may include, but are not limited to:

- Alcohol or drug use
- Harassment/Hazing/Bullying (Severe/ongoing)
- Excessive intimidation
- Excessive obstruction
- Stalking/gross threatening behavior
- Endangering school personnel
- Endangering school property
- Causing false alarm
- Habitual school offender Level 1-3

Possible staff action: notify administration immediately, ongoing de-escalation supports and options identified at Level 1-3. Student behavior improvement or safety plan or procedure developed.

Possible administrative actions: communicate with parents, communicate with guidance or case manager where applicable, meet with student, loss of privilege, suspension for up to 10 days (in or out of school), refer to Student Concern Team, refer to Keene Youth Services, recommendation for long term suspension and/or expulsion.

Student Expectations: Administrative interventions are crucial when student behaviors become chronic, serious in nature, and detrimental to the student's success and the success of others. During the suspension period, the student is expected to make a plan for reentry and for a change in behavior. This includes a clear identification of the problem behavior, the student's role, and timeline for improvement. The counselor, special educator, and/or administration will be involved in forming and implementing the plan. The student will also, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors. The EST will examine additional interventions, if applicable. Upon his/her return to school, the student may be placed on a social contract allowing them to participate in the academic day but restricting participation in non-academic activities. The social contract may also require participation in a counseling-based outside agency to help the student address concerns.

## LEVEL 5

Behaviors may include, but are not limited to:

- Assault resulting in injury
- Gross student endangerment
- Gross theft/vandalism
- Possession of a weapon
- Possession/Sale/distribution of alcohol/drugs/Tobacco
- Arson
- Bomb Threat
- Sexual offenses
- Other illegal conduct
- Chronic level 2, 3, and/or 4 behaviors

Possible staff actions: Notify administration, employ emergency procedures if indicated, ongoing de-escalation supports and options identified at Level 1-4, complete office referral or other required report. Staff may need to limit the area accessible to the student or physically block/prevent aggression.

Possible administrative actions: Recommendation for long-term suspension and/or expulsion. See relevant policies for more information.

The Level 5 administrative response will occur when the student behavior is extremely serious and the student's continued presence in the school is detrimental to the education of other students. Initially the student will be suspended for 10 days while a recommendation for long-term suspension or expulsion is submitted to the Superintendent. See Hinsdale School District policy for rules pertaining to long-term suspension/expulsion by the principal for possession of a weapon, controlled substance, assault on school property or at school-related events, or when a student is charged with/convicted of a felony.



**Student Expectations:** In order to re-enter the school, the student will develop a reentry plan. This will include a clear identification of the problem behavior, the student's role, and steps to improve. The administrative team and the parents will be involved in the reentry plan. The plan will be submitted to the administrative team for final approval. Parents may be required to provide transportation.

### **LEVEL 1-5 Learning**

At any level students may be required to participate in role playing, practice, restitution, reading/development of a social story, or experience a change of environment. This may include completing work in another classroom, another area, or the principal's office.

### **Detention**

Whenever possible, detentions will be served the same day with parents being notified. Students may be issued teacher detentions, which will be served with the individual teacher. The date to be served and the length of the detention will be at the teacher's discretion. The teacher should use this time to discuss the issue(s) that led to the detention to prevent a recurrence of the behavior. If a student does not serve a teacher detention, he/she will be assigned an office detention.

Office detention will be assigned in the afternoon Monday through Friday, or during a preferred period. This may include a lunch detention, or during their regular recess period. If they serve a detention during their recess they will be offered an alternative physical movement period. Students are expected to be on time and to sit quietly and may be asked to complete work or restitution. Students are expected to serve their detention before going to any extra-curricular activity.

If a student cannot serve an administrative detention, a minimum of twenty-four-hour notice from parents/guardian is required. At that time, the administration may reschedule it. Administration may cancel or postpone as needed.

## **SUSPENSION AND EXPULSION OF PUPILS**

### **In-School Suspension**

In School Suspension is provided as an alternative to out of school suspension. When assigned to ISS, students can work on class assignments, homework and develop a behavior plan. It is recognized that only the administration of Hinsdale Elementary School will place students in ISS and that students may be placed in ISS at any time for actions that warrant it. Parents will be notified as soon as possible when a student is assigned to ISS.

- Students are to bring the following items to ISS and complete all assignments there: all school books, paper, pencil and either lunch or lunch money. Students who participate in the free/reduced lunch program may continue to do so while serving ISS.
- Students may only leave ISS with the supervisor's permission.
- While in ISS, students are not permitted to attend or participate in extracurricular activities. They are to be on school property only during the regularly scheduled school day.
- The ISS supervisor will help students, as necessary.
- All work must be completed according to the teacher's directions.
- Tests may be administered in ISS. The student will receive the same amount of time to complete the test as the class.

- The Principal must approve any absence from ISS. The student's parent/legal guardian must call the school between 7:00 and 9:00 am on the day of absence. Any periods not served in ISS due to early dismissal or other absence may be added to the ISS assignment. The School Resource Officer may also become involved.

Any student who violates the ISS rules may be suspended out of school.

- Students refusing to serve ISS will have their parents notified and will be sent home from school. Their absence will be considered unexcused.
- Students assigned to ISS may not go outside at lunchtime and will sit at a separate table in the cafeteria.
- Students should bring an outside reading book.
- Students will be assigned additional reading and writing assignments that must be completed to the ISS supervisor's satisfaction.

### **Out of School Suspension**

Students will be suspended out of school for offenses that warrant such action according to the code of conduct. These students may be required by the principal to complete a behavior plan that includes parental participation. Any student suspended from school cannot be on school grounds at any time during the period of suspension, including before and after school. Parents will be notified by phone and in writing when their child is suspended. The principal or designee may suspend a student for up to ten days. It is the student or parents' responsibility to get the necessary materials. Upon return to school, and before attending classes, the parent(s) and student may meet with the principal and the student's school counselor.

### ***NH RSA 193:13 Suspension and Expulsion of Pupils***

(a) The superintendent or his designee in writing by the superintendent, is authorized to suspend students from school for a period not to exceed 10 school days for:

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

(b) The school board or representative designated in writing of the school board is authorized, following a hearing, to continue the suspension of a pupil for a period in excess of 10 school days. The school board's designee may be the superintendent or any other individual but may not be the individual who suspended the pupil for the first 10 days under subparagraph (a). Any suspension shall be valid throughout the school districts of the state, subject to modification by the superintendent of the school district in which the pupil seeks to enroll.

(c) Any suspension in excess of 10 school days imposed under subparagraph (b) by any person other than the school board is appealable to the school board, provided that the superintendent received such an appeal in writing within 10 days after the issuance of the decision being appealed. The school board shall hold a hearing on the appeal but shall have discretion to hear evidence or to rely upon a record of a hearing conducted under subparagraph (b). The suspension under subparagraph (b) shall be enforced while that appeal is pending, unless the school board stays the suspension while the appeal is pending.

Any pupil may be expelled from school by the local school board for behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions or violence as defined in RSA 193-D:1, or for possession of a pellet or BB gun, rifle, or paint ball gun, and the pupil shall not attend school until restored by the local board. Any expulsion shall be reviewed if requested before the start of each school year and further, any parent or guardian has the right to appeal such expulsion by the local board to the state board of education. Any expulsion shall be valid throughout the school districts of the state.

Any pupil who brings or possesses a firearm as defined under 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.

### **Long-Term Out of School Suspension**

The Superintendent may extend the suspension of students in excess of ten (10) school days. Long-term suspensions apply to an act of theft, destruction, or violence as defined in RSA 193-D, bullying pursuant to school district policy when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student, or possession of a firearm, BB gun, or paintball gun or other deadly weapons as defined in RSA 625:11 V Parents, guardians, or students have the right to appeal suspensions in excess of ten (10) school days to the local school board.

### **Expulsion**

According to NH law RSA 193:13 the school board may expel a student from school. Parents, guardians, and students may appeal an expulsion by the school board to the NH State Board of Education. Parents, guardians, and students may request a review of an expulsion prior to the start of a new school year. An expulsion shall be valid throughout the school districts in New Hampshire.

Any pupil may be expelled from school by the local school board or board of trustees for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- (a) A repeated act under subparagraph I(b);
- (b) Any act of physical or sexual assault that would be a felony if committed by an adult;
- (c) Any act of violence pursuant to RSA 651:5, XIII; or
- (d) Criminal threatening pursuant to RSA 631:4, II(a). [...]

## **Appeal/Due Process**

### Student Due Process Short-Term Suspension

In all cases when a short-term suspension may apply students have the following rights. The student is entitled to receive at least:

- notice of the specific charges and the proposed punishment
- an explanation of the evidence against the student, and
- an opportunity to challenge the charges in front of an objective person, usually in an informal conference or hearing with the principal.
- A written statement to the student and at least one of the student's parents or guardians explaining any disciplinary action against the student.

### Student Due Process Short-Term Suspension

- Written communication prior to the hearing of the charges and an explanation of the evidence against the pupil
- A written decision which includes the legal and factual basis for the conclusion that the pupil should be suspended
- If the hearing was conducted by the school board's designee, the decision may be appealed to the school board
- If the hearing was conducted by the school board the decision may be appealed to the NH State Board of Education

### Student Due Process in Expulsion by the School Board

- A formal hearing shall be held before any expulsion
- Consideration of the students age, disciplinary history, whether the student has a disability, the seriousness of the violation, whether a positive behavior support program has been in place and whether a lesser intervention would properly address the violation
- If the hearing is held after the expiration of a short-term suspension, the student shall be entitled to return to school after the short-term suspension has expired and pending the expulsion hearing.
- Written notice of the date, time and place of the hearing
- The notice shall also include the charges and the nature of the evidence against the pupil and
- The superintendent's written recommendation for the school board action and a description of the process used by the superintendent to reach his/her conclusion.
- The notice shall be delivered at least 5 days prior to the hearing
- The student has the right to appeal the decision to the NH State Board of Education within 20 calendar days of receipt of the written decision of the school board.



## **Pupil Safety and Violence Prevention**

In accordance with RSA 193-F and policy JICK the Hinsdale School District will provide an educational setting that is safe, secure, kind, and free from bullying and cyberbullying. The School District will not tolerate unlawful harassment of any type and conduct that constitutes bullying and cyberbullying is prohibited. All students are protected regardless of their status under the law. Any person violating this policy may be subject to disciplinary action up to and including expulsion.

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.

### **Data Sources in any Discipline issue (minor to major) may include:**

- Teacher report- oral, email, or form /data
- Staff report- oral, email, or form/data
- Parent report- oral or written
- Interviews with witness and those involved
- Evidence- tangible evidence, video etc.

