

Hinsdale School Board Meeting
August 13, 2025
SAU Conference Room
6:00 PM

This meeting is being held in person and via Zoom.

Zoom Link:

<https://us06web.zoom.us/j/88075005127?pwd=XoWLTeS9JBs7WSfwL1bmQV24LMVYS.1>
Meeting ID: 880 7500 5127

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 11, 2025.
2. Motion to accept the public and non-public minutes of July 29, 2025.

- | | | |
|-----------|---------------------------|-------------|
| 4. | Citizens' Comments | A. Anderson |
|-----------|---------------------------|-------------|

Citizens will state their name and then direct their 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. | Introduction of Student Board Member | A. Anderson |
| 6. | Superintendent's Report | Dr. 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); Dr. Bremner (HES)
5. IT Director's Report - J. Therieau
6. Director of Student Services' Report – P. Wallace
7. Facilities Director's Report – N. Boudreau

7. New Board Business

A. Anderson

1. School Board Retreat & Goal Setting
2. School Board Handbook
3. Student Handbook Updates – HES & HMHS
4. Fund Balance Vote
5. Job Description Updates:
 - a. ESOL Teacher/Coordinator
 - b. Executive Assistant to the Superintendent
 - c. MTSS Academic Coordinator/Instructional Coach
 - d. Reading Interventionist
 - e. School Counselor – Middle High School
 - f. Speech Language Pathologist
 - g. Technical Support Specialist
6. Policies – First Readings:
 - a. AC – Non-discrimination, Equal Opportunity Employment, and Anti-discrimination Plan
 - b. Appendix IHBA-R(1) – Programs for Pupils with Disabilities – Section 504 -Notice of Parent and Student Rights
 - c. DB – Annual Budget (reaffirmation)
 - d. DBC – Budget Preparation (reaffirmation)
 - e. DBI - Budget Implementation (reaffirmation)
 - f. DBJ – Transfer of Appropriation
 - g. DFGA – Crowd Funding
 - h. DIE – Audits
 - i. DIH – Fraud Prevention and Fiscal Management
 - j. DKC – Expense Reimbursements (reaffirmation)
 - k. JJE – Student Fundraising Activities
 - l. JLCG – Exclusion of Students Who Present a Hazard
 - m. KCD – Public Gifts/Donations

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.

- n. KCD-R – Public Donations to Schools –
Acceptance of Gifts (reaffirmation)

Other Business

A. Anderson

7. Any other business to be conducted by the Board

8. Committee Reports

A. Anderson

1. Budget Committee Representative (A. Anderson, K. Hemlow = alternate)
2. Community Connections (A. Anderson, K. Hemlow)
3. Facilities Maintenance/Emergency (W. Dingman, Jr.)
4. HASP Advisory Board (K. Gardner, K. Hemlow)
5. Legislation/NHSBA (A. Anderson)
6. Personnel Committee (A. Anderson, W. Dingman, Jr.)
7. Policy Committee (K. Gardner)
8. Selectboard Representative (M. Sprague)
9. Strategic Plan Steering Committee (A. Anderson, K. Hemlow)
10. Tuition Exploratory Committee (K. Gardner, K. Hemlow)
11. Wellness (K. Hemlow, M. Sprague)
12. Winchester Hinsdale Tuition Agreement Committee (A. Anderson, K. Hemlow; M. Sprague = alternate)

9. Citizens' Comments

A. Anderson

Citizens will state their names and then direct comments 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.

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

A. Anderson

11. 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 11, 2025
6:00 PM**

Zoom Link:

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

Meeting ID: 839 8174 7011

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

Board Members Excused: Kaylee Howe

Administration Present: Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; Dr. David Ryan, Superintendent; Justin Therieau, Director of Technology; Karen Thompson, Director of Academics and Career Readiness; and Patty Wallace, Director of Student Services

Administration Excused: Dr. Molly Bremner, HES Principal; and Nathan Boudreau, Facilities Director

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.

Review of the Manifests:

The Board signed the manifests. There were no questions.

Minutes:

1. Public and non-public minutes of May 14, 2025.
2. Public and non-public minutes of May 28, 2025.

M. Sprague MOVED to approve the minutes listed above. K. Gardner SECONDED. VOTE: 4-0-1, MOTION PASSED.

Citizens' Comments:

A. Anderson opened Citizens' Comments for 30 minutes. There were no comments at this time.

Student Presentation – Portrait of a Learner:

The students presented their final POL work. K. Thompson explained the process the students undertook to define the desired skills, knowledge, and characteristics of a successful student. Students presented regarding the definitions and the logo.

The Board thanked the students for presenting.

Student Board Member Items:

K. Howe was excused.

Superintendent's Report:

Dr. Ryan reviewed his report with the Board. Highlighted:

- Bravely work is complete for the year. We will search for funding for Bravely 2 from other sources.
- Strategic Planning work will continue.
- Hinsdale Goes Back to School Night planned for August.
- Dr. Ryan attended Data Studio Training.
- Update on NH State Legislation.

The Board thanked Dr. Ryan for his report.

Business Administrator's Report:

J. Fortson reviewed her report with the Board. Discussed the negative food service balance of approximately \$49,000. Those with balances over \$400 will be referred to small claims court. Those who contact us to make payments will not be referred to collections or small claims court.

W. Dingman, Jr. MOVED to approve transferring up to \$15,000 to the food service accounts to cover the debt at year end. M. Sprague SECONDED. VOTE: 5-0-0, MOTION PASSED.

J. Fortson shared that N. Boudreau passed the Building Operator Certificate Level 1 Training and has earned the BOC Level 1 Training Certificate of Completion.

The Board congratulated N. Boudreau and thanked J. Fortson for her report.

Academics and Career Readiness Report:

K. Thompson shared her report with the Board. Highlighted:

- ELO Exhibition Day and Mentor Dinner
- Student Agency
- Keene State College courses offer professional development opportunities for teachers hired with an SOE, as well as others.

The Board thanked K. Thompson for her report.

Principals' Reports:

A. Roth reviewed her HMHS report with the Board. Highlighted:

- End of school year events
- Staffing update
- Graduation is this Saturday, June 14th.

The Board thanked A. Roth for her report and congratulated her on a great job in her first year.

The Board reviewed Dr. Bremner's report. Dr. Bremner was attending the Reading with Ribby event at the Swamp Bats baseball game with the students.

Discussed the PreK and K schedule. Dr. Ryan shared that the teachers had opportunities for input.

The Board thanked Dr. Bremner for her report.

Technology Report:

J. Therieau reviewed his report with the Board.

Discussed the equipment that was given to the Digital Learning Specialist.

The Board thanked J. Therieau for his report.

Student Services Report:

P. Wallace reviewed her report with the Board. Highlighted staff member, Michelle Bemis.

The Board thanked P. Wallace for her report and noted that they enjoy the staff spotlights.

Facilities Report:

The Board reviewed N. Boudreau's report.

Discussed pressure washing the school. J. Fortson noted the need for a water source. W. Dingman, Jr. offered to volunteer to help.

Discussed the trash situation. J. Fortson noted that the department has been short-staffed.

The Board thanked N. Boudreau for his report.

Student Board Member 2025-2026:

A. Roth shared that Jameson Stebbins, incoming freshman, will be the Student Board Member for the next school year.

HFT Discussion – Advisor Stipends:

Theresa Diorio, Union President, thanked the Board for allowing her to be on the agenda. Requested Board approval for teachers who are not Hinsdale residents to speak. The Board approved this request.

T. Diorio expressed concern that some sports teams and clubs will now have one coach or advisor versus two. She feels there are potential safety and liability issues. Offered to present letters written by students and statements prepared by advisors and coaches.

The Board noted that coaches and advisors can agree to split their stipend if they choose but the District cannot split the stipends, per the CBA. A. Anderson shared that parents may volunteer to chaperone field trips.

T. Diorio asked whether a stipend can be paid to an assistant varsity coach if there is not a JV team. That was the past practice.

Katie Savory, yearbook co-advisor, expressed concern and cited increasing health insurance costs as well. Jessica Faloretti, yearbook co-advisor, asked what would happen if no one volunteered to serve as advisors.

The Board thanked K. Savory and J. Faloretti for all of the work they have done on the yearbook.

The Board empathized with the coaches and advisors but feel they have done what the Town asked them to do in terms of decreasing costs. The Board wants the teachers to feel valued and also for the students to receive a good education at a reasonable cost.

A. Anderson noted that the budget information is available to the public and everyone is welcome to attend the budget preparation meetings.

A. Anderson called for a five-minute recess at 7:33 PM. Resumed the meeting at 7:38 PM.

School Board Retreat & Goal Setting:

August 14th at 5:00 PM. Location to be determined. Discussed the Arlington Inn in Winchester, NH.

August School Board Meeting Date:

There will be no change in the meeting date. The August School Board meeting is scheduled for August 13th.

Handbook Prep Discussion:

The Board requested the Handbook updates for the August Board meeting.

Tuition Rate for 2025-2026:

Per Policy JFAB the Board sets the rate.

After discussion, the following motions were made:

W. Dingman, Jr. MOVED to set the tuition rate per student at \$25,047.00 per student. M. Sprague SECONDED. VOTE: 5-0-0, MOTION PASSED.

Reaffirmation of:

1. DAF - Administration of Federal Grant Funds

Dr. Ryan shared the change (pg. 12).

After discussion the following motions were made:

K. Hemlow MOVED to reaffirm Policy DAF. W. Dingman, Jr. SECONDED. VOTE: 5-0-0, MOTION PASSED.

Other Business:

There was no other business.

A. Roth, J. Therieau, K. Thompson, and P. Wallace were excused at 7:53 PM. The Board thanked them for all their work this year.

Committee Reports:

1. **Budget Committee** – No update.
2. **Community Connections** – A. Anderson is posting end of year events.
3. **Facilities Maintenance/Emergency** – Meeting scheduled for 6/13th.
4. **HASP Advisory Board** – No update.
5. **Legislation/NHSBA** – A. Anderson shared recent legislation regarding EFA and electronic devices.
6. **Personnel Committee** – Meeting 6/24th.
7. **Policy Committee** – The Policy Committee meeting was rescheduled to 6/24th at 10:00 AM.
8. **Selectboard** – M. Sprague will now be the representative.
9. **Strategic Planning Steering Committee** – No update.
10. **Tuition Exploratory Committee** – No update.
11. **Wellness** – Completed the required yearly meetings.
12. **Winchester Hinsdale Tuition Agreement Committee** – Tomorrow the agreement will be reviewed by the NH Department of Education.

Citizens' Comments:

M. Carrier, Selectboard representative, asked for confirmation that there will be no July School Board meeting. The Selectboard will meet every other week during the summer.

Miriam Tallman thanked the Board for their work this year.

N. Boudreau shared an issue at the transfer station with the trash compactor. He received a letter from the Town Administrator saying that there is a liability for us when going after hours. We need to bring trash every day, but the transfer station is not open every day, and the hours are not late enough for the school to bring the trash after school gets out. The Board agreed to discuss options with the Town Administrator.

N. Boudreau agreed that the buildings need to be pressure washed and expressed appreciation for the offer of help from the Town.

N. Boudreau noted that we just received grant funds to help with the removal of the playground rubber material.

Alex Duso expressed agreement with the tuition rate set by the School Board. Expressed appreciation with the cost decreases the School Board has made.

Non-public:

W. Dingman, Jr. MOVED to go into a nonpublic session according to RSA 91 A:3 II (a) at 8:16 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.

K. Hemlow MOVED to reconvene the public session at 8:32 pm. M. Sprague SECONDED. Roll Call: A. Anderson – yes, W. Dingman, Jr. – yes, K. Gardner – yes, K. Hemlow – yes, and M. Sprague. VOTE: 5-0-0, MOTION PASSED.

K. Hemlow MOVED to adjourn the meeting at 8:32 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 _____

Hinsdale School Board Meeting
SAU Conference Room
July 29, 2025
6:00 PM

Zoom Link:

<https://us06web.zoom.us/j/83981747011?pwd=iqWflUHUF4vLrz3pPiwQ8MRs49Aalq.1>

Meeting ID: 839 8174 7011

Board Members Present: April Anderson, Kaylah Hemlow, Kendra Gardner, Wayne Dingman, Marc Sprague

Administration Present: Jane Fortson, Business Administrator; Anna Roth, HMHS Principal; Dr. David Ryan, Superintendent; Justin Therieau, Director of Technology; Karen Thompson, Director of Academics and Career Readiness; and Patty Wallace, Director of Student Services, Nathan Boudreau, Facilities Director.

Administration Participating Remotely: Dr. Molly Bremner, HES Principal.