### **Bullying Reporting**

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 volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the principal as soon as possible, but no later than the end of that school day.
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 policy JICK.

### **Staff Reporting**

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

### **Parent Reporting**

1. Parents should notify their child's teacher upon any social conflict that should be known.
2. Any repeated and targeted social conflict may be bullying, and specific information should be shared.
  - a. Who?
  - b. What?
  - c. Where?
  - d. When?
3. Parents should communicate with the principal if they are concerned about the severity of social conflict/bullying or feel it is not being addressed.

### **Notification of Bullying**

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).

### **Financial**

#### **SCHOOL MEALS:**

Breakfast (except on delayed openings) and lunch are available every day. Menus are posted on the school website at the beginning of every month. At HES breakfast is \$1.75 and lunch is \$2.95. Milk is \$0.60. Free & Reduced forms are available in the office. We encourage every eligible family to apply for free and reduced school meals. Some of our school's state funding depends on the number of students who receive free or reduced meals. Please pay fees or lunch bills on time. A lunch account with negative balances (unpaid lunches) forces the principal to make a phone call to the parents to resolve the debt. Thank you for paying for your child's meals in advance.

#### **BREAKFAST IS SERVED**

Breakfast is served between 8:15 and 8:35. Students arriving on buses and car riders will be given an opportunity to eat their breakfast in the classroom after picking it up on their way into the building.

### **SCHOOL BILLS:**

The district spends thousands of dollars annually to see that students are provided with the necessary books, equipment, laptops and other materials that will aid in acquiring a good education. Textbooks are school equipment, and materials that are issued are the responsibility of the student. Laptop replacement can be very expensive so make sure you stress proper care of the laptops provided. Teachers will not accept books, materials, or equipment that is damaged or shows other signs of excessive wear. If these conditions exist, the parents or guardians must pay the replacement cost of the article damaged. Lost or damaged library books need to be replaced in a similar condition, family can choose to replace with a used book in good condition.

### **Special Events**

On occasion a special event may require a fee. Students who are unable to pay that fee would not be denied access if the event were occurring during the normal school day.

### **Communication of Performance and Expectations**

#### **Newsletters**

Classroom teachers and the principal will communicate via weekly newsletters. It is the responsibility of caregivers to read these and respond when there is opportunity to do so. These communications may include reminders to this handbook or clarification for specific expectations. It is helpful to learn about events, expectations, and celebrations at school in order to support child development.

### **REPORTING PUPIL PROGRESS**

Information about a pupil's progress in school is provided to parents by means of a report card, and parent conferences. Report cards are issued four times yearly (k-5) and twice for PreK. Students in grades Kindergarten through fifth grade will be receiving a Standards Base Report Card that is aligned with the College and Career Readiness Standards. Standards-based reporting focuses more accurately on student academic achievement by moving grading of effort and participation into an ungraded category of Work/Study Skills. Parent teacher conferences will be held at the end of the first quarter and additional conferences may be scheduled throughout the year. Students who receive short term interventions or are receive special education programming will receive more targeted progress reports throughout the year.

#### **Evaluation**

Throughout the year, standardized benchmark tests will be administered to your child. These tests assist us in planning instructional programs to meet the needs of the students through monitoring their personal progress and by analyzing trends within the school. The assessments include NWEA Measures of Academic Progress (MAP) testing, NH Statewide Assessment System (NHSAS), and the Dynamic Indicators of Basic Literacy Skills (DIBELS-8<sup>th</sup>). PreK and K students are also evaluated using the DIAL-4. Student's performance on unit tests and review of work samples are components of evaluating their mastery. If a need is indicated additional formal and informal screening or inventory tools may be used to understand student achievement across academic, developmental or SEL topics.

### **Student Concern Team**

Students are discussed throughout the year in celebration and to plan for targeted supports. Monthly grade level teams meet to discuss students they have a concern about or are somehow more individually monitoring. These teams may recommend that a more formal interdisciplinary team meets to consider the needs of the student, current supports in place, and new steps to try. At any stage parents can be informed of these discussions, but will be informed if a plan is considered that may result in their child leaving the classroom to receive a targeted intervention or if there is a referral to the special education process.

Parents can ask for the SCT to discuss their child and are welcome to these discussions.

### **Promotion & Retention**

Students develop both physically, mentally, and socially at different rates. Students begin their educational career at different times depending on many factors during the ages of 0-5. The decision to retain a student is a complicated one, notably not supported by research. We would hope that timely interventions during the school year along with consistent, open communication between school staff and home would make retention unnecessary. Additional steps may also be required to avoid retention including but not limited to homework support, after school tutoring, and summer learning experiences. After considering all the factors a decision will be made based on what is considered in the best interest of the student. In accordance with *HSD Policy IKE – Promotion and Retention of Students*, criteria to be considered should include, but not be limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's social growth and readiness. The final decision on retention rests with the HES administration. Students will not be retained due to the impact of a disability.

### **General Communication:**

All staff have email and all faculty have voicemail. Staff have contracted hours and the expectations of replies to messages should afford them at least one school day to reply. Parents can expect regular communication broadly in the form of a newsletter or other message system from their classroom teacher and the principal. Parents are encouraged to reply within 1-2 days of attempts to contact them for any reason by the school staff, and to keep all contact information accurate and up to date.

### **Classlists:**

Classlists begin to be developed mid to late spring. The team of educators who worked on the class lists included the classroom teachers, special education staff, Title 1 staff, clinical staff, and administration. They consider the best matches for instructional groups, social dynamics, personal/familial connections, behavior, family needs, and other factors to make the lists. These factors are supported by data like attendance, discipline, benchmark assessments, report cards, state testing, and progress monitoring of interventions. Parent input is welcome and should be shared with specific information to the principal no later than April 15<sup>th</sup>. Classlists are rarely changed once created. Teacher assignments are shared to families near the end of the school year as is possible. The full class list is not shared due to student privacy and safety considerations.



### **THE HINSDALE PRESCHOOL**

Class schedule and tuition for regular education students are as follows: The three-year-old program is offered for three days per week, Tuesday, Wednesday and Thursday. The times are from 8:30 to 11:00 and tuition is \$360 for the entire year **paid in full by August 12, 2024**. The four-year-old program has a single session, meeting Monday through Friday from 12:30 to 3:20 each day and tuition is \$600 for the entire year **paid in full by August 1, 2024, no exceptions will be made.**

Space is limited for both programs and entry into the programs is decided by lottery. All students in the four-year-old program are expected to be toilet trained completely. If a three-year-old is not fully toilet trained, it is expected that parents will follow the toilet training protocols established by their teacher.

**Students who exceed the 5-day limit of unexcused absences may be removed from the program without a refund.**

### **Hinsdale After School Program**

The Hinsdale After School Program (HASP), a grant funded 21st Century Community Learning Center, selects students each summer and at intervals during the school year who meet target criteria. The criteria are driven by the Government Performance and Results Act (GPRA) measures.

The HASP program is accessible on our campus beginning at 7AM before school and until 6PM afterschool. Students can be dismissed directly to this program. HASP has its own handbook.

### **SCHOOL COUNSELOR:**

The school counseling program functions to make the education experience more valuable for each child. School counselors are trained to assist students, parents and teachers to work together to create an effective and desirable environment for teaching and learning. If you have any concerns about your child's education, please contact the school counselor at 336-5332 extension 7643.

### **Monadnock Family Services**

HES has an MOU with MFS to provide a space at the school for insurance based counseling services. This is beyond the milieu of the school, but is a time students are excused from class.



### **Vision Statement**

Supporting students by providing personalized learning and creating connections with the greater community.

### **Mission Statement**

The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.

# Hinsdale Middle High School

## 2024 – 2025 Student Handbook



Hinsdale Middle High School

49 School Street  
Hinsdale, New Hampshire  
Telephone 603-336-5984  
Fax 603-336-7497

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Principal, Anna Roth

Assistant Principal, Chris Ponce

School Colors: Blue and White

School Mascot: Pacers

PROUD TO BE PACERS!

**Hinsdale School District**

David Ryan, Ed.D.  
Superintendent  
P.O. Box 27  
Hinsdale, NH 03451  
603-336-5728 Ext 7684  
Fax: 603-336-5731

**Office Hours:**  
8:00 am to 4:00 pm

**Hinsdale Elementary School**

Molly Bremner, Ed.D.  
Principal  
12 School Street  
Hinsdale, NH 03451  
603-336-5332 Ext 7602  
Fax: 603-336-7522

**Office Hours:**  
8:00 am to 4:00 pm

**Hinsdale Middle High School**

Anna Roth, M.Ed.  
Principal  
49 School Street  
Hinsdale, NH 03451  
603-336-5984 Ext 7820  
Fax: 603-336-7497

**Office Hours:**  
7:30 am to 3:15 pm

**District Website:** [www.hnhsd.org](http://www.hnhsd.org) (Find additional information specific to the district on this website)

## I. Greetings from the Principal

Dear Pacer Community,

As the new school year begins, it is important to familiarize yourselves with our handbook. Hinsdale Middle High School prioritizes our Portrait of a Learner competencies while providing all learners with a rich, rigorous, and supportive school experience.

Hinsdale Middle High School students will graduate as positive, adaptable individuals who are prepared to pursue their goals and participate as responsible, contributing members of their community and the world. We strive for our students to be leaders in the classroom, in co-curricular activities, and in our community.

One way that we support students is by providing them with tools to enable their success. This handbook is one of the tools that will help students be successful. The handbook includes valuable information on student life in addition to our academic and behavior expectations.

I look forward to watching our students grow, learn, and contribute positively to our school and community.

Yours in education,

Anna Roth, Principal

### **Hinsdale School Board Members**

April Anderson, Chair  
Kaylah Hemlow, Vice Chair  
Wayne Dingman, Jr.  
Kendra Gardner  
Marc Sprague

**For the complete Hinsdale School Board Policy Manual please see the website or go to: <https://bit.ly/3Jq9Fvh>**

### ***District Goals:***

1. HSD will personalize learning for each student which will result in improved student learning and higher numbers of students reaching proficiency on targeted learning standards by:
  - a. *using a Response to Intervention model* which will provide students with educational opportunities and learning based upon each student's unique needs, interests and learning styles
  - b. developing action plans that will result in improved student learning
  - c. supporting the implementation of the Future Tech Committee's 5 Year Plan

- d. *HSD will provide students with social/emotional learning opportunities which will enhance students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges; and which will result in students learning the skills they need to in order to be successful in today's world – at home, in school, and later in college and work.*
2. In order to improve parent/community involvement/engagement and in order to help parents develop skills to effectively help their child(ren) reach learning goals, HSD will:
  - a. create a welcoming environment in all schools/facilities/departments
  - b. promote a collaborative relationship with the community through a continued commitment to holding regular community forums
3. HSD will recruit the best quality staff, grow best quality staff, and retain best quality staff.
4. HSD will conduct financial business in an efficient and effective manner.
5. HSD will continue to review security audit information and move forward, in a fiscally responsible manner, to ensure our buildings are secure and our students are safe.

## HSD Mission and Vision

Vision Statement: Supporting students by providing personalized learning and creating connections with the greater community.

Mission Statement: The Hinsdale School District works collaboratively with the community to create a safe learning environment that supports opportunities for personalized learning for all students. Our students will be lifelong learners that will be prepared to succeed in an ever-changing and diverse world.

## Portrait of a Learner

The HSD Portrait of a Learner is a framework that outlines the necessary knowledge, skills, and/or dispositions that a student will develop as a Hinsdale student which will allow them to pursue greater endeavors beyond their school year. Through a process of stakeholder input, the skills and dispositions identified for Hinsdale students are:

Character	Communication	Critical Thinking	Collaboration	Essential Life Skills
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## II. Staff Directory

Jill Beaman	MS Math
Timothy Benson	Art & Coding
Elizabeth Boggio	Grade 6
Sarah Burgess	MS Special Services Case Manager
Christina Carter	Life Skills
Aimee Castonguay	HS English
Teresa Chiricella	HS Science
Sally Clark	Receptionist
Tara Conway	HS Special Services Case Manager
Linda Deschenes	Classroom Paraprofessional
Theresa Diorio	MS English
Jessica Faloretti	HS Social Studies
Tim Fleming	Student Assistance Counselor
Calvin Forston	HS Math
William Fraser	Spanish & MS Social Studies
Julene Gilmore	Classroom Paraprofessional
Jessica Green	HS Special Services Case Manager
Brittany Howard	MS English & Math
Peter Hughes	HS Math
Daniel Huntley	French



Alexis Johnson	HS Social Studies
Cathy Johnson	Registrar
Laura Kelsey	Classroom Paraprofessional
Ericka Kilelee	Administrative Assistant to the Principal
Kevin "Sam" Kilelee	ISS/Athletic Director/6 <sup>th</sup> Grade PE
Kelly Kruse	Classroom Paraprofessional
Kaitlyn Leonard	Physical Education
Telitha Lucier	HS Science
Sara Mann	MS Science
Samantha Mercure	MS Special Services Case Manager
Alisha Mueller	Classroom Paraprofessional
Susannah O'Neil	MS Science
Timothy O'Neil	Business
Nicole Ovitt	HS English
Jillian Perzan	MS English & Social Studies
Karen Robinson	HS English
Katherine Savory	MS Science
Joe Smith	Guidance Counselor
Tammy Stebbins	Classroom Paraprofessional
Kleay Steever	Classroom Paraprofessional
Diane Steeves	Computers/Robotics
Caleb Thurston	Music

Bonnie Trombly

Family Consumer Science

Kimberlee Welch

Classroom Paraprofessional

Jan Zalneraitis

Nurse/Health

### III. General Information

#### Policies and Procedures Disclaimer

All of the expectations for students, procedures needed to function efficiently, and the consequences for not meeting those expectations contained in this handbook are based on the policies of the Hinsdale School Board. Those policies, along with this document are available on the school website. Hinsdale Middle High School reserves the right to amend, modify, add or delete expectations due to legal considerations or as deemed necessary by the administration and/or Hinsdale School Board. HMHS also reserves the right to change academic requirements, course offerings, curricula, etc. when, in the judgment of the administration or the school board, such changes are required.

#### Right To Privacy

HMHS likes to promote our wonderful school through news releases, the honor roll, weekly electronic newsletters, our website, social media, and the publication of pictures, to name a few methods which we employ. Parents and students have the right to ask that their names, work, pictures, etc., are not made public. We will honor any written request that we receive from a student and their parent or guardian. For more information, please feel free to call the Guidance Office or the administration.

#### Daily Bell Schedule

7:45 Warning Bell  
7:50 Begin Advisory  
8:15 End Advisory  
8:18 Begin Period 1  
9:06 End Period 1

#### Two-Hour Delay Schedule

9:45 Warning Bell  
9:50 Begin Advisory  
9:57 End Advisory  
Omit Periods 1 & 2  
10:00 Begin Period 3

9:09 Begin Period 2  
9:57 End Period 2  
10:00 Begin Period 3  
10:48 End Period 3  
10:52 Begin Period 4A  
11:17 End Period 4A  
11:21 Begin Period 4B  
11:46 End Period 4B  
11:50 Begin Period 4C  
12:15 End Period 4C  
12:18 Begin Period 5  
1:05 End Period 5  
1:08 Begin Period 6  
1:55 End Period 6  
1:58 Begin Period 7  
2:45 End Period 7

10:48 End Period 3  
10:52 Begin Period 4A  
11:17 End Period 4A  
11:21 Begin Period 4B  
11:46 End Period 4B  
11:50 Begin Period 4C  
12:15 End Period 4C  
12:18 Begin Period 5  
1:05 End Period 5  
1:08 Begin Period 6  
1:55 End Period 6  
1:58 Begin Period 7  
2:45 End Period 7

\*\*Students may enter the building at 7:30 AM

### Emergency Communications

This year we will be using BrightArrow Technologies to contact all families of our students in the event of an emergency. Parents/guardians are asked to provide current phone numbers of people to contact in an emergency. Emergency contact sheets should be updated annually. Please provide current, accurate information about people to contact if you cannot be reached at home or work numbers. We may need to know any health factors that may affect your child's safety, your family doctor's contact number, your preference in hospital or emergency care. **PLEASE NOTIFY THE OFFICE OF ANY CHANGE IN CONTACT INFORMATION.**

### School Closures/Delayed Openings

School closings due to weather are announced on the following media outlets as early as possible:

**WMUR-TV NH Channel 9**

**WKNE (Monadnock Radio Group)**

**WTSA-FM (96.7)**

**WKVT-FM (92.7) 92.7 FM (Brattleboro) 96.7 (Brattleboro)**

**Twitter** [www.twitter/hnhsd](https://www.twitter/hnhsd) and Facebook

### Attendance

The primary responsibility of the school is instruction and learning. Learning cannot take place if the student is absent. In an effort to improve attendance and thereby improve learning, our middle high school has the following standards (also see Board Attendance Policy JH page 29 for further clarification):

**If a student is ill or unable to attend school, a parent/guardian must call the school at 336-5984 between 7:00am and 9:00am. If the office does not receive a call regarding an absence, the school will attempt to reach a parent/guardian to confirm an absence. The School Resource Officer may also become involved.**

Absent notes are **REQUIRED** of all students who have missed any days of school. Notes:

1. Must include the date and specific reason for the absence.
2. Must be signed by the parent/guardian.
3. Must accompany the students when they return to school.
4. Must be handed in to the office or email at [hmhsattendance@hnhsd.org](mailto:hmhsattendance@hnhsd.org)

**A doctor's note is required for absences of three (3) or more consecutive days.** If a note is not turned in upon a student's return to school or a call-in has not been received, the day of the absence will be considered unexcused.

### **Early Dismissal**

For those students whose parents/guardians wish them to be dismissed from school early for legitimate reasons (set forth below), the following procedure is to be followed:

1. A written request for early dismissal, signed by the parent/guardian, must be brought to the office upon the student's arrival at school.



2. The request must state the date, reason, and time for dismissal. Notes from doctors' appointments, college visits or court appearances must be on letterhead, signed by the appropriate official, and turned in as soon as possible after the students returns to school.
3. Any student leaving school grounds without parental **AND** administrative permission will be subject to disciplinary action, including but not limited to suspension.

If a student arrives late, or is dismissed early from school, the student must sign in or out of the office.

### **Tardy to School /Class**

Students may be late twice per quarter without penalty. **Upon the third tardy and every tardy there after:**

1. A student who is late must provide the office with a written note stating the date, time, and reason for being late to school. If the note is not received when the student arrives at school **or the next day**, and if the note does not provide a clear, acceptable reason, the student will be issued an office detention for failure to bring in a note with an acceptable reason for tardiness.
2. Any tardiness that results in an absence from class will be counted against the attendance per class per quarter towards the limit of absences.
3. A student who is tardy to school/class more than twice per quarter will receive a warning/possible detention. Office detentions will be issued with a teacher's referral.
4. The student is responsible for getting any class work missed due to tardiness, and for completing it on time. **If a student arrives tardy at school**, after a scheduled exam, quiz, or other assignment was due in a missed class, it is the student's responsibility to complete the work that day, or to make **arrangements that day with their teachers to complete the work. Failure to take such responsibility may result in no credit for the missed work.**
5. Habitual tardiness, to either school or class, may result in other disciplinary action, at the discretion of the administration, including but not limited to the loss of privileges, such as attending extracurricular events, participating in extracurricular events, or the loss of parking privileges.

### **Attendance and Extracurricular Activities**

A student must be in school for at least 3 hours prior to departure or by **11:00 am, whichever is earlier, and remain in school for the rest of the day in order to participate in extracurricular events on that day. If a student wishes to participate in extracurricular events over the weekend, they must be in school at 11:00 am on the day prior to the weekend and remain in school for the rest of the day. A student who leaves school prior to 2:45 may not participate in extracurricular activities that day.** The administration has discretion to reinstate a student's participation privileges.

This expectation applies to athletics, dances, and other extracurricular events taking place outside of the school day.

## **Truancy**

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any reason will be considered an unexcused absence. The building administration will monitor attendance biweekly and send home communication as follows:

- Warning letter sent home after five (5) unexcused absences and every two weeks thereafter
- The SRO or other school official may make an unannounced visit to the home in the event that a student is habitually truant
- After ten (10) unexcused absences, a referral may be made to DCYF for truancy

If a student is habitually truant from school, every effort will be made to resolve the situation through communication between HMHS administration and the family. If the situation cannot be resolved, the student may be referred to the appropriate law enforcement and social service agencies. The Principal or School Resource Officer is hereby designated as the district employee responsible for overseeing truancy issues.

**Ten half days or five full days of unexcused absence during a school year constitute habitual truancy.**

A half-day absence is defined as a student missing more than 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.

## **Make-up Work**

Students who are absent are required to make up missed work. Students are allowed two days to make-up class work for each day of legitimate absence from school/class. For example, if a student misses school Monday, they will have until Wednesday to complete missed assignments. If there are extenuating circumstances related to a student's absence, an extension of time may be granted by the administration. In no case should an incomplete be given if work is not made up in the two days-for-one policy or in the time agreed. In the two cases cited, no credit is given, and the grade will be averaged accordingly.