Minutes Recorded by: Anna Roth, HMHS Principal, Dr. David Ryan (non-public minutes)

Call to Order:

A. Anderson called the special meeting to order at 5:00 pm.

Citizens' Comments:

A. Anderson opened Citizens' Comments for 30 minutes.
There were no citizens attending.

Federal Grants Discussion

Dr. Ryan and Jeanne Sturges updated the school board on the allocation of all federal grants. The district is receiving the funds this week after a period of uncertainty and news that the funds were being held, which is why SLT wanted to inform the board and had scheduled this special meeting prior to being informed that the grants would, indeed, be released. Planning is needed for the following year since part of the new federal budget is a reduction of Title II-V grant funds, and we will need to determine how we will make up those losses, especially for funding HASP. 21st Century grant funding is from Title IV Part B which is a select grant fund, while Title I and IDEA are congressionally approved and cannot be eliminated without Congressional approval. All other Title grants are eliminated. A small team had met on July to discuss Title II and IV and develop some contingency plans for FY27, and Jeanne Sturges shared the following information using a one page explanation document that she created:

1. Title II-A and Title IV-A are the two grants that we thought about contingencies for, Title II-A is instruction/curriculum development, Title IV-A is supplemental needs- -3 categories (well-rounded education, safe & healthy schools, effective use of technology).
2. Title II & IV grants get funded in a two-year cycle, we get funded every year but there is a one year overlap, each year we develop an application for the state, we use anticipated numbers based on the prior year
3. Consolidated application for IDEA was approved, we'll be receiving 41% this week

4. We've gotten about half of our Title I funds
5. Select funds (II & IV) were supposed to be released today so we are waiting
6. Remaining balances come on or around September 1
7. For next year, we wanted to brainstorm which activities might not be funded by Title II or IV and might need to be moved into the operating budget or designated for other grants. Our ideas are not final in any way but represent our current thinking and will need to be involved in the budget development process. Some activities we are recommending be eliminated, as there are competing interests and we will need to make some hard decisions. Ultimately voters will decide with respect to activities moved into the operating budget.

Interior Lighting Proposals

Nate started looking into energy audits last year, a couple of companies came in to assess our energy use, LED lighting was brought up, we've had 3 companies present to our Facilities committee, Nate has gone back and forth with them regarding their proposal, board members received copies of proposal packet, we would be getting a lease which would be paid for by the savings we will get on our energy bill, projection that it will take 8.59 years to pay back the lease at HES, 4.4 years for SAU, 6.23 for HMHS, no increase to the budget, would need to bring a tax exempt purchase to the board, recycling any fluorescent bulbs is part of this quote, new fixtures are equipped with sensors for dimming & daylight harvesting, Wayne was here for the presentation as well and really liked what they had to say

1. So we could not cut our budget line for electricity (April): not until we pay off the lease
2. How long are the bulbs good for (Kaylah): projection is 100,000 hours
3. Replacement cost (Kaylah): 8 year warranty, all of the components are modular so we would not need to replace the entire fixture if one part is broken
4. Can you do the repairs/replacements in house (April): yes
5. Are these bulbs daylight color (April): they are selectable, company will come in and work with us, there is a color we are looking for that is best for students
6. Page 8 projected cost, estimated savings, what is the lease purchase cost (April): interest if we do the loan, if our savings are more that would result in the interest being less over the life of the loan
7. When will installation happen (April): they would need time for production, they install at night and said it would take 6-8 weeks to install the whole campus
8. So these numbers are based on our kwh usage now; what would happen if our usage goes up (Marc): there is a bottom line savings regardless of usage so even if our usage increases some, we will still have a savings
9. The company manufactures their own equipment but I can see they're fairly new; what happens if the company closes or something happens (Kendra): I think they've been around longer than that but maybe under a different name, owner himself came to give the proposal and said he's been in business 30+ years.

Wayne made a motion to accept the proposal for LED lighting, Kaylah seconded. Motion passed, 5-0.

Engagement Letter from the Auditors

Jane Fortson stated that they have the same auditor as last year because she's already been assigned and familiar there are things already in place. We have the governance letter in hand

that basically engages the auditing firm with the work, and typically we have you sign it after the fact but we are ahead of the game this year. With your signed approval we can get them started.

Wayne made a motion to accept the engagement letter, Marc seconded. Motion passed 5-0.

Non-Public RSA 91-A:3, II (a) (c)

Wayne Dingman made the motion to enter into non-public session, seconded by Marc Sprague. The motion passed on a 5-0 roll call vote and the board entered non-public at 5:52 PM.

The resignation of the Hinsdale Elementary School nurse was shared with the school board.

Dr. Ryan shared a Winchester high school student best interest case with the school board and requested that the student be permitted to enroll at Hinsdale Middle High School under the new tuition agreement and for the 2025-2026 calculated tuition cost of \$17,852.

Kaylah Hemlow made the motion to exit non-public session, seconded by Wayne Dingman. The motion passed 5-0 and the board entered back into public session at 5:59 PM.

Kendra Gardner made the motion to accept the resignation of HES School Nurse Tiequa Franklin, with regret. The motion was seconded by Wayne Dingman and passed, 5-0.

Kaylah Hemlow made the motion to approve the FY26 high school tuition rate of \$17,852 for the best interest case that was presented by Dr. Ryan in non-public session. Wayne Dingman seconded the motion and it passed, 5-0.

Other Business

Dr. Ryan gave an update on planning for the Hinsdale Goes Back to School event that is taking place on August 18 from 5:00 - 7:00. Dr. Ryan explained that the Brattleboro Rotary was unable to meet in time to approve a \$2500 donation request and would like to be involved in next year's event. All other plans are moving forward with a lot of volunteers and donations at the ready.

Adjournment

Kaylah Hemlow made the motion to adjourn the meeting, seconded by March Sprague. The motion passed, 5-0.

The meeting was adjourned at 6:01 PM.

Report from the
BUSINESS
ADMINISTRATOR

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

Business Administrator Report August 2025

The summer has been busy in the business office, processing 24/25 payments, closing down the books for 24/25 and tracking and paying for the new orders for the 25/26 year.

The DRAFT operating budgets for the 26/27 year are in the hands of the administration for review and input having been updated for contractual items, one-time expenditures and known vendor contract changes. These will be worked on in detail during the months of September and October.

The financials for the year ended 24/25 are under way, these will result in the reporting to the Department of Education and the Department of Revenue. The MS25, DOE25 and MS24 are to be completed and uploaded to the state by the 1st of September.

Respectfully submitted,
Jane

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

Account Type: REVENUE

☐ 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
100.0000.41111.00.00000 Hinsdale Assess.	\$0.00	(\$850,000.00)	(\$850,000.00)	\$850,000.00	\$0.00	\$850,000.00 0.00%
100.0000.41310.00.00000 Preschool Tuition	\$0.00	(\$1,080.00)	(\$1,080.00)	\$1,080.00	\$0.00	\$1,080.00 0.00%
100.0000.44580.00.00000 Medicaid Reimbursement	\$0.00	(\$12,828.23)	(\$12,828.23)	\$12,828.23	\$0.00	\$12,828.23 0.00%
Fund: 100	\$0.00	(\$863,908.23)	(\$863,908.23)	\$863,908.23	\$0.00	\$863,908.23

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

Account Type: REVENUE

☐ 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

Grand Total:

\$0.00

(\$863,908.23)

(\$863,908.23)

\$863,908.23

\$0.00

\$863,908.23

End of Report

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.1100.51100.21.00000 Teacher Salaries Reg Ed Elementary	\$1,088,059.00	\$0.00	\$0.00	\$1,088,059.00	\$1,026,382.00	\$61,677.00 5.67%
100.1100.51100.22.00000 Teacher Salaries Reg Ed Middle/High	\$1,367,752.00	\$5,129.33	\$5,129.33	\$1,362,622.67	\$1,298,572.65	\$64,050.02 4.68%
100.1100.51150.21.00000 Para Salaries Reg Ed Elementary	\$47,096.00	\$0.00	\$0.00	\$47,096.00	\$26,210.52	\$20,885.48 44.35%
100.1100.51150.22.00000 Para Salaries Reg Ed Middle/High	\$22,906.00	\$0.00	\$0.00	\$22,906.00	\$48,189.30	(\$25,283.30) -110.38%
100.1100.51200.21.00000 Substitutes Reg Ed Teacher Elementary	\$27,500.00	\$0.00	\$0.00	\$27,500.00	\$0.00	\$27,500.00 100.00%
100.1100.51200.22.00000 Substitutes Reg Ed Teacher Middle/High	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00 100.00%
100.1100.51250.21.00000 Substitutes Reg Ed Para Elementary	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00 100.00%
100.1100.51250.22.00000 Substitutes Reg Ed Para Middle/High	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
100.1100.52110.21.00000 Health Insurance Regular Elementary	\$421,913.00	\$0.00	\$0.00	\$421,913.00	\$0.00	\$421,913.00 100.00%
100.1100.52110.22.00000 Health Insurance Regular Middle/High	\$599,932.00	\$0.00	\$0.00	\$599,932.00	\$0.00	\$599,932.00 100.00%
100.1100.52120.21.00000 Dental Insurance Regular Elementary	\$14,111.00	\$0.00	\$0.00	\$14,111.00	\$0.00	\$14,111.00 100.00%
100.1100.52120.22.00000 Dental Insurance Regular Middle/High	\$20,173.00	\$0.00	\$0.00	\$20,173.00	\$0.00	\$20,173.00 100.00%
100.1100.52200.21.00000 Social Security Reg Elementary	\$86,840.00	\$0.00	\$0.00	\$86,840.00	\$0.00	\$86,840.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.1100.52200.22.00000	\$106,385.00	\$392.40	\$392.40	\$105,992.60	\$3.30	\$105,989.30
Social Security Reg Middle/High						99.63%
100.1100.52310.22.00000	\$2,920.00	\$0.00	\$0.00	\$2,920.00	\$0.00	\$2,920.00
Nonteacher Retirement Regular Middle/High						100.00%
100.1100.52320.21.00000	\$202,686.00	\$0.00	\$0.00	\$202,686.00	\$0.00	\$202,686.00
Teacher Retirement Regular Elementary						100.00%
100.1100.52320.22.00000	\$263,456.00	\$986.37	\$986.37	\$262,469.63	\$8.29	\$262,461.34
Teacher Retirement Regular Middle/High						99.62%
100.1100.56410.21.00000	\$0.00	\$0.00	\$0.00	\$0.00	\$8.66	(\$8.66)
Books Reg Ed Elementary						0.00%
100.1102.56100.21.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
Supplies Art Elementary						100.00%
100.1102.56100.22.00000	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00
Supplies Art Middle/High						100.00%
100.1105.56100.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$63.58	\$436.42
Supplies Language Arts Middle/High						87.28%
100.1105.56410.21.00000	\$3,138.00	\$0.00	\$0.00	\$3,138.00	\$0.00	\$3,138.00
Books Lang Arts Elementary						100.00%
100.1105.56410.22.00000	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$614.35	\$4,885.65
Books Lang Arts Middle/High						88.83%
100.1106.56100.22.00000	\$308.00	\$0.00	\$0.00	\$308.00	\$327.99	(\$19.99)
Supplies Modern Language Middle/High						-6.49%
100.1107.56100.22.00000	\$50.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
Supplies In School Suspension Middle/High						100.00%
100.1108.56100.21.00000	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
Supplies Phys Ed Elementary						100.00%
100.1108.56100.22.00000	\$1,937.00	\$0.00	\$0.00	\$1,937.00	\$1,881.86	\$55.14
Supplies Phys Ed Middle/High						2.85%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.1109.54300.22.00000	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00
Repairs Life Sciences Middle/High						100.00%
100.1109.56100.22.00000	\$10,000.00	\$622.59	\$622.59	\$9,377.41	\$129.87	\$9,247.54
Supplies Life Sciences Middle/High						92.48%
100.1109.56410.22.00000	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00
Books Life Sciences Middle/High						100.00%
100.1110.56100.22.00000	\$1,020.00	\$0.00	\$0.00	\$1,020.00	\$848.93	\$171.07
Supplies Tech Ed Middle/High						16.77%
100.1111.56100.22.00000	\$650.00	\$0.00	\$0.00	\$650.00	\$195.98	\$454.02
Supplies Mathematics Middle/High						69.85%
100.1111.56410.21.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$720.00	\$2,280.00
Books Mathematics Elementary						76.00%
100.1111.56410.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Books Mathematics Middle/High						100.00%
100.1112.53000.21.00000	\$700.00	\$0.00	\$0.00	\$700.00	\$0.00	\$700.00
Repairs & Other Services Music Elementary						100.00%
100.1112.53000.22.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
Repairs & Other Services Music Middle/High						100.00%
100.1112.56100.21.00000	\$479.00	\$0.00	\$0.00	\$479.00	\$0.00	\$479.00
Supplies Music Elementary						100.00%
100.1112.56100.22.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$861.30	\$4,138.70
Supplies Music Middle/High						82.77%
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	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00
Supplies Science Elementary						100.00%
100.1113.56100.22.00000	\$3,000.00	\$783.50	\$783.50	\$2,216.50	\$2,210.20	\$6.30
Supplies Science Middle/High						0.21%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.1113.56410.21.00000 Books Science Elementary	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00 100.00%
100.1113.56500.21.00000 Mystery Science Software	\$1,475.00	\$0.00	\$0.00	\$1,475.00	\$0.00	\$1,475.00 100.00%
100.1115.56100.21.00000 Supplies Social Studies Elementary	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00 100.00%
100.1115.56100.22.00000 Supplies Social Studies Middle/High	\$1,126.00	\$0.00	\$0.00	\$1,126.00	\$673.64	\$452.36 40.17%
100.1115.56410.21.00000 Books Social Studies Elementary	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00 100.00%
100.1116.56100.22.00000 Supplies ELO	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
100.1125.51100.21.00000 MTSS Reading Teacher Salary	\$33,343.00	\$0.00	\$0.00	\$33,343.00	\$0.00	\$33,343.00 100.00%
100.1125.52110.21.00000 MTSS Reading Health Insurance	\$14,741.00	\$0.00	\$0.00	\$14,741.00	\$0.00	\$14,741.00 100.00%
100.1125.52120.21.00000 MTSS Reading Dental Insurance	\$540.00	\$0.00	\$0.00	\$540.00	\$0.00	\$540.00 100.00%
100.1125.52200.21.00000 MTSS Reading Social Security	\$2,551.00	\$0.00	\$0.00	\$2,551.00	\$0.00	\$2,551.00 100.00%
100.1125.52320.21.00000 MTSS Reading Teacher Retirement	\$6,412.00	\$0.00	\$0.00	\$6,412.00	\$0.00	\$6,412.00 100.00%
100.1125.56410.21.00000 Books Reading Imp Elementary	\$1,350.00	\$0.00	\$0.00	\$1,350.00	\$0.00	\$1,350.00 100.00%
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%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.1126.56100.21.00000	\$18,000.00	\$0.00	\$0.00	\$18,000.00	\$3,403.41	\$14,596.59
Supplies General Expense Elementary						81.09%
100.1126.56100.22.00000	\$22,500.00	\$681.04	\$681.04	\$21,818.96	\$4,270.33	\$17,548.63
Supplies General Expense Secondary						77.99%
100.1126.56101.22.00000	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00
Graduation & Special Events Middle/High						100.00%
100.1126.56410.22.00000	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$7,000.00
Yearbook						100.00%
100.1126.56500.21.00000	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00
General Expense Software						100.00%
100.1200.51100.21.00000	\$241,145.00	\$0.00	\$0.00	\$241,145.00	\$179,445.00	\$61,700.00
Teacher Salaries SPED Elementary						25.59%
100.1200.51100.22.00000	\$213,300.00	\$0.00	\$0.00	\$213,300.00	\$214,700.00	(\$1,400.00)
Teacher Salaries SPED Middle/High						-0.66%
100.1200.51150.21.00000	\$448,718.00	\$0.00	\$0.00	\$448,718.00	\$333,008.37	\$115,709.63
Para Salaries SPED Elementary						25.79%
100.1200.51150.22.00000	\$331,230.00	\$0.00	\$0.00	\$331,230.00	\$220,655.41	\$110,574.59
Para Salaries SPED Middle/High						33.38%
100.1200.51200.21.00000	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00
Substitutes SPED Teacher Elementary						100.00%
100.1200.51200.22.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Substitutes SPED Teacher Middle/High						100.00%
100.1200.51250.21.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Substitutes SPED Para Elementary						100.00%
100.1200.51250.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Substitutes SPED Para Middle/High						100.00%
100.1200.52110.21.00000	\$245,363.00	\$0.00	\$0.00	\$245,363.00	\$0.00	\$245,363.00
Health Insurance SPED Teachers Elementary						100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.1200.52110.22.00000	\$168,462.00	\$0.00	\$0.00	\$168,462.00	\$0.00	\$168,462.00
Health Insurance SPED Teachers Middle/High						100.00%
100.1200.52120.21.00000	\$3,240.00	\$0.00	\$0.00	\$3,240.00	\$0.00	\$3,240.00
Dental Insurance SPED Teachers Elementary						100.00%
100.1200.52120.22.00000	\$3,484.00	\$0.00	\$0.00	\$3,484.00	\$0.00	\$3,484.00
Dental Insurance SPED Teachers Middle/High						100.00%
100.1200.52200.21.00000	\$52,775.00	\$0.00	\$0.00	\$52,775.00	\$0.00	\$52,775.00
Social Security SPED Elementary						100.00%
100.1200.52200.22.00000	\$41,656.00	\$0.00	\$0.00	\$41,656.00	\$0.00	\$41,656.00
Social Security SPED Middle/High						100.00%
100.1200.52320.21.00000	\$46,372.00	\$0.00	\$0.00	\$46,372.00	\$0.00	\$46,372.00
Teacher Retirement SPED Elementary						100.00%
100.1200.52320.22.00000	\$41,018.00	\$0.00	\$0.00	\$41,018.00	\$0.00	\$41,018.00
Teacher Retirement SPED Middle/High						100.00%
100.1200.53001.20.00000	\$45,000.00	\$0.00	\$0.00	\$45,000.00	\$0.00	\$45,000.00
Related Services SPED Out Of District						100.00%
100.1200.53001.21.00000	\$259,154.00	\$0.00	\$0.00	\$259,154.00	\$0.00	\$259,154.00
Related Services In District Elem						100.00%
100.1200.53001.22.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Related Services In District Middle/High						100.00%
100.1200.53002.20.00000	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00
Charter School Special Ed Services						100.00%
100.1200.53300.20.00000	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00
Legal SPED Out Of District						100.00%
100.1200.55602.20.00000	\$1,015,336.00	\$18,288.00	\$18,288.00	\$997,048.00	\$0.00	\$997,048.00
Tuition SPED Private						98.20%
100.1200.56100.20.00000	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00
Supplies & Medical Hardware Out Of District						100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.1200.56100.21.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$264.93	\$1,735.07
Supplies & Medical Hardware Elementary						86.75%
100.1200.56100.22.00000	\$1,300.00	\$0.00	\$0.00	\$1,300.00	\$165.09	\$1,134.91
Supplies & Medical Hardware Middle/High						87.30%
100.1210.51100.21.00000	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00
Salaries						100.00%
100.1210.51100.22.00000	\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00
Salaries						100.00%
100.1210.52200.21.00000	\$1,148.00	\$0.00	\$0.00	\$1,148.00	\$0.00	\$1,148.00
Social Security						100.00%
100.1210.52200.22.00000	\$918.00	\$0.00	\$0.00	\$918.00	\$0.00	\$918.00
Social Security						100.00%
100.1210.52320.21.00000	\$2,885.00	\$0.00	\$0.00	\$2,885.00	\$0.00	\$2,885.00
Retirement						100.00%
100.1210.52320.22.00000	\$2,308.00	\$0.00	\$0.00	\$2,308.00	\$0.00	\$2,308.00
Retirement						100.00%
100.1260.51100.20.00000	\$31,110.00	\$0.00	\$0.00	\$31,110.00	\$32,160.00	(\$1,050.00)
Teacher Salaries ESL						-3.38%
100.1260.52200.20.00000	\$2,380.00	\$0.00	\$0.00	\$2,380.00	\$0.00	\$2,380.00
Social Security ESL						100.00%
100.1300.55610.22.00000	\$112,000.00	\$0.00	\$0.00	\$112,000.00	\$0.00	\$112,000.00
Tuition Vocational Middle/High						100.00%
100.1400.51190.22.00000	\$17,600.00	\$3,294.55	\$3,294.55	\$14,305.45	\$0.00	\$14,305.45
Advisors Stipends						81.28%
100.1400.52200.22.00000	\$1,346.00	\$261.18	\$261.18	\$1,084.82	\$0.00	\$1,084.82
Social Security CoCurricular						80.60%
100.1400.52310.22.00000	\$635.00	\$217.65	\$217.65	\$417.35	\$0.00	\$417.35
Nonteacher Retirement CoCurricular						65.72%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:8/31/2025