## **Emergency Drills**

Emergency drills are conducted periodically to provide maximum safety of all students and faculty evacuating the building during all drills and emergencies. When the alarm signal sounds, everyone is expected to leave the building immediately in an orderly and quiet manner. Directions are posted in each room as to which direction to go. Students are to remain with their groups and follow teachers' instructions. As part of the school's emergency operations plan, egress drills, options based responses, and bus evacuations will be practiced.

## IV. Life of a Student

### Senior Privileges

Members of the senior class in good standing, based on attendance, academics, and behavior, will be considered eligible for open campus privileges at the beginning of the school year for study hall periods only. A student's standing will be evaluated bi-weekly, and privileges may be revoked based on a decline with academics or behavior by the administration. In addition to those outlined on the permission form, the following lists some of your responsibilities:

- Students must sign in and out of the office, enter, and exit through the main entrance. Failure to do so will result in forfeiture of senior privileges for 10 school days for the first offense and 20 school days for the second offense. Further instances will result in students losing senior privileges for the remainder of the school year.
- In order to be considered a student in good standing, a student must be on track for graduation and be passing all courses with a minimum of 70%. **Failure to maintain a 70% average will result in loss of privileges, first for 10 days and subsequently for 20 days. Continued failure to maintain a 70% average after 4 weeks will result in students losing senior privileges for the remainder of the semester.**
- Students are expected to arrive on time for classes including advisory.
- Students not scheduled for a class must be present in the study hall or must leave the school grounds.
- Students are not allowed in the halls. If you have a pass to be somewhere else, please check in with the study hall teacher. If your regular class is sent to the study hall in the rare event that substitutes are not available, you must remain in the study hall.
- Poor attendance may result in loss of privileges.

Seniors dismissed during times other than a study hall must sign out on the school wide Depart and Return Sheet. A note should be turned in when a student arrives at the school with the reason and time for dismissal (rules for dismissal are outlined in the Attendance section above).

### Automobile Use

The privilege of driving a motor vehicle to and from school is extended to students. Due to the limited amount of parking, it is by permit only. Permits are issued to school staff/faculty and to the student body based on space availability. Please see the office for the paperwork necessary. All other vehicles are to be parked in the parking lot at Heritage Park. **Automobiles parked in the main parking lot or without a permit are subject to towing at the owner's expense. Periodic checks will be made by the administration to verify permitted vehicles.**

Parking privileges may be SUSPENDED or REVOKED for any of the following reasons or at the discretion of the administration if deemed appropriate:

1. Leaving school grounds without proper authorization.

2. Transporting students who do not have authorization to leave the school grounds.
3. Reckless driving or failure to follow the rules of the road.
4. Being in or around a vehicle during the school day.
5. Parking in an unauthorized area.
6. Loss of driver's license.
7. Transporting students other than siblings to or from school with prior written permission from both the driver and passenger(s) parents/guardians stating a time frame for such transportation.
8. Repeated tardiness.
9. Failure to meet academic, attendance, and behavioral expectations.
10. Students with parking permits may not drive to ELO's/WRCC without prior (24 hours) written consent from administration, parents' consent, and a valid reason on a day-by-day basis.
11. Students with negative balances during the school year may lose driving privileges until balance is paid.
12. Leaving school during study hall unless for a documented excused reason (see Attendance section above).

Please see Hinsdale High School Student Application for Private Transportation for complete details.

#### Bike Riders

Students riding bicycles to school must wear helmets and secure bicycles in the bike racks provided. The district is not responsible for stolen or lost bicycles.

#### Bus Transportation

HSD contracts with First Student to provide bus transportation to students living outside the school's walking limits. What follows comes from First Student and is to be complied with by any student from HSD who will be riding the bus.

To maintain a safe, efficient, and orderly means of transportation, students must choose to display acceptable behavior.

1. The school bus driver is in complete charge of the bus and the pupils. The bus driver has the same authority in maintaining discipline as a teacher in the classroom.
2. Pupils must be at their designated bus stops five (5) minutes prior to the pickup time. Schedules do not allow waiting for late students.
3. Permission to get off at a stop that is not the student's regular stop shall follow individual school policy.
4. All pupils must remain properly seated until the bus comes to a complete stop and the eight-way lights are activated.
5. Emergency exits are to be used for emergency drills twice a calendar year and emergency situations only.
6. Pupils shall hold onto the handrail when loading and unloading.
7. Students may bring acceptable items on the bus only if the item can be held in the student's lap.
8. Skateboards, skis, rollerblades, animals, glass containers, nuisance items, and other objects of an injurious or objectionable nature are prohibited on the school bus. Articles not allowed in school are also prohibited.



9. Students confronted by the bus driver for unacceptable behavior should give them their name. Failure to do so may result in suspension from riding the bus for up to three (3) days.
10. The bus driver is authorized to assign seats whenever necessary.
11. Students shall not be destructive of the school bus seats, sidewalls, floor, and/or windows, nor shall they tamper with any other bus equipment. **The cost of any intentional damage will be the responsibility of the student/parent. Destruction of First Student property will result in a 5-day mandatory suspension from the bus, and students will remain off all buses until a suitable payment agreement is met.**
12. While classroom voice between students is permitted, loud, vulgar, obscene, and improper language or gestures will not be tolerated on the bus.
13. Pupils will refrain from throwing things in the windows, out the windows or around the inside of the bus. Trash will be placed in receptacles on the bus. NO LITTERING.
14. Eating and drinking are not allowed.
15. Smoking, Smokeless Tobacco, Alcohol, Drug use, and the use of lighters or matches are forbidden.
16. No spraying of perfumes, deodorants, hairspray, air fresheners, etc. is allowed on the bus.
17. Fighting, pushing, tripping, bullying, or spitting will not be tolerated.
18. Any other behavior relating to safety, well-being, and respect for others in a harmful, destructive, or degrading manner is not acceptable.

Parents please note! There may be circumstances that could result in immediate suspension from the bus. If this should happen, parents/guardian shall be responsible for providing transportation. **All buses are equipped with cameras that have both audio and video recording capabilities.**

#### Advisory/Social Emotional Learning

The primary purpose of the morning advisory is to provide every student with an advisor, whose role will include assisting in implementation of the social/emotional learning curriculum and providing oversight for student progress on 21<sup>st</sup> Century Learning Expectations. Academic interventions will be provided during core instruction or after school.

Students will be assigned to an advisor/homeroom for the year. Students will receive a Pass or No Credit, based on attendance and participation. Students who pass will receive 0.25 credits per year. Students present but inactive for 20% or more of the year will receive no credit.

#### Books and Equipment/Computer Care

The district spends thousands of dollars annually to see that students are provided with the necessary books, equipment, and other materials that will aid in acquiring a good education. Textbooks/computers are school equipment, and materials issued are the student's responsibility. Teachers will not accept books, materials, or equipment, including electronics that are damaged or show other signs of excessive wear. **If these conditions exist, the parents or guardians must pay the replacement cost of the article damaged.**

If a personal item, book, or any other school material is lost, missing, or presumed stolen the student should immediately notify their teacher and the main office. If the item was stored in an unlocked locker, the student will remain accountable for replacing the item. Locks are available for student use. The office staff will make every attempt to help recover the item.

### Passes

Students are to have written permission when in the halls during class time. Passes should only be issued during the first 5 minutes and last 5 minutes of class except in emergencies. Students will be asked to show their pass to any teacher. If a student does not have a legitimate pass, the teacher will escort them to his/her assigned area. Abuse of the pass privilege will result in losing these privileges.

### Study Hall

Study Hall is part of the academic day and students should plan to use their time accordingly:

1. Report to study hall when assigned and be on time.
2. Take your assigned seat and do work independently.
3. Students must follow the instructions of the supervisor.
4. Students will report to Study Hall with books and study materials in sufficient quantity to occupy them for a full period.
5. There will be no sleeping.
6. There will be no playing cards or games on computers.
7. High School students can use cell phones during study hall. If all their regular schoolwork is completed, students will be expected to have an appropriate free reading book with them and be reading.
8. Students will not be allowed passes to participate in Physical Education classes.
9. Food or water is only permitted in the cafeteria; they are not permitted in any other part of the building.
10. Students are expected to remain in study hall for the duration of the period unless they arrive with a pass from another teacher. The study hall monitor may call to verify the reason for the pass prior to excusing the student.

### Class Dues

Each high school class requires its students to pay class dues. Class Dues are a yearly fee paid to support their class activities. For example: prom, senior class trip, and some graduation activities. In other words, class dues are a student's contribution to their class funds. Failure to pay dues can ultimately result in not being able to participate in class activities, such as the ones listed above.

Class Officers' Duties:

President: Run meetings, organize events and fundraisers

Vice President: Assist President in organizing events and fundraisers.

Secretary: Take notes for all meetings, keeping track of proposals, upcoming events, and other information

Treasurer: Work with Advisor(s) to deposit and withdrawal funds, maintain a running total of class/club accounts, and collect class dues

Student Council: Work with representatives from classes to organize community service projects and fundraisers. Attend monthly meetings.

**All officers are expected to be at all events. If you do not fulfil your duties, you may be replaced.**

### Athletics

Hinsdale High School is a member of the New Hampshire Interscholastic Athletic Association (NHIAA) and abides by all rules and regulations of this organization as it pertains to athletes, spectators, and coaches. Hinsdale Middle High School students are expected to follow the Life of an Athlete-Hinsdale Pacer Code of Conduct. Each athlete is given a copy of this handbook.

### Clubs

The club programs begin shortly after the school year starts when interest and the availability of club advisors are determined. All meetings will be held on school grounds with club advisors present. As student interest indicates, additional clubs may be formed.

### Dances

School dances will be held separately for Middle School students in grades 6 through 8 and High School students in grades 9 through 12. Students in middle school may not attend high school dances and students in high school may not attend middle school dances. School dances are to be held on Friday nights, unless special permission is granted otherwise.

There will be no guests at middle school dances. Guests to the high school dances must be enrolled in a high school and /or meet approval standards set by administration. A form must be completed for students outside of Hinsdale Middle High School.

School dances are to be supervised by at least three members of the faculty. No pupil is to be allowed to leave the building and return unless conditions of emergency exist. Committees are to be fully organized under the supervision of the advisor concerned when arranging dances. **The advisor must be present at the dance for the full duration of the event.** All school rules and policies will be in effect.

### Field Trips

All school trips, including class trips, are expected to have an educational component that creates a meaningful learning experience for those students involved and must have the approval of the Principal or Designee. A written agenda of the plan for the day must be included in the Advisor/Teacher request. Except for the Senior Class Field Trip, no field trips shall occur after Memorial Day!

All school rules will be in effect during field trips. Written permission slips must be signed by a parent or guardian and turned into the supervising teacher at least three days prior to the trip. **No phone permission will be granted on the day of the trip. Students must have good attendance and be in academic and behavioral good standing to participate in field trips, as determined by administration three days prior to the trip.**

Instructions from chaperones or the bus driver are to be considered the same authority as teachers. Students are to remain with their group unless permission to separate is given by the accompanying teachers or chaperones. No valuables of any kind are to be left on the bus. Field trips are a privilege and therefore students may not be able to attend when prior misbehavior warrants. Students requiring financial assistance may petition the school administration in order to attend the trip.

### Suicide Prevention Plan

This document outlines the Hinsdale School District Suicide Prevention Plan. It will focus upon the definitions of terms, the response to suicide and attempts at suicide, and the steps to take for student and staff education per RSA193 J:1:3. The key personnel in the district and resources available will be identified. Finally, the plan for Dissemination and Communication of the plan will be addressed. The outcome associated with the document use will be to protect the health and wellbeing of all students by having procedures in place to prevent, assess the risk of, intervene in and respond to suicide and suicide attempts.

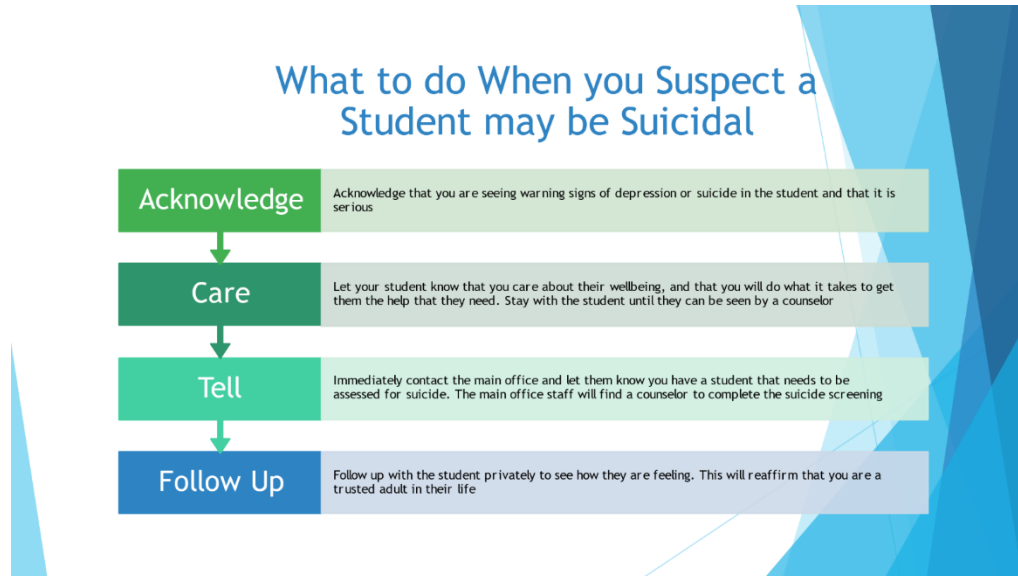
### **Definitions**

- Risk Factor – Risk factors are characteristics or conditions that increase the chance that a person may try to take their life.
- Risk Assessment - An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator or teacher). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- Warning sign – Something to look out for when concerned that a person may be suicidal is a change in behavior or the presence of entirely new behaviors. Warning signs warrant greater attention and more immediate intervention than risk factors.
- Protective Factor – Protective factors are characteristics or attributes that reduce the likelihood of attempting or completing suicide. Protective factors are skills, strengths, or resources that help people deal more effectively with stressful events.
- Postvention – Postvention is a term used in the suicide prevention field. The definition is from the US national guidelines developed by Survivors of Suicide Loss Task Force

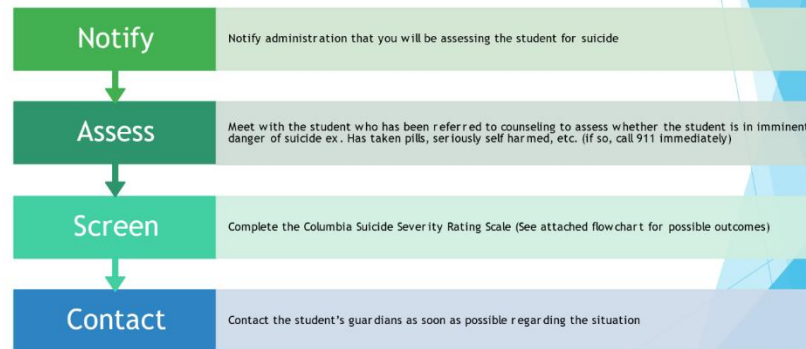


- Postvention is an organized response in the aftermath of a suicide to accomplish any one or more of the following:
  - To facilitate the healing of individuals from the grief and distress of suicide loss
  - To mitigate other negative effects of exposure to suicide
  - To prevent suicide among people who are at high risk after exposure to suicide

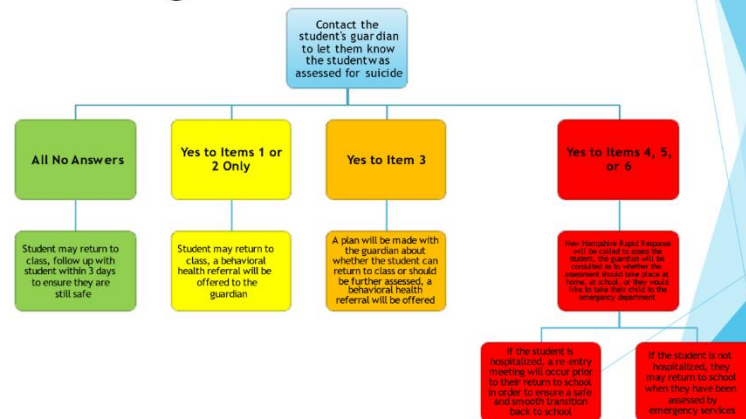
## Suicide Prevention Protocol



## Counseling Assessment for Risk of Suicide



## When a Student has been Referred to Counseling for a Suicide Risk Assessment



If you, or someone you know, needs extra support during this time, confidential 24-hour helplines are available:

Crisis Text Line: Text HOME to 741741

NH Suicide Prevention Hotline: Call 1-800-273-8255

NH Addiction Crisis Line: Call 1-844-711-4357

**If you or someone you know are experiencing a mental health emergency, please do one of the following:**

Call your local police department

Call 911

Call the Mobile Crisis Response Team (800)-688-3544

Go to the nearest Emergency Room

### **Response to Suicide and Suicide Attempts**

The crisis response team will be made up of the school counselors at both schools, the school social workers, a school psychologist if available, and a member of the administration of both schools.

### **Postvention**

The overall goals postvention are:

- Establish a single point of contact with the parents
- Determine the method to inform students, staff and the community
- Provide opportunities for grief support
- Maintain an environment focused on normal educational activities
- Help students and staff cope with their feelings
- Minimize the risk of suicide contagion
- Provide resources for staff to manage the incident
- Maintain open communication with staff
- Prepare a media statement if needed

### **Re-Entry Plan for Student Attempting Suicide**

- A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health professionals involved with the student.
- A determination will need to be made about making up missed work, the nature of check-in and check-out, and any other necessary accommodations for the student.

- Periodic check ins will be conducted (frequency to be determined)
- The administration shall disclose to the student's teachers and other relevant staff that the student is returning from a medical absence and may need adjustments for assignments.

### **Suicide Contagion**

The Crisis Response Team should meet to identify students who may be at a heightened risk for suicide due to underlying mental disorders or behavioral problems, or who have been exposed to the prior suicide directly or indirectly. Of special concern are those students who:

- Have a history of suicide attempts
- Have a history of depression, trauma, or loss
- Are dealing with stressful life events such as a death or divorce in the family
- Are family members or close friends of the deceased
- Received a phone call, text or other communication from the deceased foretelling the suicide
- Had a last negative interaction with the deceased
- May have fought with or bullied the deceased.

### **Student Education**

#### **Healthy Choices**

Protective factors are the positive conditions or resources that promote resiliency and reduce the potential for youth suicide and harmful choices.

- Close family friends.
- Strong sense of self worth
- Sense of personal control
- Reasonably stable environment
- Best friends
- Responsibility to others
- Activities
- Pets
- Lack of access to lethal means

### **Coping Strategies**

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health

classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. At the elementary level, school counselors use “I Can” statements to guide and supplement classroom discussions around developmentally appropriate information.

### **Risk Factor Recognition**

All staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, shall receive at least two hours of annual training (such as but not limited to NAMI Connect Program, or Youth Mental Health First Aid) in suicide awareness and prevention. Such training may include information and professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

### **Warning signs**

- Talking about death or dying in general.
- Talking about suicide or wanting to die.
- Talking about means or methods to hurt oneself.
- Obtaining a weapon or other means.
- Isolating self from friends and family.
- Feeling life is meaningless, hopeless, or helpless.
- Putting life in order or giving away possessions.
- Picking fights, arguing, irritability, increased anger.
- Sudden improvement in mood after being down or withdrawn.
- Neglect of appearance or hygiene.
- Sleep and/or appetite changes.



- Dropping of activities.
- Direct Verbal Cues such as: “I wish I was dead,” “You’ll be better off without me,” “I’m so tired of it all,” “Pretty soon you won’t have to worry about me,” or, “No one will miss me when I am gone.”

### **Confidentiality**

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. Reference board policy GBEAA CONFIDENTIAL STUDENT INFORMATION

### **Designation of Personnel**

District Coordinator – School Psychologist  
Building Liaisons – School Social Workers  
Principals  
Other - Nurses

**Preventing Suicide: A Toolkit for High Schools:** U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services

**After a Suicide: A Toolkit for Schools:** American Foundation for Suicide Prevention and Suicide Prevention Resource Center

**Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel:** Maine Youth Suicide Prevention Program

**Trevor Resource Kit:** The Trevor Project

**Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT):** Children Family Acceptance Project

**Supporting the Grieving Child and Family :** American Academy of Pediatrics

**Suicide Prevention Resource Center** or 877-438-7772: Education Development Center, Inc, 55 Chapel Street, Newton, MA 02458-1060

**National Alliance on Mental Health- NH** resources are listed below:

- **The Connect Program**
- **Support for Survivors of Suicide Loss**
- **Support for Attempt Survivors**
- **Youth Mental Health First Aid**

### **Dissemination and Communication of the Plan**

The plan will be posted on the district website, included in the Student Handbook, and included in the Faculty Handbook. A crisis guide for parents will also be in the same places.