Account Mask: 100????????????????

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
100.1400.52320.22.00000	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00
Teacher Retirement CoCurricular						100.00%
100.1400.55800.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Dues & Fees CoCurricular						100.00%
100.1420.51100.22.00000	\$20,540.00	\$119.49	\$119.49	\$20,420.51	\$0.00	\$20,420.51
Athletic Director Stipend						99.42%
100.1420.51190.22.00000	\$83,032.00	\$0.00	\$0.00	\$83,032.00	\$0.00	\$83,032.00
Coaches Stipends						100.00%
100.1420.52200.22.00000	\$6,352.00	\$9.14	\$9.14	\$6,342.86	\$0.00	\$6,342.86
Social Security Athletics						99.86%
100.1420.52310.22.00000	\$4,815.00	\$0.00	\$0.00	\$4,815.00	\$0.00	\$4,815.00
Nonteacher Retirement Athletics						100.00%
100.1420.52320.22.00000	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
Teacher Retirement Athletics						100.00%
100.1420.53000.22.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Sports Physicals/Doctor's Services						100.00%
100.1420.53900.22.00000	\$18,600.00	\$0.00	\$0.00	\$18,600.00	\$0.00	\$18,600.00
Officials/Police Coverage						100.00%
100.1420.54300.22.00000	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00
Repairs and Maintenance						100.00%
100.1420.55800.22.00000	\$6,310.00	\$3,325.00	\$3,325.00	\$2,985.00	\$0.00	\$2,985.00
Dues and Fees Secondary						47.31%
100.1420.56100.22.00000	\$14,000.00	\$0.00	\$0.00	\$14,000.00	\$557.99	\$13,442.01
Supplies/Awards Athletics						96.01%
100.1420.58100.22.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
Conferences Athletics						100.00%
100.1430.51100.21.00000	\$0.00	\$12,575.35	\$12,575.35	(\$12,575.35)	\$0.00	(\$12,575.35)
Summer School Stipends Elementary						0.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date:7/1/2025

To Date:8/31/2025

Account Mask: 100????????????????

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
100.1430.51100.22.00000	\$0.00	\$3,450.00	\$3,450.00	(\$3,450.00)	\$0.00	(\$3,450.00)
Summer School Stipends Middle/High						0.00%
100.1430.52200.21.00000	\$0.00	\$962.02	\$962.02	(\$962.02)	\$0.00	(\$962.02)
Social Security Summer School Elementary						0.00%
100.1430.52200.22.00000	\$0.00	\$263.93	\$263.93	(\$263.93)	\$0.00	(\$263.93)
Social Security Summer School Middle/High						0.00%
100.1430.52320.21.00000	\$0.00	\$2,236.48	\$2,236.48	(\$2,236.48)	\$0.00	(\$2,236.48)
Teacher Retirement Summer School Elementary						0.00%
100.1430.52320.22.00000	\$0.00	\$663.44	\$663.44	(\$663.44)	\$0.00	(\$663.44)
Teacher Retirement Summer School Middle/High						0.00%
100.1430.56100.22.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Supplies Summer Middle/High						100.00%
100.2120.51100.21.00000	\$208,703.00	\$5,021.25	\$5,021.25	\$203,681.75	\$213,912.33	(\$10,230.58)
Guidance Salaries Elementary						-4.90%
100.2120.51100.22.00000	\$272,200.00	\$13,752.38	\$13,752.38	\$258,447.62	\$248,237.10	\$10,210.52
Guidance Salaries Middle/High						3.75%
100.2120.52110.21.00000	\$70,652.00	\$0.00	\$0.00	\$70,652.00	\$0.00	\$70,652.00
Health Insurance Guidance Elementary						100.00%
100.2120.52110.22.00000	\$87,526.00	\$3,401.85	\$3,401.85	\$84,124.15	\$1,133.95	\$82,990.20
Health Insurance Guidance Middle/High						94.82%
100.2120.52120.21.00000	\$2,007.00	\$30.27	\$30.27	\$1,976.73	\$10.09	\$1,966.64
Dental Insurance Guidance Elementary						97.99%
100.2120.52120.22.00000	\$3,286.00	\$199.68	\$199.68	\$3,086.32	\$66.56	\$3,019.76
Dental Insurance Guidance Middle/High						91.90%
100.2120.52200.21.00000	\$15,966.00	\$384.13	\$384.13	\$15,581.87	\$112.48	\$15,469.39
Social Security Guidance Elementary						96.89%
100.2120.52200.22.00000	\$20,824.00	\$989.46	\$989.46	\$19,834.54	\$328.88	\$19,505.66
Social Security Guidance Middle/High						93.67%

Printed: 08/07/2025 3:59:15 PM

Report: rptNewOnDemandGLRpt

2025.1.16

Page:

9

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.2120.52310.21.00000 Nonteacher Retirement	\$0.00	\$562.38	\$562.38	(\$562.38)	\$187.46	(\$749.84) 0.00%
100.2120.52310.22.00000 Nonteacher Retirement Guidance Middle/High	\$7,856.00	\$1,753.43	\$1,753.43	\$6,102.57	\$582.91	\$5,519.66 70.26%
100.2120.52320.21.00000 Teacher Retirement Guidance Elementary	\$35,347.00	\$117.39	\$117.39	\$35,229.61	\$0.00	\$35,229.61 99.67%
100.2120.52320.22.00000 Teacher Retirement Guidance Middle/High	\$36,160.00	\$0.00	\$0.00	\$36,160.00	\$0.00	\$36,160.00 100.00%
100.2120.53300.22.00000 Professional Services Guidance Middle/High	\$1,500.00	\$1,478.34	\$1,478.34	\$21.66	\$0.00	\$21.66 1.44%
100.2120.56100.21.00000 Supplies Guidance Elementary	\$2,300.00	\$0.00	\$0.00	\$2,300.00	\$106.39	\$2,193.61 95.37%
100.2120.56100.22.00000 Supplies Guidance Middle/High	\$638.00	\$0.00	\$0.00	\$638.00	\$91.77	\$546.23 85.62%
100.2120.56110.21.00000 Testing Map, Etc Elementary	\$3,625.00	\$0.00	\$0.00	\$3,625.00	\$0.00	\$3,625.00 100.00%
100.2120.56110.22.00000 Testing Map, Psat, Etc Middle/High	\$4,345.00	\$2,812.50	\$2,812.50	\$1,532.50	\$0.00	\$1,532.50 35.27%
100.2120.56410.21.00000 Books Guidance Elementary	\$225.00	\$0.00	\$0.00	\$225.00	\$223.25	\$1.75 0.78%
100.2120.56410.22.00000 Books Guidance Middle/High	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00 100.00%
100.2120.56500.21.00000 Guidance Software	\$2,595.00	\$0.00	\$0.00	\$2,595.00	\$1,080.00	\$1,515.00 58.38%
100.2120.58100.21.00000 Dues & Fees Guidance Elementary	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00 100.00%
100.2120.58100.22.00000 Dues & Fees Guidance Middle/High	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.2130.51100.21.00000 School Nurse Salaries Elementary	\$53,800.00	\$0.00	\$0.00	\$53,800.00	\$57,900.00	(\$4,100.00) -7.62%
100.2130.51100.22.00000 School Nurse Salaries Middle/High	\$67,768.00	\$0.00	\$0.00	\$67,768.00	\$67,768.00	\$0.00 0.00%
100.2130.52110.21.00000 Health Insurance Nurse Elementary	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00 100.00%
100.2130.52110.22.00000 Health Insurance Nurse Middle/High	\$29,483.00	\$0.00	\$0.00	\$29,483.00	\$0.00	\$29,483.00 100.00%
100.2130.52120.22.00000 Dental Insurance Nurse Middle/High	\$1,080.00	\$0.00	\$0.00	\$1,080.00	\$0.00	\$1,080.00 100.00%
100.2130.52200.21.00000 Social Security Nurse Elementary	\$4,116.00	\$0.00	\$0.00	\$4,116.00	\$0.00	\$4,116.00 100.00%
100.2130.52200.22.00000 Social Security Nurse Middle/High	\$5,184.00	\$0.00	\$0.00	\$5,184.00	\$0.00	\$5,184.00 100.00%
100.2130.52320.21.00000 Teacher Retirement Nurse Elementary	\$10,346.00	\$0.00	\$0.00	\$10,346.00	\$0.00	\$10,346.00 100.00%
100.2130.52320.22.00000 Teacher Retirement Nurse Middle/High	\$13,032.00	\$0.00	\$0.00	\$13,032.00	\$0.00	\$13,032.00 100.00%
100.2130.56100.21.00000 Supplies Nurse Elementary	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$498.64	\$1,501.36 75.07%
100.2130.56100.22.00000 Supplies Nurse Middle/High	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$486.20	\$513.80 51.38%
100.2130.56500.21.00000 Nursing Software	\$850.00	\$850.00	\$850.00	\$0.00	\$0.00	\$0.00 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%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.2140.53000.20.00000 Purchased Services Psychological	\$60,000.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00 100.00%
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	\$200,542.00	\$0.00	\$0.00	\$200,542.00	\$199,609.23	\$932.77 0.47%
100.2150.52110.20.00000 Health Insurance Speech & Language	\$98,768.00	\$0.00	\$0.00	\$98,768.00	\$0.00	\$98,768.00 100.00%
100.2150.52120.20.00000 Dental Insurance Speech & Language	\$3,240.00	\$0.00	\$0.00	\$3,240.00	\$0.00	\$3,240.00 100.00%
100.2150.52200.20.00000 Social Security Speech & Language	\$15,341.00	\$0.00	\$0.00	\$15,341.00	\$0.00	\$15,341.00 100.00%
100.2150.52310.20.00000 Nonteacher Retirement	\$4,660.00	\$0.00	\$0.00	\$4,660.00	\$0.00	\$4,660.00 100.00%
100.2150.52320.20.00000 Teacher Retirement Speech & Language	\$31,536.00	\$0.00	\$0.00	\$31,536.00	\$0.00	\$31,536.00 100.00%
100.2150.53000.20.00000 Purchased Services Speech & Language	\$4,500.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$4,500.00 100.00%
100.2150.55800.20.00000 Travel Speech & Language	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00 100.00%
100.2150.56100.20.00000 Supplies Speech & Language	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00 100.00%
100.2150.58100.20.00000 Dues & Fees Speech & Language	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00 100.00%
100.2160.51100.20.00000 Occupational Therapist Salaries	\$29,500.00	\$0.00	\$0.00	\$29,500.00	\$0.00	\$29,500.00 100.00%
100.2170.51100.20.00000 Certified OT Assistant Salaries	\$45,839.00	\$0.00	\$0.00	\$45,839.00	\$46,570.61	(\$731.61) -1.60%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.2170.52110.20.00000	\$14,675.00	\$0.00	\$0.00	\$14,675.00	\$0.00	\$14,675.00
Health Ins Certified OT Assistant						100.00%
100.2170.52120.20.00000	\$662.00	\$0.00	\$0.00	\$662.00	\$0.00	\$662.00
Dental Insurance Certified OT Assistant						100.00%
100.2170.52200.20.00000	\$3,507.00	\$0.00	\$0.00	\$3,507.00	\$0.00	\$3,507.00
Social Security Certified OT Assistant						100.00%
100.2170.52310.20.00000	\$5,844.00	\$0.00	\$0.00	\$5,844.00	\$0.00	\$5,844.00
Nonteacher Retirement						100.00%
100.2170.55800.20.00000	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00
Travel COTA						100.00%
100.2170.56100.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Supplies COTA						100.00%
100.2170.58100.20.00000	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00
Dues & Fees COTA						100.00%
100.2210.53200.20.00000	\$29,000.00	\$500.00	\$500.00	\$28,500.00	\$349.00	\$28,151.00
Teachers' Staff Development CBA Article V.O						97.07%
100.2210.53201.20.00000	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00
Support Staff Development Workshops						100.00%
100.2212.51100.20.00000	\$131,225.00	\$13,279.59	\$13,279.59	\$117,945.41	\$104,158.28	\$13,787.13
Salaries Curriculum						10.51%
100.2212.52110.20.00000	\$69,285.00	\$9,525.17	\$9,525.17	\$59,759.83	\$2,664.78	\$57,095.05
Health						82.41%
100.2212.52120.20.00000	\$2,160.00	\$378.01	\$378.01	\$1,781.99	\$102.86	\$1,679.13
Dental						77.74%
100.2212.52200.20.00000	\$10,039.00	\$888.87	\$888.87	\$9,150.13	\$296.29	\$8,853.84
Social Security Curriculum						88.19%
100.2212.52310.20.00000	\$11,184.00	\$1,243.40	\$1,243.40	\$9,940.60	\$414.47	\$9,526.13
Nonteacher Retirement Curriculum						85.18%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2212.53200.20.00000	\$13,600.00	\$0.00	\$0.00	\$13,600.00	\$0.00	\$13,600.00
Purchased Services District						100.00%
100.2212.55800.20.00000	\$2,200.00	\$0.00	\$0.00	\$2,200.00	\$0.00	\$2,200.00
Travel & Conferences Prof Dev District						100.00%
100.2212.56100.20.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Supplies Prof Dev District						100.00%
100.2212.56410.20.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Professional Learning Texts						100.00%
100.2212.56500.20.00000	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00
Software Prof Dev						100.00%
100.2212.58100.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Dues & Fees Prof Dev District						100.00%
100.2222.51100.22.00000	\$59,600.00	\$0.00	\$0.00	\$59,600.00	\$59,600.00	\$0.00
Library Salaries Middle/High						0.00%
100.2222.51150.21.00000	\$27,229.00	\$0.00	\$0.00	\$27,229.00	\$27,228.96	\$0.04
Library Salaries Elementary						0.00%
100.2222.52110.21.00000	\$26,207.00	\$0.00	\$0.00	\$26,207.00	\$0.00	\$26,207.00
Health						100.00%
100.2222.52110.22.00000	\$39,622.00	\$0.00	\$0.00	\$39,622.00	\$0.00	\$39,622.00
Health Insurance Library Middle/High						100.00%
100.2222.52120.22.00000	\$662.00	\$0.00	\$0.00	\$662.00	\$0.00	\$662.00
Dental Insurance Library Middle/High						100.00%
100.2222.52200.21.00000	\$2,083.00	\$0.00	\$0.00	\$2,083.00	\$0.00	\$2,083.00
Social Security Library Elementary						100.00%
100.2222.52200.22.00000	\$4,559.00	\$0.00	\$0.00	\$4,559.00	\$0.00	\$4,559.00
Social Security Library Middle/High						100.00%
100.2222.52310.21.00000	\$3,472.00	\$0.00	\$0.00	\$3,472.00	\$0.00	\$3,472.00
Nonteacher Retirement Library Elementary						100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.2222.52320.22.00000	\$11,461.00	\$0.00	\$0.00	\$11,461.00	\$0.00	\$11,461.00
Teacher Retirement Library Middle/High						100.00%
100.2222.54300.22.00000	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Repairs Library Equip Middle/High						100.00%
100.2222.56100.21.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$172.85	\$327.15
Supplies Library Elementary						65.43%
100.2222.56100.22.00000	\$400.00	\$0.00	\$0.00	\$400.00	\$234.27	\$165.73
Supplies Library Middle/High						41.43%
100.2222.56410.21.00000	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
Books & Information Resources Library Elementary						100.00%
100.2222.56410.22.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$2,928.15	\$2,071.85
Books & Information Resources Library Middle/High						41.44%
100.2222.56420.21.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Other Information Resources Library Elem						100.00%
100.2222.56420.22.00000	\$4,122.00	\$0.00	\$0.00	\$4,122.00	\$824.72	\$3,297.28
Other Information Resources Library Middle/High						79.99%
100.2310.51100.20.00000	\$4,350.00	\$0.00	\$0.00	\$4,350.00	\$4,600.00	(\$250.00)
School Board & Others' Salaries						-5.75%
100.2310.52200.20.00000	\$333.00	\$0.00	\$0.00	\$333.00	\$0.00	\$333.00
Social Security School Board						100.00%
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	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00
Legal Expenses School Board						100.00%
100.2310.53302.20.00000	\$22,000.00	\$0.00	\$0.00	\$22,000.00	\$0.00	\$22,000.00
Audit Expenses School Board						100.00%
100.2310.55800.20.00000	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
Travel & Conferences School Board						100.00%

Printed: 08/07/2025 3:59:15 PM

Report: rptNewOnDemandGLRpt

2025.1.16

Page:

15

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2310.58100.20.00000 Dues & Fees School Board	\$4,500.00	\$4,454.20	\$4,454.20	\$45.80	\$0.00	\$45.80 1.02%
100.2310.58110.20.00000 Recognition & Awards School Board	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
100.2320.51100.20.00000 SAU Salaries	\$166,446.00	\$25,005.31	\$25,005.31	\$141,440.69	\$147,240.69	(\$5,800.00) -3.48%
100.2320.52110.20.00000 Health Insurance SAU	\$34,350.00	\$3,386.49	\$3,386.49	\$30,963.51	\$1,128.83	\$29,834.68 86.85%
100.2320.52120.20.00000 Dental Insurance SAU	\$2,256.00	\$412.14	\$412.14	\$1,843.86	\$137.38	\$1,706.48 75.64%
100.2320.52200.20.00000 Social Security SAU	\$12,733.00	\$1,876.02	\$1,876.02	\$10,856.98	\$477.44	\$10,379.54 81.52%
100.2320.52310.20.00000 NH Retirement SAU	\$7,834.00	\$903.96	\$903.96	\$6,930.04	\$301.32	\$6,628.72 84.61%
100.2320.53000.20.00000 Purchased Services SAU	\$73,575.00	\$0.00	\$0.00	\$73,575.00	\$0.00	\$73,575.00 100.00%
100.2320.53130.20.00000 Background Checks	\$4,000.00	\$130.00	\$130.00	\$3,870.00	\$0.00	\$3,870.00 96.75%
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	\$23,000.00	\$0.00	\$0.00	\$23,000.00	\$0.00	\$23,000.00 100.00%
100.2320.55500.20.00000 Printing SAU	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00 100.00%
100.2320.55800.20.00000 Travel SAU	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00 100.00%

Printed: 08/07/2025 3:59:15 PM

Report: rptNewOnDemandGLRpt

2025.1.16

Page:

16

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2320.56100.20.00000 Supplies SAU	\$4,250.00	\$70.94	\$70.94	\$4,179.06	\$190.43	\$3,988.63 93.85%
100.2320.56500.20.00000 Software SAU	\$3,900.00	\$1,599.75	\$1,599.75	\$2,300.25	\$0.00	\$2,300.25 58.98%
100.2320.57300.20.00000 Furniture & Equipment SAU	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00 100.00%
100.2320.58100.20.00000 Dues & Fees SAU	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00 100.00%
100.2330.51100.20.00000 Special Services Admin Salaries	\$224,104.00	\$25,858.17	\$25,858.17	\$198,245.83	\$200,750.67	(\$2,504.84) -1.12%
100.2330.52110.20.00000 Health Insurance Special Services Admin	\$73,641.00	\$5,095.11	\$5,095.11	\$68,545.89	\$1,698.37	\$66,847.52 90.77%
100.2330.52120.20.00000 Dental Insurance Special Services Admin	\$2,822.00	\$229.95	\$229.95	\$2,592.05	\$76.65	\$2,515.40 89.14%
100.2330.52200.20.00000 Social Security Special Services Admin	\$17,144.00	\$1,897.89	\$1,897.89	\$15,246.11	\$632.63	\$14,613.48 85.24%
100.2330.52310.20.00000 NH Retirement Special Services Admin	\$6,919.00	\$798.36	\$798.36	\$6,120.64	\$266.12	\$5,854.52 84.62%
100.2330.52320.20.00000 Teacher Retirement	\$32,660.00	\$3,768.43	\$3,768.43	\$28,891.57	\$1,256.14	\$27,635.43 84.62%
100.2330.55800.20.00000 Travel Special Services Admin	\$2,000.00	\$750.00	\$750.00	\$1,250.00	\$0.00	\$1,250.00 62.50%
100.2330.56100.20.00000 Supplies Special Services Admin	\$315.00	\$0.00	\$0.00	\$315.00	\$129.99	\$185.01 58.73%
100.2330.58100.20.00000 Dues & Fees Special Services Admin	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$1,050.00	\$3,950.00 79.00%
100.2400.51100.20.00000 Teacher Retirement Stipends CBA Appendix A.D	\$54,203.00	\$0.00	\$0.00	\$54,203.00	\$0.00	\$54,203.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2400.51100.21.00000 Admin Salaries Elementary	\$195,083.00	\$19,773.72	\$19,773.72	\$175,309.28	\$190,316.02	(\$15,006.74) -7.69%
100.2400.51100.22.00000 Admin Salaries Middle/High	\$269,376.00	\$28,520.21	\$28,520.21	\$240,855.79	\$244,025.46	(\$3,169.67) -1.18%
100.2400.52110.21.00000 Health Insurance Admin Elementary	\$69,285.00	\$7,874.16	\$7,874.16	\$61,410.84	\$2,664.78	\$58,746.06 84.79%
100.2400.52110.22.00000 Health Insurance Admin Middle/High	\$119,226.00	\$13,755.54	\$13,755.54	\$105,470.46	\$4,585.18	\$100,885.28 84.62%
100.2400.52120.21.00000 Dental Insurance Admin Elementary	\$2,822.00	\$378.79	\$378.79	\$2,443.21	\$128.08	\$2,315.13 82.04%
100.2400.52120.22.00000 Dental Insurance Admin Middle/High	\$3,240.00	\$462.87	\$462.87	\$2,777.13	\$154.29	\$2,622.84 80.95%
100.2400.52200.20.00000 Social Security CBA Appendix A.D	\$4,147.00	\$0.00	\$0.00	\$4,147.00	\$0.00	\$4,147.00 100.00%
100.2400.52200.21.00000 Social Security Admin Elementary	\$14,924.00	\$1,385.46	\$1,385.46	\$13,538.54	\$564.91	\$12,973.63 86.93%
100.2400.52200.22.00000 Social Security Admin Middle/High	\$20,607.00	\$1,938.72	\$1,938.72	\$18,668.28	\$648.31	\$18,019.97 87.45%
100.2400.52310.21.00000 Nonteacher Retirement Admin Elementary	\$11,741.00	\$1,005.87	\$1,005.87	\$10,735.13	\$522.65	\$10,212.48 86.98%
100.2400.52310.22.00000 Nonteacher Retirement Admin Middle/High	\$6,813.00	\$774.53	\$774.53	\$6,038.47	\$261.63	\$5,776.84 84.79%
100.2400.52320.20.00000 Teacher Retirement CBA Appendix A.D	\$10,423.00	\$0.00	\$0.00	\$10,423.00	\$0.00	\$10,423.00 100.00%
100.2400.52320.21.00000 Teacher Retirement Admin Elementary	\$19,807.00	\$2,285.40	\$2,285.40	\$17,521.60	\$761.80	\$16,759.80 84.62%
100.2400.52320.22.00000 Teacher Retirement Admin Middle/High	\$37,408.00	\$4,316.28	\$4,316.28	\$33,091.72	\$1,438.76	\$31,652.96 84.62%

Printed: 08/07/2025 3:59:15 PM

Report: rptNewOnDemandGLRpt

2025.1.16

Page:

18

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2400.55340.21.00000 Postage Admin Elementary	\$1,500.00	\$186.87	\$186.87	\$1,313.13	\$0.00	\$1,313.13 87.54%
100.2400.55340.22.00000 Postage Admin Secondary	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00 100.00%
100.2400.55800.21.00000 Travel & Conferences Admin Elementary	\$425.00	\$0.00	\$0.00	\$425.00	\$0.00	\$425.00 100.00%
100.2400.55800.22.00000 Travel & Conferences Admin Secondary	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00 100.00%
100.2400.56100.21.00000 Supplies Admin Elementary	\$3,600.00	\$0.00	\$0.00	\$3,600.00	\$585.03	\$3,014.97 83.75%
100.2400.56100.22.00000 Supplies Admin Middle/High	\$1.00	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00 100.00%
100.2400.58100.21.00000 Dues & Fees Admin Elementary	\$2,160.00	\$2,700.00	\$2,700.00	(\$540.00)	\$0.00	(\$540.00) -25.00%
100.2400.58100.22.00000 Dues & Fees Admin Middle/High	\$7,885.00	\$4,915.00	\$4,915.00	\$2,970.00	\$600.00	\$2,370.00 30.06%
100.2500.51100.20.00000 Salaries Business Office	\$190,542.00	\$21,039.36	\$21,039.36	\$169,502.64	\$172,605.34	(\$3,102.70) -1.63%
100.2500.52110.20.00000 Health	\$44,025.00	\$5,079.75	\$5,079.75	\$38,945.25	\$1,693.25	\$37,252.00 84.62%
100.2500.52120.20.00000 Dental	\$2,160.00	\$229.95	\$229.95	\$1,930.05	\$76.65	\$1,853.40 85.81%
100.2500.52130.20.00000 Disability & Life Insurance	\$21,500.00	\$1,542.71	\$1,542.71	\$19,957.29	\$0.00	\$19,957.29 92.82%
100.2500.52200.20.00000 Social Security	\$14,576.00	\$1,554.95	\$1,554.95	\$13,021.05	\$553.04	\$12,468.01 85.54%
100.2500.52310.20.00000 Retirement	\$7,450.00	\$859.68	\$859.68	\$6,590.32	\$286.56	\$6,303.76 84.61%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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
100.2500.52320.20.00000 Teacher Retirement	\$22,497.00	\$2,595.78	\$2,595.78	\$19,901.22	\$865.26	\$19,035.96 84.62%
100.2500.52500.20.00000 Unemployment Insurance	\$10,219.00	\$0.00	\$0.00	\$10,219.00	\$0.00	\$10,219.00 100.00%
100.2500.52600.20.00000 Workers' Comp Ins	\$30,019.00	\$30,019.00	\$30,019.00	\$0.00	\$0.00	\$0.00 0.00%
100.2500.56500.20.00000 Business Software	\$17,300.00	\$0.00	\$0.00	\$17,300.00	\$0.00	\$17,300.00 100.00%
100.2500.58100.20.00000 Dues & Fees Business	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00 100.00%
100.2600.51100.20.00000 Custodian Salaries	\$423,904.00	\$43,547.39	\$43,547.39	\$380,356.61	\$336,963.17	\$43,393.44 10.24%
100.2600.52110.20.00000 Health Insurance Custodians	\$272,512.00	\$23,882.67	\$23,882.67	\$248,629.33	\$7,960.89	\$240,668.44 88.31%
100.2600.52120.20.00000 Dental Insurance Custodians	\$2,160.00	\$310.84	\$310.84	\$1,849.16	\$102.86	\$1,746.30 80.85%
100.2600.52200.20.00000 Social Security Custodians	\$32,429.00	\$3,082.54	\$3,082.54	\$29,346.46	\$967.10	\$28,379.36 87.51%
100.2600.52310.20.00000 Nonteacher Retirement Custodians	\$52,390.00	\$5,229.76	\$5,229.76	\$47,160.24	\$1,647.88	\$45,512.36 86.87%
100.2600.53000.20.00000 Building & Grounds Contract Services	\$62,000.00	\$16,643.09	\$16,643.09	\$45,356.91	\$0.00	\$45,356.91 73.16%
100.2600.54110.20.00000 Water/Sewer	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00 100.00%
100.2600.54210.20.00000 Disposal Services	\$19,950.00	\$0.00	\$0.00	\$19,950.00	\$0.00	\$19,950.00 100.00%
100.2600.54300.20.00000 Repairs & Maintenance	\$60,000.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00 100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2600.55200.20.00000	\$46,691.00	\$46,691.00	\$46,691.00	\$0.00	\$0.00	\$0.00
Property Insurance						0.00%
100.2600.55800.20.00000	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
Training & Travel						100.00%
100.2600.56100.20.00000	\$43,000.00	(\$654.97)	(\$654.97)	\$43,654.97	\$0.00	\$43,654.97
Supplies						101.52%
100.2600.56110.20.00000	\$38,000.00	\$1,675.99	\$1,675.99	\$36,324.01	\$173.94	\$36,150.07
Maintenance Supplies						95.13%
100.2600.56220.20.00000	\$188,000.00	\$16,411.26	\$16,411.26	\$171,588.74	\$0.00	\$171,588.74
Electricity						91.27%
100.2600.56230.20.00000	\$15,500.00	\$0.00	\$0.00	\$15,500.00	\$0.00	\$15,500.00
Bottled Gas						100.00%
100.2600.56240.20.00000	\$130,000.00	\$0.00	\$0.00	\$130,000.00	\$0.00	\$130,000.00
Heating Oil						100.00%
100.2600.56260.20.00000	\$3,900.00	\$0.00	\$0.00	\$3,900.00	\$0.00	\$3,900.00
Gasoline						100.00%
100.2600.57300.20.00000	\$9,500.00	\$0.00	\$0.00	\$9,500.00	\$0.00	\$9,500.00
Maintenance Equipment						100.00%
100.2600.57370.20.00000	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
Replacement Furniture/Fixtures						100.00%
100.2700.51100.20.00000	\$15,611.00	\$0.00	\$0.00	\$15,611.00	\$16,473.75	(\$862.75)
Transportation Salaries						-5.53%
100.2700.52200.20.00000	\$1,194.00	\$0.00	\$0.00	\$1,194.00	\$0.00	\$1,194.00
Social Security						100.00%
100.2700.55191.20.00000	\$388,547.00	\$0.00	\$0.00	\$388,547.00	\$0.00	\$388,547.00
Regular Student Transportation						100.00%
100.2700.55192.20.00000	\$408,000.00	\$0.00	\$0.00	\$408,000.00	\$0.00	\$408,000.00
Special Education Transportation						100.00%

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2725.55170.22.00000	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00
Athletic Transportation						100.00%
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	\$0.00	\$0.00	\$1.00	\$0.00	\$1.00
Field Trips/Cocurricular						100.00%
100.2725.55191.22.00000	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Van Operating Costs						100.00%
100.2840.51100.20.00000	\$163,640.00	\$23,697.60	\$23,697.60	\$139,942.40	\$176,236.00	(\$36,293.60)
Salaries Technology						-22.18%
100.2840.52110.20.00000	\$68,782.00	\$7,377.00	\$7,377.00	\$61,405.00	\$2,087.94	\$59,317.06
Health Tech						86.24%
100.2840.52120.20.00000	\$2,404.00	\$278.13	\$278.13	\$2,125.87	\$76.65	\$2,049.22
Dental Tech						85.24%
100.2840.52200.20.00000	\$12,518.00	\$1,717.89	\$1,717.89	\$10,800.11	\$433.82	\$10,366.29
Social Security Tech						82.81%
100.2840.52310.20.00000	\$20,864.00	\$2,357.23	\$2,357.23	\$18,506.77	\$490.38	\$18,016.39
Nonteacher Retirement						86.35%
100.2840.53400.20.00000	\$8,300.00	\$523.00	\$523.00	\$7,777.00	\$523.00	\$7,254.00
Powerschool Annual Support						87.40%
100.2840.54300.20.00000	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$214.95	\$5,785.05
Repairs Tech						96.42%
100.2840.54420.20.00000	\$18,274.00	\$0.00	\$0.00	\$18,274.00	\$0.00	\$18,274.00
Copier Lease/Maint.						100.00%
100.2840.55310.20.00000	\$31,000.00	\$1,673.84	\$1,673.84	\$29,326.16	\$0.00	\$29,326.16
Phone Internet						94.60%
100.2840.56100.20.00000	\$9,000.00	\$0.00	\$0.00	\$9,000.00	\$2,128.57	\$6,871.43
Supplies Tech						76.35%

Printed: 08/07/2025 3:59:15 PM

Report: rptNewOnDemandGLRpt

2025.1.16

Page:

22

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100????????????????

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
100.2840.56500.20.00000 Software	\$34,211.00	\$0.00	\$0.00	\$34,211.00	\$18,932.98	\$15,278.02 44.66%
100.2840.57340.20.00000 IT Equipment	\$56,250.00	\$0.00	\$0.00	\$56,250.00	\$55,309.94	\$940.06 1.67%
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%
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	\$37,178.00	\$20,423.75	\$20,423.75	\$16,754.25	\$0.00	\$16,754.25 45.06%
Fund: 100	\$15,469,017.00	\$1,205,828.89	\$1,205,828.89	\$14,263,188.11	\$6,038,410.91	\$8,224,777.20

Hinsdale School District

General Ledger - On Demand Report

Fiscal Year: 2025-2026

From Date: 7/1/2025

To Date: 8/31/2025

Account Mask: 100??????????????

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

Grand Total:

\$15,469,017.00

\$1,205,828.89

\$1,205,828.89

\$14,263,188.11

\$6,038,410.91

\$8,224,777.20

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

August 2025

The 2025-26 school year is underway. It doesn't matter how many years I have been in education. The start of new school year always gets me so excited for new opportunities for our kids. I am excited to kick off this new year and dig into all the good work we are engaging in.

This year my role will be focusing primarily on Career Readiness and ELO's. We have a large ELO interest with about thirty-five students exploring the idea of taking an ELO. This year my focus will be to build capacity for the program to expand as we begin to open our doors to Winchester students in the next school year. This year we have no ELO teachers to take on an ELO load so my job will be to manage all 30-35 ELO's and work to ensure that the mentors, sites, parents and students are all comfortable with the ELO process and that all students are having positive experiences. We know that ELO's are a critical part to our students experience here at HSD and we need to continue to build capacity for younger students to take advantage of this opportunity.

There have also been some unique changes to the process the Department of Labor uses to get our sites certified. What was once a 2-3 step process now has several more steps. I recently attended a training to learn more about the new process. Palak Patel and I will be working together to get all our sites certified with safety summaries in place.

The WRCC will be taking 7 of our students this year. I have been so happy to see how welcoming they have been to our students.