## V. Academics

### GRADUATION REQUIREMENTS

4.0 English

3.5 Social Studies (e.g., American Studies 1/ NH History Embedded.) and ½ credit of Economics and ½ credit of World History for all graduates, ½ credit Civics/Current Events

3.0 Science (including one-year Biology, and one-year physical science)

4.0 Mathematics (including at least one year of Algebra) 4 credits must be taken in grades 9-12

1.0 Physical Education

0.5 Information and Communications Technology

0.5 Health

0.5 Arts Education (may include art, band, chorus, aerobic dance, or theater)

0.5 Personal Finance

17.5 Required Credits

7 Elective Credits

24.5 Total Credits to Graduate

The Hinsdale Board of Education reserves the right to require additional academic requirements necessary to graduate from high school.

### Accelerated Graduation

Students planning an accelerated path to complete graduation following the NH State Diploma requirements must have a written plan approved by **May 30<sup>th</sup>** of the school year prior to the proposed completion date. It is the student's responsibility to ensure the plan is approved and in process. Furthermore, it is the student's responsibility to check in on all end-of-year expectations.

### Grading Scale

100-97= A+

96-94=A

93-90=A-

89-87= B+

86-84=B

83-80=B-

79-77= C+

76-74= C

73-70=C-

69-68= D+

67-66=D

65= D-

64-0= F

**Incomplete Grade**

The grade of “Incomplete” is used to benefit those students who have been legitimately absent from school or class near the end of the marking period or for an extended illness. Unless students have administrative approval, incompletes must be resolved within 5 days from the close of a marking quarter.

**Grade Point Average (GPA)**

Seniors' GPA will be determined 15 days before the 175th day of school. Final GPA's on transcripts are subject to change due to final exams.

**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. Assignment 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 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 instructions. Such alternative methods of instruction may include Extended Learning Opportunities (ELO's), 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 NH State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent of participating in an alternative learning plan or program. The provisions of *Policy IHBI, Alternative Learning Plans*, shall apply in such an event.

**PowerSchool**

All parents/guardians have automatic access to the electronic grade book online. Simply go to the Hinsdale Middle/High School webpage at [www.hnhsd.org](http://www.hnhsd.org), and click on the Parent Area to access the link to the parent portal. To acquire your login credentials or if you have lost or forgotten the password, please contact the counseling office. If parents have questions regarding student achievement inquiries, they should be addressed to the classroom teacher. If parents have questions regarding the posting of grades in a timely manner, those questions should be addressed to the principal.

### Progress Reports

At the midpoint of each marking period, all teachers are required to have up-to-date information entered in the electronic grade books to provide an accurate assessment of student achievement. Paper progress reports are only issued to students and parents who do not have internet access available to monitor their progress using Power School. Students and parents are requested to notify the school counseling office if they do not have internet access.

### Report Cards

The period of grading is arranged on a quarterly basis. Grading for each quarter will be available online in PowerSchool approximately one week after marks close. Report cards are only sent home at the end of the year. The yearly calendar is set by the Hinsdale School Board.

### Honor Roll

Hinsdale Middle High School will report the honor roll following the end of each grading period. This applies only to full-time students (more than 5 classes), and all classes will be calculated to determine the average. Designations will be as follows:

Highest Honors: 95 average or above with no grade lower than a 94.

High Honors: 90 average with no grade lower than a 90.

Honors: 85 average with no grade lower than an 80.

Due to publishing timelines, students with incompletes (INC.), Attendance F's (F\*) or attending a local career center may be omitted from being included in Honor Roll on the published lists.

### National Honor Society

Students are deemed eligible based on their academic achievements (3.5 averages in their junior and senior year, 3.6 in their sophomore year). Membership in the society is based on the following criteria: scholarship (academic achievement), character (upholding morals and ethics, being cooperative, demonstrating honesty and reliability – including in academics, and showing courtesy and respect for others), leadership (being a positive role model and holding a leadership position), and service (volunteering and being active in clubs, sports or community groups).

Members of the society may leave study halls without passes providing that they inform the supervising teacher of their destination. Members may arrive at school late and leave early if they have study halls only during period one or seven and written parental permission but must return for Advisory. Members may leave at the first bell for lunch. Members will also be entitled to free admission to school athletic events (except for NHIAA events or fundraisers) and social activities including dances and drama with the exception of Prom and Semi-Formals.

**Members are expected to attend ALL meetings and events, to participate in community service, and maintain their academic achievement.**

### Homework

Homework is an important part of our students' academic growth and development. As part of our 21st Century learning expectations, the habits of good organizational skills and time management are integral to successful task completion. It is expected that homework be turned in on the due dates assigned by teachers. Middle school students are provided with an agenda which they are expected to maintain. Failure to do so will impact their grades. The school-wide policy is as follows:

One day late - 10 points off

Two days late - 20 points off

Three days late- 30 points off

\*No credit for work turned in after three days late.

Exceptions to this policy will require approval by both the teacher and administration. Students having difficulty completing homework should make arrangements for help from their teacher.

### Promotion and Retention

**Grades 6-8:** Developmentally, middle school is a complicated age, and students develop both physically and mentally at different rates. The decision to retain a student at this level is also a complicated one, notably not supported by research. We would hope that timely interventions during the school year along with consistent, open communication between school staff and home would make retention unnecessary. Additional steps may also be required to avoid retention including but not limited to: homework club, after school tutoring, and summer school. After considering all factors a decision will be made based on what is considered in the best interest of the student. In accordance with *HSD Policy IKE – Promotion and Retention of Students*, criteria to be considered should include, but not be limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's social growth and readiness. The final decision on retention rests with the HMHS administration.

**Grades 9-12:** For a student to have successfully completed each grade level and to be considered "on track" for graduation there are minimum earned credit requirements that must be met. These requirements are as follows:

To proceed to the Sophomore year 6 credits

To proceed to the Junior year 12 credits

To proceed to the Senior year 18 credits

### Vocational/Technical Study

Students from Hinsdale Middle High School may attend the Cheshire Career Center in Keene, NH or the Windham Regional Career Center (WRCC) in Brattleboro, VT, depending on program availability. Attending a vocational program allows students to make the most of their



talents by enrolling in a program that compliments their interests, from culinary arts to carpentry, and technology programs that range from automotive to video and media. Up to three credits may be available towards graduation. Students attending WRCC will adhere to the following rules and procedures:

1. Students will comply with all bus riding regulations.
2. Students will ride on the bus provided by the school district to and from the center. Individual cars may not be used unless both the principal and the CCC/WRCC grant permission. Based on a written request by the parent, permission should be requested at least a day in advance. When permission is granted, it is only for the individual and for the agreed upon day(s). There are to be no other passengers in the automobile without written permission from both parents.
3. The H.M.H.S. Attendance Policy will be in effect for those students attending a career center.
4. Upon returning from the center, students are to report directly to the office, for attendance purposes.
5. Students suspended from the CCC/WRCC will also be suspended from H.M.H.S.
6. Students suspended from H.M.H.S. will also be suspended from the CCC/WRCC.
7. Students/parents will sign a contract.
8. Honor roll for CCC/WRCC classes will be calculated after CCC/WRCC grades are final.

Students with excessive absences and disciplinary records at their career center will be reviewed about continued attendance.

#### State and Local Assessments

NH State testing will be conducted for students in grades 6-8 and 11. Please check the school website for dates. All students are required to take the test. Students and parents are encouraged to put forth their best efforts during the weeks of the testing periods to demonstrate proficiency in the areas tested by the state. Testing dates and times are subject to change.

Additionally, all students will participate in benchmark assessments two times per year using the NWEA Measures of Academic Progress (MAP) assessment. The results of these local assessments help inform teachers' instruction and allow students an opportunity to set goals based on their individual performance. Parents may request a copy of their students' score reports by contacting the Guidance office.

## VI. Student Services

#### Health & Wellness

**Illness:** If a student becomes ill during the school day they need to report to the nurse, or in their absence, the main office. If deemed appropriate, the nurse or office staff will notify the parents/guardians/designee who will take the student home. Before taking the

student home, they must be signed out in the main office. Failure to do so may be considered leaving campus without permission or cutting class.

Please keep your child at home if they have had a fever greater than 100.4, suspected respiratory or flu-like illness, vomiting or diarrhea in the past 24 hours, rash with fever, frequent/persistent cough, or communicable diseases. We ask that you call the school to inform us that your child will not be in school due to illness.

**Injuries:** All injuries that occur during school time or school activities, no matter how small, must be reported to the teacher on duty, the school nurse, and the main office. Failure to report an injury in a timely manner could result in the denial of an insurance claim.

**Emergency Information:** Emergency forms must be updated yearly and submitted at the beginning of every school year. These forms not only provide updated emergency contact information in the event of illness, they also serve, in the event of an emergency, as medical history and consent to treat. Please inform the nurse throughout the school year of any changes in your child's medical status, major injuries, or immunizations. Home-schooled students participating in any school program must also have this form on file.

**Medications at School:** Students are not allowed to possess medications of any type at school – including over-the-counter medications – without the appropriate forms filed with the school nurse. Please contact the nurse for further information. Medications such as inhalers and epi-pens may be carried by the student provided the proper forms are on file in the nurse's office. Many routine over the counter (OTC) medications are supplied by the school and will be dispensed to students as deemed appropriate by the school nurse provided a current, signed OTC consent form is on file.

#### Guidance Office

The major functions of the Guidance Department include counseling individual students regarding educational and career planning, scheduling classes, and assisting students with personal problems.

Students are assigned a school counselor. Appointments can be made for students to meet with their counselors during study hall periods.

Students can add/drop classes during the first five days. Requests made after this period will be considered on a case-by-case basis. Approval of such requests will be granted with written permission of parents, teacher, counselor, and administration. If a student withdraws from class after the drop/add period has expired their report card and transcript will reflect a "WP" their cumulative average at the time of withdrawal if passing, or "WF" if their cumulative average at the time of the withdrawal is failing.

**College Presentations:** Students are encouraged to meet with college representatives. Eligible students will be excused from classes to attend presentations. Students must sign up with the Counseling Department prior to the presentation.

### Food Services

The Hinsdale School District contracts with the [Abbey Group](#) as their provider for school meals. For further information regarding food services or the Abbey Group, please visit their [website](#). Families are encouraged to prepay using the Meals Plus on-line payment feature to deposit funds or send a check directly to the cafeteria made payable to **Hinsdale School Hot Lunch Program** the first week of school. Please write your child(ren)'s name and/or ID number clearly.

Food and beverages may only be consumed in the cafeteria or home economics room. All areas on and around cafeteria tables must be clean for students at that table to be dismissed. Students will not have, and therefore not consume, food (**including gum**) or drinks in classrooms or hallways, except for water. Students may not consume energy drinks that do not meet the standards outlined in the Hinsdale School District Health and Wellness Policy. Also due to the School Board's Wellness Policy, no students will be allowed to purchase coffee or other caffeinated beverages from the school lunch program per the district policy.

Each student will eat A, B or C, lunch, each being 30 minutes in length. Students will be issued a card with their lunch number and enter their number whenever making a purchase. This number should be kept confidential and may be obtained only from the Food Service Team. At HMHS, breakfast is \$1.75, and lunch is \$3.35. Students are expected to be in the cafeteria during their entire lunch period unless otherwise directed. Classes are in session during every lunch; students are not to roam the halls or otherwise cause disruptions.

### **Student/Adult Account Policy**

The goal of The Abbey Food Service Group is to provide delicious, nutritious, high-quality meals to all students and staff of every school we represent. All accounts are subject to the Account Charge Policy established by your school. Please visit your school's website to view their current Account Charge Policy.

1. Written notification, ***Zero-Balance Letter***, is sent home with the student when the account balance is less than zero.
2. Phone notification, Minus Balance, is initiated to the parent/guardian, when there is a negative balance equal to or beyond two charged meals.
3. With no response, and within the guidelines of reasonable fiscal restraints, the school and parent/guardian are then notified.

**We recommend using the Meals Plus online payment feature: <https://family.titank12.com>.**

### **Refund Policy**

For accounts with a positive balance at the end of a school year, one of two things can occur:

- For graduating students, positive balances will be transferred to younger siblings at the parent's request.

If there is not another sibling, a positive balance refund request can be made by submitting a request to your student's school administrative office. If a request is not made, the balances will remain in the school's hot lunch program.

- For returning students with a positive balance, their balance will be carried over on their account into the new school year.

### Technology Services

Hinsdale Middle High School is pleased to be continuing our 1:1 technology initiative by issuing all 6th - 12th grade students a laptop and charger for the school year. We believe that 21st Century instruction is necessary for 21st Century learning. Providing students with an environment that fosters and encourages this belief is part of our core values. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist.

The use of computers and networks provides our students with quality, equitable and cost-effective information and communication resources, and the opportunities for researching and reporting information in ways that are consistent with our district-wide educational goals. All students and parents must return an acceptable use policy form to be kept on file at HMHS. Appropriate and safe use of the internet will be taught prior to use of computers in individual classes and will be a focus in designated computer technology classes.

### **Violation of the Acceptable Use Policy (JICL-R) may result in the following consequences:**

- 1st offense:** loss of device use and computer privileges for up to three (3) weeks
- 2nd offense:** loss of device use and computer privileges for up to nine (9) weeks
- 3rd offense:** loss of device use and computer privileges for up to one (1) year

As needed, additional disciplinary measures may be taken. These may result from cyberbullying, illegal downloading of material, etc. All electronic communication, files, and material is subject to examination by school officials and legal authorities. This includes all email that is sent or received through or by our system.

## VII. Code of Conduct

### **Tiered Disciplinary Approach**

Parents, school board members, the faculty, and staff of Hinsdale Middle High School are immensely proud of Hinsdale Middle High School students and are interested in encouraging all students to do their best. Toward that end, the code of conduct has been collaboratively developed. It is to be used as an overview rather than as an all-inclusive document. **The administration will determine the severity of the consequences.**

The expectations for behavior that follow are for all Hinsdale Middle High School students any time they are representing HMHS. Students at Hinsdale Middle High School are expected to treat all members of the school community with dignity and respect. The school community is defined as all people who work or interact within the school. Students, teachers, instructional assistants, substitutes, administrators, guidance counselors, custodians, secretaries, cafeteria workers, bus drivers, parent volunteers and school visitors are part of this community.

Each person in the school must have the opportunity to grow personally, socially and intellectually, as well as the opportunity to exercise their rights in a positive and constructive way. Thus, all members of the school community have a responsibility to conduct themselves in a way that demonstrates a respect for all individuals, their rights and their property. All members of the school community must also understand and support the school's standards of conduct and assist in enforcing rules and regulations. This behavior is expected during all activities such as assemblies, celebrations, concerts and drama performances and all co-curricular activities such as school dances and athletic events on or off campus. This includes school-sponsored trips and those times when school buses or other school-provided transportation is used.

Our mission is to support all students in displaying acceptable behavior and participating fully in their education. As a result, the HMHS disciplinary model has been created using a tiered approach. The model contains five levels (1, 2, 3, 4, 5) defined with progressively more problematic student behaviors on each level, but these lists are not exhaustive. On each level, consequences have been identified to support the improvement of a student's behavior and to clarify expectations regarding future incidents of unacceptable behavior. When a student behaves in an unacceptable way, they will be assigned to the appropriate level as defined in the model. When a student is considered for placement on a level, HMHS administration will strive to maintain a constructive approach that focuses on positive behavior change and minimizes any interruption of the educational process. Age and maturity levels require several types of disciplinary action. These factors will be considered when corrective measures are needed.

A student will move to a higher level by exhibiting behavior that is listed at a higher level than they are currently placed; exhibiting behavior that is defined as chronic at a lower level or at the same level; and exhibiting more than one behavior at the same level. Hinsdale Middle High School reserves the right to discipline a student who engages in dangerous or illegal behavior outside of school, the result of which may directly harm the school. Furthermore, police or other state agencies may be notified if students engage in behaviors that violate New Hampshire state laws. All school consequences are at the discretion of the HMHS administration except in cases where school board policy specifically dictates. Behaviors at Level 3, 4, and 5 will be formally documented in a student's permanent educational record. Discipline records will be housed in the ISS room.

**LEVEL 1:** Conduct which impedes the orderly operation of the classroom or school. These misbehaviors are first handled by an individual classroom teacher and do not require intervention by other school personnel unless they are repeated. Examples of Level 1 behavior may include, but are not necessarily limited to, the following:

- Disrupting a class or study hall



- Classroom tardiness
- Refusal to change behavior when asked
- Teasing others
- Throwing things in class
- Profanity
- Disrespect to peers or adults
- Work refusal
- Tardiness

Possible staff actions: documentation of conduct, may include meeting with the student, loss of privilege, communication with parents, communication with guidance or case manager where applicable, or the development of a behavior plan to support the student in removing obstacles to learning.

Possible administrative actions: none, unless the behavior is repeated after teacher intervention.

Student expectations: The student is expected to understand the problem, identify their behaviors that contribute to it, and, if necessary, meet with a counselor or other school personnel. The student may also meet with the teacher to develop a reentry/improvement plan and should not miss class time while this step is in process. The student may, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

LEVEL 2: These behaviors tend to be actions of serious educational consequences and as such require corrective action on the part of the administration. Examples of Level 2 behaviors include, but are not limited to:

- Cheating/Academic Dishonesty (Formatives)
- Leaving school grounds without permission
- Cutting class or detention
- Excessive classroom disruption
- Truancy/Habitual Tardiness
- Dress Code Violation
- Leaving class without permission
- Being in an unauthorized area

Possible staff actions: phone call to parents, notify administration

Possible administrative actions: communication with parents, communication with guidance or case manager where applicable, meet with student, loss of privilege, detention (1 or 2 days), in-school suspension as appropriate.

**Student Expectations:** The student is expected to understand the problem, identify their behaviors that contribute to it, and, if necessary, meet with the counselor and other school personnel. The student may meet with a guidance counselor to develop a behavior improvement plan, which would be shared with the principal. The student may, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

**LEVEL 3:** Behaviors may include, but are not limited to:

- Abusive obscenity (may include language or gestures)
- Bullying/Cyber-bullying
- Cheating/Academic Dishonesty (Summative)
- Fighting/Assault
- Gross disrespect
- Harassment
- Hazing
- Student endangerment
- Theft
- Threatening behavior towards others
- Tobacco possession
- Trespassing
- Vandalism

Possible staff actions: notify administration

Possible administrative actions: communicate with parents, communicate with guidance or case manager where applicable, meet with student, loss of privilege, suspension for 1 – 5 days (in or out of school), refer to Student Concern Team, refer to Keene Youth Services

**Student Expectations:** Administrative interventions will occur when student behavior is serious and detrimental to the student's success and the success of others. During the suspension and with the support of the administration, the student may be expected to make a plan for reentry and to change the behavior. This would include a clear identification of the problem behavior, the student's role, steps to improve the behavior, and a timetable to implement the behavior changes. The counselor or special educator, the administration, and parents may be involved in a reentry plan. The student may also, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

**LEVEL 4:** A student found to have engaged in behavior at Level 4 or 5 may be subject to immediate removal from school and/or recommended for a long-term suspension and/or expulsion from Hinsdale Middle High School. The police may be notified where appropriate. Behaviors may include, but are not limited to:

- Alcohol or drug use
- Harassment/Hazing/Bullying (second offense or beyond)
- Intimidation
- Obstructing an investigation
- Stalking/gross threatening behavior
- Habitual school offender
- Use or possession of tobacco products including e-cigarettes, vapes, Juuls, etc.
- Causing false alarm

Possible staff action: notify administration

Possible administrative actions: communicate with parents, communicate with guidance or case manager where applicable, meet with student, loss of privilege, suspension for up to 10 days (in or out of school), refer to Student Concern Team, refer to Keene Youth Services, recommendation for long term suspension and/or expulsion.

**Student Expectations:** Administrative interventions are crucial when student behaviors become chronic, serious in nature, and detrimental to the student's success and the success of others. During the suspension period, the student is expected to make a plan for reentry and for a change in behavior. This includes a clear identification of the problem behavior, the student's role, and timeline for improvement. The counselor, special educator, and/or administration will be involved in forming and implementing the plan. The student will also, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors. The EST will examine additional interventions, if applicable. Upon his/her return to school, the student may be placed on a social contract allowing them to participate in the academic day but restricting participation in non-academic activities. The social contract may also require participation in a counseling-based outside agency to help the student address concerns.

LEVEL 5: Behaviors may include, but are not limited to:

- Chronic level B, C, and/or D behaviors
- Endangering school personnel
- Endangering school property
- Excessive intimidation
- Excessive obstruction
- Gross student endangerment
- Gross theft/vandalism
- Possession of a weapon
- Sale/distribution of alcohol or drugs
- Arson

- Bomb Threat
- Sexual offenses
- Other illegal conduct

Possible staff actions: Notify administration

Possible administrative actions: Recommendation for long-term suspension and/or expulsion. See relevant policies for more information.

The Level 5 administrative response will occur when the student behavior is extremely serious and the student's continued presence in the school is detrimental to the education of other students. Initially the student will be suspended for 10 days while a recommendation for long-term suspension or expulsion is submitted to the Superintendent. See Hinsdale School District policy for rules pertaining to long-term suspension/expulsion by the principal for possession of a weapon, controlled substance, assault on school property or at school-related events, or when a student is charged with/convicted of a felony.