We are hosting our 1st alumni career fair on October 3, 2025. I would love your help. Is there anyone you may know (and maybe even yourself) that you know that graduated from HMHS that would be willing to come and highlight their career to our Middle/High school students? If you know someone, please have them reach out to me at careerfair@hnhsd.org or call me at 603-336-5984 ext. 7804. We have pushed it out on social media, but the best response comes from personally asking people to attend, anyone you can reach out, would be hugely helpful.

We are busy preparing for our new teacher orientation on August 20, 21, 22. We will be welcoming several new teachers, paras and specialists our district. The three days will be packed full of trainings and orientation to our district.

ALICE training will take place on August 21st for all new staff, and this will also be make-up day for anyone who missed the training in June.

Our Portrait of a Learner work has now moved into the portrait to practice stage. You will be seeing the POL LOGO throughout the town and throughout the year you will be hearing more about how all the characteristics will be embedded in every classroom and school activity throughout the district.

Jeanne Stuges, Anna Roth and I attended a training in Concord regarding the changes to the 306's. There are many moving parts to this new directive and it will take us time to work thorough how we will need to make changes to our current systems. This will be a big task that we will continue to work on throughout the school year. Stay tuned.

September 25 & 26 is Construction Days in New Boston NH. OSTCP will be sponsoring a bus to take as many high school students as possible. THIs will be the 4th year we have participated in this day. It is a great way to expose our students to the plethora of careers in the construction fields.

Our opening district day plans are well underway. We will be spending some time with the entire staff learning, discussing, sharing and listening to more about learner agency.

We are in year two of our student agency work and NHLI will be kicking off some training with out students around co-agency and how to make shared decisions with adults.

I am looking forward to the progressive work we are doing this year to truly demonstrate that OUR KIDS CAN.

School year 25-26 we are coming for you and can't wait to see all you have in store.

Respectfully submitted,

Karen Thompson

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 2025

Submitted 8/6/25 by Anna Roth

Upcoming Events

- 6th Grade Orientation 8/26
- CommuniVation Day (First Day of School) 8/28
- Open House 9/26

Academics

We saw some success with our credit recovery process this summer. As of this writing, there are a handful of credits that we will be able to issue when the term ends.

Jeanne Sturges, Karen Thompson, and I attended a workshop day regarding the updated NH ED306 rules. There will be a lot of work with the teachers to implement these rules over the course of the year; the new rules need to be in place for freshmen in the 26-27 school year. Here are some highlights:

Competency-Based Education (CBE): Shift from seat-time credits to demonstrating mastery of competencies, with local districts defining competencies aligned to state standards.

Graduation Requirements: New requirements begin with the freshman class of 2026-2027, emphasizing proficiency and mastery over traditional credit accumulation.

Local Control: Districts maintain flexibility in policy decisions and curriculum design, with Superintendent authority overseeing implementation.

Parental Engagement: Increased focus on parent involvement through improved access and communication about competency progress.

Innovation in Learning: Focus on **personalized, integrated learning** opportunities, **performance-based assessments**, and flexible learning environments (anytime, anywhere).

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

Key definitions have been provided to help ensure a **calibrated understanding** and consistent implementation across the state.

Social Emotional

We are excited to once again open the school year with CommuniVation Day- -a day designed to build community and motivation after many weeks apart. This year we are bringing in an engaging motivational speaker thanks to a generous grant from the Holt Fund.

We will continue to build upon last year's progress with our advisory program to embed social emotional learning and community building into our day while increasing students' sense of belonging. Over the course of the first few days of school we will also use advisory time to remind students of schoolwide behavioral expectations.

Transition

I have been working with Karen Thompson and Dr. Ryan to develop a transition plan for the current 8th grade students in Winchester who will begin attending HMHS a year from now. We have mapped out regular (hopefully monthly) activities meant to build community amongst 8th grade students from both schools, involving teachers and parents from both communities as well. There are also potential co-op opportunities within athletics and we will be opening our middle school dances to them as well.

Staffing

We are excited to be welcoming several new staff to the building:

- Katherine Allen, School Counselor
- Eric Bodenstein, HS English
- Lily Briggs, Paraprofessional
- Sarah Kolakoski, Speech Language Pathologist
- Ashley Lojun, HS Math
- Ali Wilson, PE (shared with HES)
- Brad Williams, French

Remaining vacancies: Computer Science (long term substitute confirmed), paraprofessionals

Enrollment (as of 8/6/25)

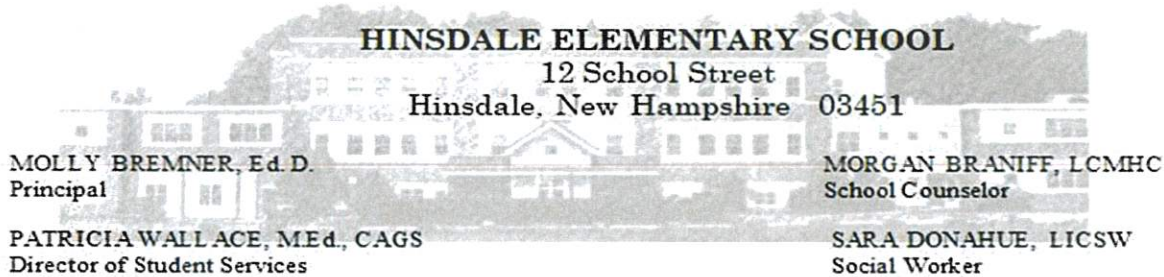
6 th	45	
7 th	43	
8 th	37	
9 th	43	
10 th	38	

11 th	41	2 WRCC
12 th	32	5 WRCC
Total	279*	

*At the time of this report we are aware of a handful of new students who are waiting for our registration link to go live. We are excited to welcome them to HMHS!

Report from the
PRINCIPAL

Hinsdale Elementary
School



HINSDALE ELEMENTARY SCHOOL

12 School Street
Hinsdale, New Hampshire 03451

MOLLY BREMNER, Ed.D.
Principal

MORGAN BRANIFF, LCMHC
School Counselor

PATRICIA WALLACE, MEd., CAGS
Director of Student Services

SARA DONAHUE, LICSW
Social Worker

August 2025

Professional Learning:

June:

Mr. Ponce and I attended the National School Safety Symposium, a premier event focused on strengthening school safety through strategic planning and collaboration. The conference featured nationally recognized experts who shared current best practices, innovative solutions, and evolving strategies for addressing today's school safety challenges. I participated in interactive sessions that supported the review and refinement of our district's existing safety plans.

July:

Last month, I attended the national **#PrincipalsUNITED Conference** in Seattle, which was one of the most impactful professional learning experiences I've had. Sessions focused on instructional leadership, effective communication, student empowerment, attendance, and building schoolwide rigor—highlighted by learning from national leaders such as Doug Fisher, Nancy Frey, and Baruti Kafele. I'm incredibly grateful for the opportunity, and the insights gained are already influencing our planning for a purposeful, efficient, and joyful 2025–2026 school year at HES.

Throughout the summer teachers have engaged in MTSS-Reading professional development related to using data from the end of last year for students entering their classrooms this fall. They planned specific activities that align with the Science of Reading to target identified skills early.

A group of teachers have also engaged in work exploring the science offerings that the state of NH has partnered with, while aligning those activities and kits to our MyView ELA curriculum.

Later in August:

Sara D., with Dr. Ryan and Sam K., are becoming CPI trainers this expansion of leadership will provide opportunities for improved practices and earlier de-escalation across the district.

Sara d., Sarah B., Anna B., and I will be joining together in a redevelopment of a distributed leadership model. We are anchoring our August work with these texts:

Boaler, J. (2019). *Limitless mind: learn, lead, and live without barriers*. First Edition. HarperOne, an imprint of HarperCollinsPublishers.

Feltman, C. (2024). *The Thin Book of Trust, Third Edition*.

McCart, A., & Miller, D. (2020). *Leading Equity-Based Mtss For All Students*. Sage Publications Inc.

Operations:

PreK & K:

Our numbers continue to support the planned model. We have 26 kindergarten students in two sections.

Our preschool is very full! We currently have 10 AM 3-year-olds, and 9 PM 3-year olds. This continues to give us some space for potential referrals from early intervention which have been cited as possibly up to 7 during the school year.

Our PM 4-year-old program has 15 in it!

The teachers are getting excited for the school year. Given the specific individual needs and our knowledge of developmental needs the pK and K classrooms will have 3 adults in the room almost all of the time.

Hiring updates:

PE: Ali Wilson

4th Grade: Hannah Gile

Guidance: Jillian Hannon

Nurse: Process just beginning

Sp.Ed. Teacher: to be determined with director

Paraprofessionals: ongoing

Upcoming Events:

Back to School Event Aug. 18th 5-7

Open House

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

Justin Therieau
Director of Technology
Summer 2025 Technology Report

Hinsdale School Board,

The technology department is fully staffed with two new additions for this year. We have Drew Cooper as the Technical Support Specialist and Daisy Frederick as the Digital Learning Specialist. Drew Cooper has been with the district for several years as a custodian and has made the move to support our schools in a new way. Daisy Frederick, I have mentioned in prior reports, has several years of experience as a technology teacher at BAMS (Brattleboro Area Middle School) and has a plethora of professional development experience around technology in education.

With strategic purchase timing, we have been able to purchase enough laptops to provide a new laptop to all students in Grades 6-12. We will be assigning older but working laptops to those who have outstanding damage bills or to those students who failed to return their laptop at the end of the year. We will continue to try and recover the funds associated with those cases, but to provide the best possible equality of opportunity we will begin the year with each student having a device. If an old missing device is returned or the fee is paid, we will provide one of the new laptops for that student.

We have purchased two laptop carts for the two 6th grade classes. These carts will serve as a home for the laptops overnight to ensure that the following day each 6th grade student will have a device, and it will be 100% charged and ready to go. This is a change from the past several years where 6th grade students brought their devices home each day. While this will have a possible impact on how homework is assigned or handled, we hope this will provide better class experience for students and teachers.

We have purchased 24 portable battery packs to use at HMHS. These sit in an enclosure that keeps them fully charged until they are needed. Pamela Spurlock in the HMHS Library will be initially taking one enclosure with 12 battery packs. These will be checked out by students who need to charge their laptops and will be tracked like other library materials. We may expand it to the full 24 if demand is high enough. The goal is to cut back on some classroom

distractions when students struggle to find an outlet close enough to their seat or are unable to use their laptop during their scheduled class because of the battery level of their device.

We have begun the work on replacing the smartboard setups in two HMS science classrooms. The new setup is an interactive projector that uses the existing whiteboard as the "screen" and detects touch and writing on that surface. This is a improvement over the existing over-the-board smartboards which have old dim projectors and large non-markable surfaces covering valuable whiteboard space. We have 15 total projectors for different locations in the district, but these are the first two pilot classrooms.

Daisy has put in a lot of work on researching the current trends in AI as to better inform our students and staff on effective and safe tools we can leverage in this area. She has taken deep dives into the productivity tools we use across the district and is constantly working on developing training materials to help support everyone across the district. I believe this is the support people have needed and asked for and I am excited to be able to offer it this year.

I have been able to balance the split time with Winchester this summer and have hired a technical support specialist in Winchester. I believe that it will be very manageable as the school year kicks off. I am excited to help support our neighbors and be a part of the school community that is building some of our future high school students.

We are excited to have teachers beginning to arrive back on campus and we are helping them with their technology needs as they set up their classrooms. I feel that the technology department is in great shape and we are fully ready to support our students and staff for the 2025-2026 school year.

Report from the
DIRECTOR OF
STUDENT SERVICES

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

Student Services Board Report for August 2025

Submitted July 30, 2025, by Patricia Wallace, M.Ed., CAGS

Highlights about indicator reports received from the New Hampshire Department of Education:

- Post School Outcome Survey has gone out to Special Education students are posted on the website for graduates from 2024. This survey was sent to each individual email address and mailing address. This is compliance with Indicator 14.

Ongoing projects through Special Education:

- *No Allocations for IDEA grant have been allocated to the district.*

Numbers in Special Education from 10/01/2025 to end of the 2025-2026 school year:

- Number of total Special Education students increased by 8.87% (124 to 135)
- Individual disability category highlights:
 - Number of students with primary disability of Emotional Disturbance increase by 33.3 % (9 to 12)
 - Number of students with primary disability of Autism increase by 40% (10 to 14)
 - Number of students with primary disability of Intellectual disability decrease by 11.1% (9 to 8)
 - Number of students with primary disability of Other Health Impairment decrease by 6.9% (29 to 27)
 - Number of students with primary disability of Specific Learning Disability increased by 3.03% (33 to 34)
 - Number of students with primary disability of Developmental Delay increased by 50% (22 to 33)
- Overall, students with more severe disabilities have increased over this past school year. There has been a significant increase in students with Developmental delay at an earlier time.

Celebrations:

- We have had a successful ESY program throughout the month of July 2025

Proposal for Hinsdale Community:

This is something that is very personal to me and after reading the March 25, 2024 article from Special Education Journey, written by Jennifer Hanson. I would like to proposal stopping using the term “Sped” within the Hinsdale School Community.

This proposal recommends that our school community discontinue the use of the term “SPED” when referring to students receiving special education services and instead adopt person-first language that reflects respect, dignity, and a commitment to inclusion.

Is using the Sped: Innocent or Offensive slur?