**Student Expectations:** In order to re-enter the school, the student will develop a reentry plan. This will include a clear identification of the problem behavior, the student's role, and steps to improve. The administrative team and the parents will be involved in the reentry plan. The plan will be submitted to the administrative team for final approval. Parents may be required to provide transportation.

### **Student Use of Cell Phones**

Middle school students are prohibited from using personal electronic communication devices on school grounds and during school activities including classes, lunch period, passing time, and any activity devoted to teaching and learning. The only exception to this rule is when a teacher or supervising employee explicitly authorizes students to use such devices for a specific educational purpose. Middle school students shall keep cell phones and other personal communication devices out of sight, silent, or powered down during the school day and on school sponsored transportation. This includes cell phones, wireless headphones, smart watches, etc. Any school employee may direct any student to place their personal communication device safely in a storage area for later retrieval. Devices may be used in a responsible, ethical, and legal manner on transportation to/from athletic events, field trips, and other co-curricular activities.

High school students are prohibited from using personal electronic communication devices in the classroom and during passing time. The legal, ethical, and non-disruptive use of personal devices will be permitted for high school students before and after school, during study hall, during lunch, and on transportation to/from athletic events, field trips, and other co-curricular activities. The only exception to this rule is when a teacher or supervising employee explicitly authorizes students to use such devices for a specific educational purpose. High school students shall keep cell phones and other personal communication devices out of sight, silent, or powered down during the school day and on school sponsored transportation. This includes cell phones, wireless headphones, smart watches, etc. Any school employee may direct any student to place their personal communication device safely in a storage area for later retrieval.

For all students, the use of personal electronic communication devices for unauthorized photographing, video or audio recording is expressly prohibited anywhere on school premises and school sponsored activities. Distributing photos, audio, or video recordings of individuals is prohibited. The use of personal devices is prohibited in school restrooms, locker rooms, or any area where any individual has a reasonable expectation of privacy.

Any use of personal communication devices that violates any Board policy, administrative procedure, or school rule is strictly prohibited. Such devices may be subject to search if there is reasonable suspicion that a student is violating Board policy, procedures, or school rules, or otherwise engaging in misconduct. This is a summary of Board policy JICJ – Electronic Communication Devices; see full text online.

Parents/guardians are encouraged to relay necessary messages to their students through the main office. We ask that you do not call or text students during the school day, as this can cause a disruption to the learning environment and places students in a position to violate the cell phone policy. If a parent/guardian needs to contact their child during the day, they should call the main office at (603) 336-5984. If a student needs to make a call during the school day, they may do so in the main office.

### **Violation**

If a student is found to be using their phone inappropriately, the following procedure will be used (after the teacher reaffirms their classroom expectations with the student and communicates with parent/guardian):

- First Offense: Warning and confiscation of the electronic communication device for the rest of the school day; student must arrange with the supervising employee to retrieve the device.
- Second Offense: The electronic device will be confiscated by an administrator and a disciplinary referral will be written. The student may retrieve the device at the end of the school day and will need to turn the device in to the office at the beginning of each day for five (5) school days.
- Third and Subsequent Offense: The electronic device will be confiscated by an administrator and a disciplinary referral will be written. The student's parent/guardian must pick up the device from the Principal's office no sooner than the end of the school day. The student will turn in the cell phone to the main office for ten (10) school days at the beginning of each day.

### **Dress Expectations** (Paraphrased from HSD Board Policy JICA; see full text online)

1. At Hinsdale Middle High School we value individuality, we encourage students to exercise self-respect, we expect members of our community to look beyond appearances, we condemn the idea of shaming and/or objectifying others, and we endeavor to support students in making good choices and being prepared for their day. As school is a professional environment, it is expected that clothing will be neat, clean, modest, and appropriate. To assist in your judgment, be advised that all attire must abide by the following criteria:
2. Non-offensive: Phrases that are sexual in nature, or that refer to a person's ethnic, national origin, religious belief, sexual orientation, or disability in a derogatory way are not permitted.



3. Modest: Undergarments may not be worn as clothing. Strapless tops are not considered acceptable for school. Pants and shorts should be worn at the waist.
4. Professional: Property or attire that advertises drugs, alcohol, tobacco, sex, violence and/or any illegal substance is not acceptable. Attire that exhibits vulgar or offensive language or symbols, including ironic expressions meant to poke fun at serious topics, are not permitted.
5. Safety: Anything that compromises the safety of others should not be worn. Bare feet are not allowed in school. Also, students are required to wear protective clothing, eye protection, appropriate athletic gear, and other specialty requirements as deemed appropriate by specific classes.

## **Violations**

We assume that students will make reasonable, responsible choices with respect to their attire and what is appropriate for school. If found in violation of the dress code, students will be given an opportunity to correct the situation. This may include parents / guardians being contacted to bring alternative clothing to school or for transportation home if necessary. Final determination of acceptable dress will be made by the school administration. Refusal to cooperate may be considered an act of non-compliance as stated in the Student Code of Conduct. If any prohibited items are brought to school, they may be impounded and returned to the parents at their request. Parents are encouraged to help students understand the necessity for such regulations.

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 expectations. A student who misses class due to non-compliance with the dress code shall have that absence considered an unexcused class absence and will fall under that provision of the student handbook.

## **Bullying and Cyber-Bullying**

Hinsdale Middle High School recognizes that students should have a safe, orderly, civil, and positive learning environment and that harassment, hazing, bullying, and cyber-bullying have no place and will not be tolerated in school. Full policies for each can be found online (see Policies JICFA, JICK)

- Bullying is defined as a single significant incident, or a pattern of incidents involving written, verbal or electronic communication, or physical act or gesture directed at another student which
  - Physically harms a pupil or damages the pupil's property
  - Interferes with a pupil's educational opportunities
  - Causes emotional distress to a pupil
  - Creates a hostile educational environment OR

- Substantially disrupts the orderly operation of the school

Bullying includes 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. This may include actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories. Some such conduct may be elevated to be considered a violation of Title VI or Title IX as applicable.

Cyber-bullying is conduct defined as bullying (above) undertaken using electronic devices including telephones, cell phones, computers, pagers, email, instant messaging, text messaging, and websites/social media sites.

Bullying or cyber-bullying is said to occur when an action or communication as defined above:

- Occurs on, or is delivered to school property or a school sponsored activity or event on or off school property
- Occurs off school property or outside of a school-sponsored activity or event yet the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school -sponsored activity or event.

### **Detention**

Whenever possible, detentions will be served the same day with parents being notified. Students may be issued **teacher detentions**, which will be served with the individual teacher. The date to be served and the length of the detention will be at the teacher's discretion. The teacher should use this time to discuss the issue(s) that led to the detention to prevent a recurrence of the behavior. If a student does not serve a teacher detention, he/she will be assigned an office detention.

**Office detentions** will be assigned in the afternoon Monday through Friday. Students receive detention notices in school. Detentions run from 2:50 to 3:30PM. Students are expected to be on time and to sit quietly. Students are expected to serve their detention before going to any extra-curricular activity. If a student does not serve an office detention, he/she will be assigned two office detentions on the next available dates. If a student misses either of these, the student may be suspended from classes for one day. The administration requires twenty-four-hour parent notice if a student has a time conflict with a detention for appointments such as doctor or dentist.

**Administration detentions** will be served in the afternoon, on the last school day of the week from 3:00 to 4:00 PM. Students will receive detention notices in school. Criteria for an administration detention will be automatic on second weekly office referral, skipping a standard office detention, or as determined by administration. Students are expected to be on time, sit quietly, and have work to complete. If no work is available, the administrator will give the student an assignment. Students are expected to serve their detention before going to any extra-curricular activity. If a student does not serve an administration detention, he/she will be assigned to In-School Suspension on the next school day, and extra-curricular activities may be suspended. If a student cannot serve an administration

detention, a minimum of twenty-four-hour notice from parents/guardian is required. At that time, the administration may reschedule it to the following week. Administration may cancel or postpone as needed.

### **In-School Suspension**

**In School Suspension** is provided as an alternative to out of school suspension. When assigned to ISS, students can work on class assignments, homework and develop a behavior plan. **It is recognized that only the administration of Hinsdale Middle High School will place students in ISS and that students may be placed in ISS at any time for actions that warrant it.** Parents will be notified as soon as possible when a student is assigned to ISS.

- Students are to bring the following items to ISS and complete all assignments there: all schoolbooks, paper, pencil and either lunch or lunch money. Students who participate in free/reduced lunch program may continue to do so while serving ISS.
- Students may only leave ISS with the supervisor's permission.
- While in ISS, students are not permitted to attend or participate in extracurricular activities. They are to be on school property only during the regularly scheduled school day.
- The ISS supervisor will help students, as necessary.
- All work must be completed according to the teacher's directions.
- Tests may be administered in ISS. The student will receive the same amount of time to complete the test as the students in the class.
- The Principal/Assistant Principal must approve any absence from ISS. The student's parent/legal guardian must call the school between 7:00 and 9:00 am on the day of absence. Any periods not served in ISS due to early dismissal or other absence may be added to the ISS assignment. **The School Resource Officer may also become involved.**

Any student who violates the ISS rules may be suspended out of school.

- Students refusing to serve ISS will have their parents notified and will be sent home from school. Their absence will be considered unexcused.
- Students assigned to ISS may not go outside at lunchtime and will sit at a separate table in the cafeteria.
- Students should bring an outside reading book.
- Students will be assigned additional reading and writing assignments that must be completed to the ISS supervisor's satisfaction.

### **Out of School Suspension**

Students will be suspended out of school for offenses that warrant such action according to the code of conduct. These students may be required by the principal to complete a behavior plan that includes parental participation. Any student suspended from school cannot be on school grounds at any time during the period of suspension, including before and after school. Parents will be notified by phone and in writing when their child is suspended. The principal or designee may suspend a student for up to ten days. It is the student or parents'

responsibility to get the necessary materials. Upon return to school, and before attending classes, the parent(s) and student may meet with the principal and the student's school counselor.

### **Long-Term Suspension**

The Superintendent is authorized to continue the suspension of a student and issue a long-term suspension of a student for a period in excess of ten (10) school days. If the original suspension is issued by the Superintendent, then the School Board may designate another person to continue the short-term suspension and issue a long-term suspension.

A long-term suspension may only be imposed for:

1. Theft, destruction or violence as defined in RSA 193-D
2. Bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
3. Possession of a firearm, BB gun, or paintball gun.

### **Appeals**

Per HSD Board Policy JICD, any long-term suspension (longer than 10 days) can be appealed to the School Board unless said suspension was imposed by the Board. The Superintendent or School Board chair must receive this appeal in writing within 10 days of the issuance of the Superintendent's hearing and written decision.