*

Belief	Support
Innocent Abbreviation	Common usage of academia. Seems as an efficient and effective way to convey meaning.
Offensive Slur	Used derogatorily outside academic settings. Can be damaging to self - esteem of those labeled “sped”

“As of now, no consensus has emerged. **The controversy continues**, further fueling the quest for dignity, respect, and inclusivity in our language and behavior. The power of words cannot be underestimated, and striking the right balance calls for efforts from us all.” *

Language is a powerful tool. The words we use to describe individuals can shape attitudes, influence behavior, and impact self-perception. The abbreviation "SPED" (short for “Special Education”) has become commonplace in educational settings; however, when used to label students, it can be reductive and stigmatizing. Over time, this term has taken on negative connotations and is often used in casual or insensitive ways that can marginalize students and reinforce harmful stereotypes.

“Detrimental Effect of using “Sped” as a slur”*

Effects	Explanation
Emotional distress	Feeling belittled and less valued than others
Lower Self-esteem	Low Self work due to constant societal discrimination
Social isolation	Fear of socializing and making friends
Impeded learning	Continuous stress can hinder learning and process.

As educators, leadership and school board members we are role models for the Hinsdale Community. To change to Person-first language, “showing respect for someone’s identity while also acknowledging their individuality and humanity”*

For example, saying “a student receiving special education services” or “a student with a disability” acknowledges that students are people first—not defined by their educational label.

Referring to students first respectfully helps promote a school culture where all students feel valued, supported, and included. National organizations such as the Individuals with Disabilities Education Act (IDEA), the Council for Exceptional Children (CEC), and the National Association of Special Education Teachers (NASSET) endorse person-first language as best practice in professional and educational settings.

Conclusion:

Adopting person-first language is a simple yet powerful step toward creating a more respectful, equitable, and inclusive school community. By shifting away from shorthand labels like “SPED” and instead using thoughtful, person-centered terms, we honor the dignity of every student and reinforce our shared commitment to inclusive education.

I would like to proposal stopping using the term “Sped” within the Hinsdale School Community and activities.

As the Director of Students Services, I will reinforce this commitment by:

- **Leading by Example:** Consistently using person-first language in all communications, including meetings, written correspondence, professional development sessions, and public presentations.
- **Providing Training and Resources:** Ensuring that all staff—general education and special education alike—receive guidance on the importance of person-first language and how to integrate it into daily practice.
- **Reviewing Internal Documents:** Working with school and district teams to revise internal documents, handbooks, forms, and communication materials to reflect person-first language.
- **Collaborating with Stakeholders:** Partnering with families, students, and community organizations to promote awareness of respectful language practices and to align our communication standards across all levels.
- **Holding High Expectations:** Encouraging accountability by addressing the use of inappropriate or outdated terms and providing supportive correction and education when needed.
- **Celebrating Inclusive Language:** Recognizing and celebrating staff and student efforts to foster a culture of inclusion through the use of respectful and affirming language.

* March 25, 2024 article from Special Education Journey, written by Jennifer Hanson.

<https://specialeducationaljourney.blogspot.com/2024/03/understanding-impact-is-sped-slur-in.html>

Report from the
FACILITIES
DIRECTOR

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

Nathan Boudreau
Facilities Director
Hinsdale School District
August 6th, 2025, Facilities Report

The facilities department has had a very busy summer to date and will all the way up to the beginning of the school year. Before the end of last year, we created a large list of priority and other to do's that were separate from our typical help desk items.

The main goals for the summer included pressure washing the building with the emphasis of the north facing areas where the moss and algae building up were the worst. To date majority of those areas have been cleaned, which include the front and north side of the middle high school as well as the north side of the addition of the elementary school. The goal is to have all the worst areas completed with addition to some overhang entrance areas done before the start of the new year.

As of yesterday, we have begun our replacement of the playground base. To begin with we removed as much of the mixed material surrounding the main area of the playground which was about 50/50 pea stone and rubber. Our goal is to tape off sections of the playground to remove the rubber mulch and replace it with wood chips immediately after so most of the playground can be usable for day camp and community families. I would like to thank the town for generously helping us with the delivery and removal of material. The district has saved hours of time with their help. I figure that most of the large portion of the rubber mulch to be removed by middle of next week.

Late last month I completed the removal and installation of 4 brand new ceiling fans in the middle high school gym with protective cages. These new fans have speed and direction control which is located on the stage. I need to install 2 of the same fans in the multipurpose room at the elementary school.

Early last month the dept was invited to attend a 1-day event at the Keene high school which provided a few different trainings which included our annual asbestos training that all maintenance and custodial employees must have. This was of no cost to the district, just receiving the asbestos training alone saved us \$1,200. The event was well attended and had plenty of positive reviews. The hope is this can continue every year for us to attend.

In a previous report I mentioned creating a summer custodial scheduling team that would build a realistic schedule for the main cleaning work to be completed during the summer. So far this has been beneficial for us to keep our goals on track. We also changed the process of floor care in the district

which has saved us a large amount of time. Currently all the floor and main classroom care have been completed at the elementary school and all but a few classrooms at the middle high school. Because of the efforts of the custodial crew, we have been able to take on other smaller projects which include painting of the high school kitchen, painting of doors and door frames at the elementary school office, ceiling tile replacements, light bulb replacements, and other misc. repairs.

Enjoy the rest of summer!

Hinsdale Elementary School

Student/Caregiver Handbook

2025-2026

“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



Welcome to a brand-new school year at Hinsdale Elementary School!

We are thrilled to have you as part of our school community. As we embark on this journey, we are especially excited for a year that will be **purposeful, efficient, and joyful** in every aspect of teaching and learning. Together, we'll create a school environment where every moment is meaningful, every system supports success, and every student feels the joy of growth and discovery. Our shared values—**Cooperative, Flexible, Connected, and Ready to Learn**—will guide us every step of the way.

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.

As we launch this exciting school year, our work will be grounded in several key priorities: strengthening differentiated instruction to meet the needs of all learners, deepening our focus on executive functioning skills, and continuing to grow in the areas of math and writing. We're expanding access to early learning through preschool growth, and enhancing literacy with an emphasis on vocabulary development and building background knowledge to support comprehension. We are also committed to improving communication with families and the greater community, prioritizing student safety, and fostering a culture where strong attendance is a shared expectation and value. Together, these focus areas will support a **purposeful, efficient, and joyful** year of growth and learning for every student.

Sincerely,

Dr. Bremner

Arrival & Dismissal:-----	5
SCHOOL DAY HOURS-----	5
Communicate Plans-----	6
TRANSPORTATION:-----	6
*Prek drop car line is on School St. near the playground. If you have an PreK student and an older student at drop off or pick up please use the PreK School St. location and indicate the plan for both-----	7
Buses-----	7
K-5 Car riders-----	7
Preschool-----	8
General Vehicle Guidance:-----	8
PARKING-----	8
School Street-----	8
Daily Schedule-----	8
Reading:-----	9
Writing:-----	9
Math:-----	10
Science:-----	11
Social Studies:-----	12
ART:-----	14
MUSIC:-----	14
PHYSICAL EDUCATION:-----	14
Developmental Specials:-----	14
Guidance:-----	15
HOMEWORK:-----	16
FIELD TRIPS:-----	16
FIELD DAY-----	16
Community Meeting-----	16
Emergency Drills-----	16
Technology Services-----	17
Attendance-----	17
Excused Absences-----	17
Unexcused Absences-----	18
Caregiver Support/Role-----	18
Communication-----	18
Health & Wellness-----	20
Make-up Work-----	21
Materials:-----	21
Items from Home-----	21
Pets or Animals-----	21
Social Emotional Learning AT HES: -----	22

Code of Conduct & Ongoing Education:-----	22
CATEGORIES -----	23
Technology-----	23
RECESS RULES-----	23
Tiered Disciplinary Approach-----	24
LEVEL 1-5 Learning-----	29
SUSPENSION AND EXPULSION OF PUPILS-----	29
In-School Suspension-----	29
Out of School Suspension-----	30
NH RSA 193:13 Suspension and Expulsion of Pupils-----	30
Long-Term Out of School Suspension-----	31
Expulsion-----	31
Appeal/Due Process-----	32
Pupil Safety and Violence Prevention-----	33
Data Sources in any Discipline issue (minor to major) may include:-----	33
Bullying Reporting-----	33
Student Reporting-----	33
Staff Reporting-----	34
Parent Reporting-----	34
Notification of Bullying-----	34
Financial-----	35
SCHOOL MEALS:-----	35
BREAKFAST IS SERVED-----	35
SCHOOL BILLS:-----	35
Special Events-----	35
Communication of Performance and Expectations-----	35
Newsletters-----	36
REPORTING PUPIL PROGRESS-----	36
Evaluation-----	36
Student Concern Team-----	36
Promotion & Retention-----	36
General Communication:-----	37
Classlists:-----	37
THE HINSDALE PRESCHOOL-----	37
Hinsdale After School Program-----	38
SCHOOL Clinical Services: (Guidance Counselor & Social Worker)-----	38
Monadnock Family Services-----	38
Vision Statement-----	38
Mission Statement-----	38

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. The school board meets monthly and the agenda is posted publicly.

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.

All students are dismissed from their classrooms at 3:20 PM. They travel to their dismissal locations, are then checked in and out. This takes some time but usually all students are headed home by foot, car, or bus by 3:35. Students who attend HASP go directly to that programming.

Communicate Plans

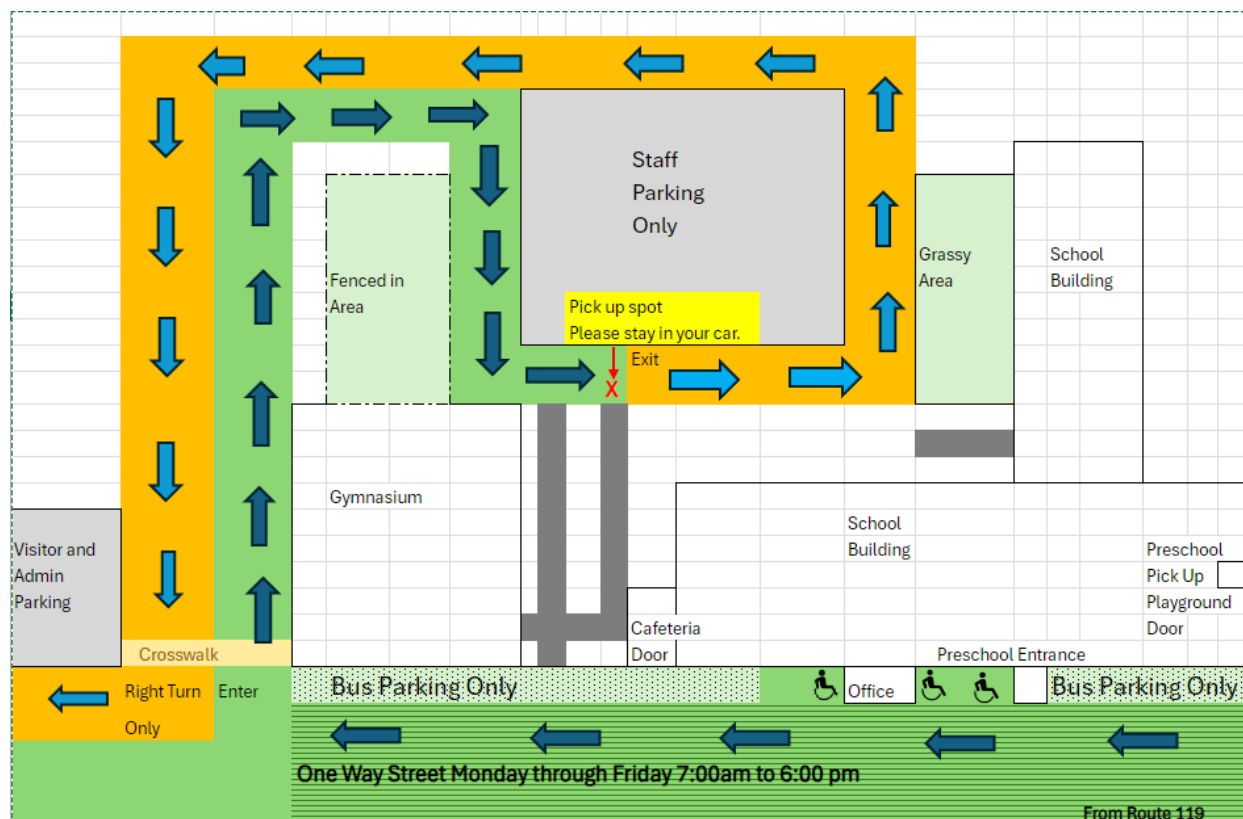
Student safety is paramount. We need to partner with families to know where students are during school hours through the dismissal to an approved location or adult.

- 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. Any late changes may cause a significant delay to the dismissal process for that child and require staff to step away from planned dismissal areas to support supervision of that change.

TRANSPORTATION:

Locations for arrival & dismissal:



***Prek drop car line is on School St. near the playground. If you have an PreK student and an older student at drop off or pick up please use the PreK School St. location and indicate the plan for both**

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 Bright Arrow if a dismissal is unusual or of emergency status. (See section on emergency information).

K-5 Car riders

Drop off and pick up is around the back of the building. This is a rolling line. Staff members familiar with your family will match child to car at dismissal. A staff member will walk outside around 3:15 to note the car line order and will continue to mark it as the cars roll in. Any unfamiliar faces may be asked for ID to confirm who they are.

- The drop off and pick-up line will be ***moving***. Adults should stay in their vehicle until it is their turn in line. No caregiver parking in the back lot. We want to keep children away from moving cars. If you must park due to the needs of your family in the visitor lot next to School

St., please wait to walk with your child until it is safe to do so using the crosswalk near the gym.

Preschool

Only will be dropped off and picked up on the playground side of School Street.

Walkers/Bikes/Scooter Riders

Students with a note that they are a walker are released from the loading zone doors at the front of the building. If a grown up is meeting them there it is their responsibility to connect with that child. Dismissal staff will look to make sure there is no confusion, but walkers are students that should be independently safe to travel home or to meet up with their known grown up.

- 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); ~~and~~
- 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 adjacent to the gymnasium in the visitor lot. Parking in front of the school on School Street is only permitted for handicapped persons in the spaces provided, or for buses. 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 a 5-day schedule. Your child's classroom schedule will be shared by their teacher and updated when needed..

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 or for quick targeted work.

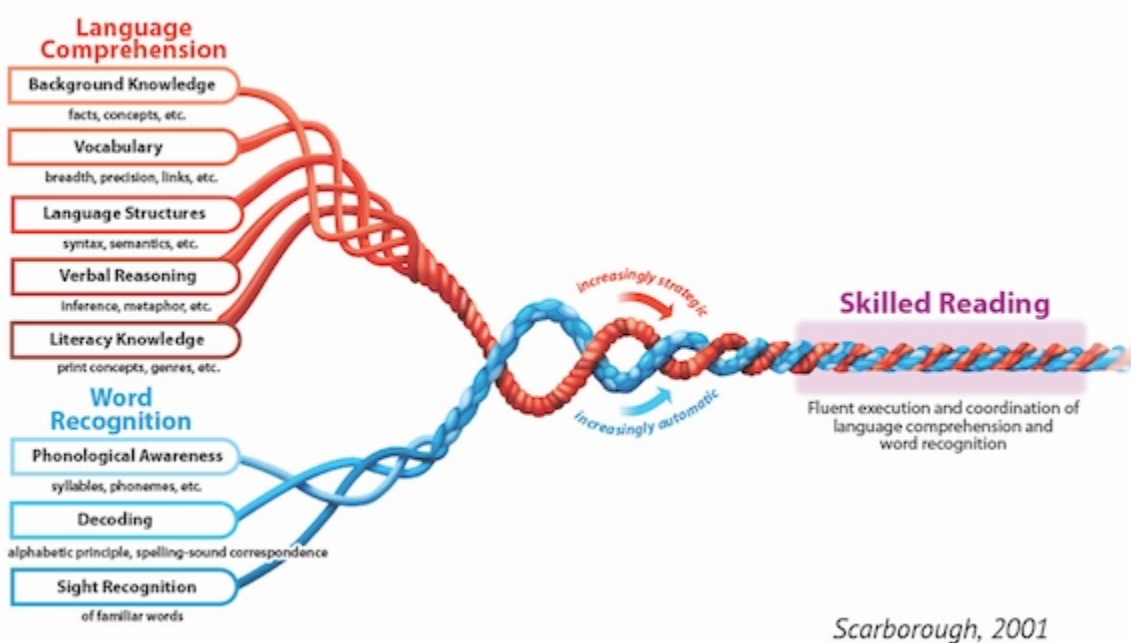
Morning Meeting:

Each day at Hinsdale Elementary begins with Morning Meeting, a core practice from the Responsive Classroom approach that sets a positive tone for learning. Morning Meeting includes a greeting, sharing, an activity, and a morning message—helping students build community, develop social-emotional skills, and start the day with a sense of belonging and purpose. As part of our morning routine, we also incorporate the BRIDGES Number Corner, a daily math component that strengthens number sense, reinforces key skills, and engages students in mathematical thinking in a fun and interactive way.

Academic Classes:

Reading:

This is the core period of time students will work on all components of reading.



Writing:

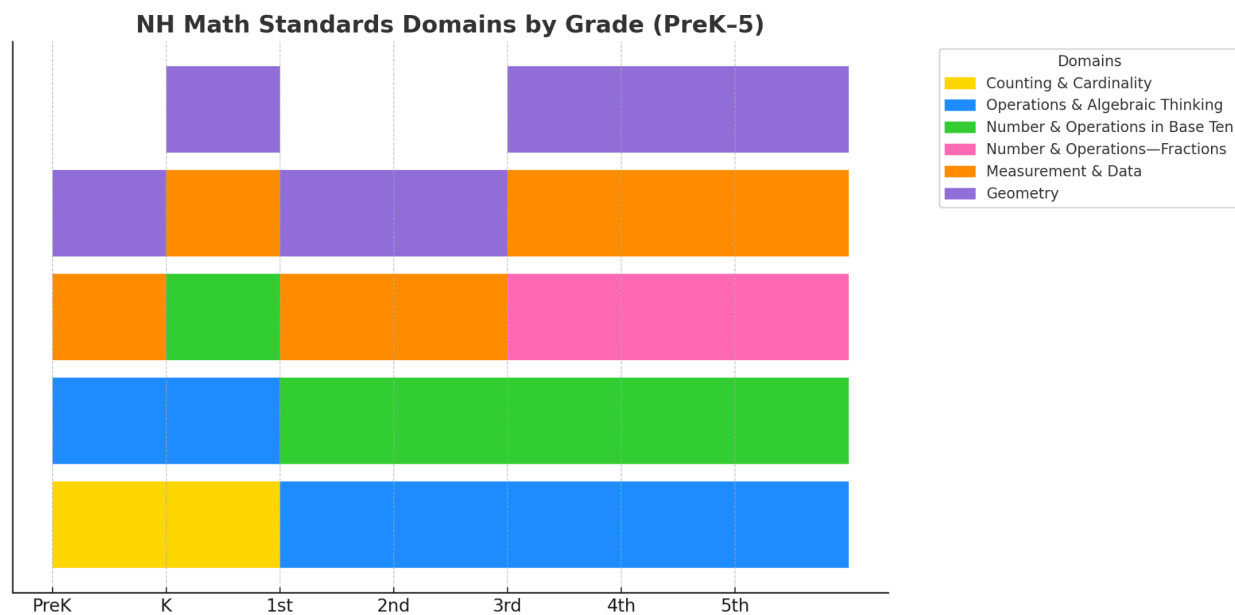
This is the core period of time students will work on all components of writing.



Our primary curriculum is SAVVAS.

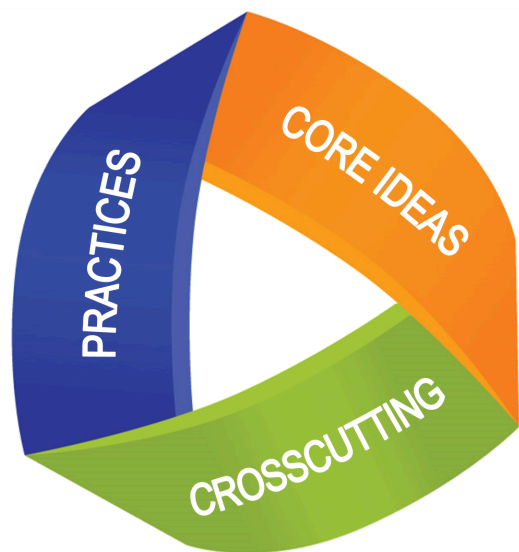
Math:

This is the core period of time students will work on mathematics.



Our primary curriculum is Bridges Math.

Science:



Physical Sciences

- Properties of materials
- Sound and light
- Motion and pushes/pulls
- Simple machines

Life Sciences

- Plant and animal needs
- Habitats and ecosystems
- Inheritance and variation of traits
- Life cycles

Earth and Space Sciences

- Weather and climate
- Patterns in the sky (sun, moon, stars)
- Natural resources
- Erosion and landforms

Engineering, Technology, and Applications of Science

- Designing solutions to protect natural habitats
- Building models or tools
- Exploring how technology meets human needs

Social Studies:

Civics and Government

- What it means to be a responsible citizen
- Why we have rules and laws
- Basic structure of government
- Rights and responsibilities in a democracy

Economics

- Understanding money and trade
- Producers and consumers

- Resources and scarcity
- Decision-making and opportunity cost

Geography

- Maps and globes
- Landforms and bodies of water
- Human-environment interaction
- Location and movement of people and goods

History

- Family and community history
- National symbols and holidays
- Significant individuals and events
- Chronology and timelines

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.

Lunch & Recess small groups: Any student may be invited to participate in a small group lunch or recess. Some students attend these as assigned with parent involvement in a set plan. To promote community and social skills any student may be included in these groups which focus on social skills and problem solving while creating new opportunities for deeper friendships.

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 3rd 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.

Developmental Specials:

Students at different grade levels need more targeted instruction for specific developmental skills.

Kindergarten & First	Speaking and Listening with our Speech Pathologist Introduction and Practice of self-regulation with our Guidance Counselor Motor Skills with a staff member with expertise (OT, PT, PE etc.)
Second & Third	Typing and Intro to basic computer literacy w/ Librarian or Digital Learning Specialist Guidance to focus on social skills and problem solving
Fourth & Fifth	Deeper computer skills w/ Librarian or Digital Learning Specialist Guidance to include Health & Wellness with school nurse

Guidance:

At our school, all students participate in Guidance Class, a regular part of the school week focused on social-emotional learning, safety, and personal growth. Led by our certified school counselor, this class helps students build the skills they need to succeed both in and out of the classroom.

Topics include:

- **Child Protection & Personal Safety:** Students learn how to recognize unsafe situations, understand personal boundaries, and know when and how to ask for help—aligned with New Hampshire’s required *Child Protection Unit*.
- **Anti-Bullying Education:** We teach students to identify, refuse, and report bullying, and to build empathy and respect for others, supporting a safe and inclusive school environment.
- **Self-Regulation & Emotional Skills:** Through engaging lessons and activities, students practice identifying feelings, managing strong emotions, making thoughtful decisions, and solving problems peacefully.

Our goal is to empower students with the tools they need to stay safe, confident, and connected as part of our caring school community.

Health & Wellness: In Grades 4 and 5, students in New Hampshire elementary schools explore health topics that promote personal safety and well-being. They build knowledge in germ prevention, nutrition, and wellness habits, while also practicing decision-making and interpersonal skills. Lessons include mandatory wellness subjects such as substance abuse prevention, puberty, and child safety. These units are taught using engaging, age-appropriate activities and supported by multiple school professionals to reinforce healthy habits and social responsibility.

Child Protection Units and Health Unit are given with parent knowledge and permission prior to those targeted units. Students not participating are provided alternative activities related to self-regulation, social-emotional learning skills, or biology topics.

*Library will occur at an interval the teacher develops

*Band, instrument lessons, and concert readiness will occur at regular and as needed intervals as developed with the music teacher, classroom teachers, and the principal. These will not occur during core academic instruction.

End of Day Corral:

Each afternoon, our school ends the day with a calm, structured reflection time. This daily routine gives students a chance to pause, process, and prepare. During this time, students reflect on the day’s learning by reviewing what they accomplished across subjects and sharing highlights or challenges. They also engage in short discussions or activities that build social-emotional skills such as self-awareness, gratitude, and kindness. To wrap up, teachers preview any upcoming events, reminders, or exciting

learning planned for the next day. This intentional close to the day helps students leave with a sense of accomplishment, connection, and readiness for tomorrow.

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.

Students will all have at least one educational platform available for practice. Parents are encouraged to only help with technology and focus if practicing at home as these platforms collect data on student performance and have built in instructional activities if they begin to struggle.

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 monthly to provide maximum safety for all students and faculty. This may include evacuating the building. When the alarm signal sounds or an announcement is made, everyone is expected to participate in the type of drill we are having. 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.”

The district updates our Emergency Operations Plan annually, staff participate in training, and the entire district has engaged in ALICE training.

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. Parent education and digital citizenship are included in these efforts to provide support for students being safely prepared to use technology.

Attendance

At HES parents are expected to communicate via email: 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).

Please provide as much information as possible as this helps support partnership and our ability to make systematic and individual decisions based on attendance trends.

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. This includes when a specific reason is not provided.

*Unexcused absences can be adjusted as new information is provided, please provide information when requested as soon as you are able.

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 as needed. Communication regarding attendance will include: phone calls, emails, messages, and formal letters.

Timelines of Communication:

Unexcused		Excused	
3 unexcused absences	Email or call from review of TIER 1 options to support	5 excused absences	Message or email some options in Tier 1 to support attendance.

5 unexcused absences	Email or call TIER 2 options; and letter sent home with copy in cumulative file.	7 excused absences	Email or message review of TIER 1 options to support
7 unexcused absences	Call from Principal or Guidance counselor 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.
- Target weekly and long term participation celebrations which may include: certificates, public acknowledgement, and tokens of appreciation for the dedication to perfect attendance.

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 or transport them into 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, sports equipment, 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 for therapy/service animals), 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.

As with academic needs we also universally screen students to identify any needs/strengths in their social-emotional skills. We may perform secondary non-contact assessments such as: additional questionnaires or data collection to understand the results of the universal screening.

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 5th 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 report this using our building systems. 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.

Plagiarism and Use of AI

Students are expected to complete their own work and give proper credit when using ideas, words, or assistance from others—including technology tools. The use of AI (artificial intelligence) is permitted only when it is a known and approved part of the assignment. Any content generated with AI must be clearly cited, just like any other source. Using AI or copying work without permission or citation is considered plagiarism and will be addressed according to our academic honesty guidelines.

Consequences: The consequences for such behavior will be determined by the classroom teacher and principal 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.

Cell Phone Policy for the 2025–26 School Year

We want to make you aware of a new **statewide law** that impacts all New Hampshire public schools beginning this school year. Under the new policy, **students may not use personal cell phones at any time during the school day**—from arrival to dismissal, including during class time, lunch, and recess. This is known as a **“bell-to-bell” ban** and is intended to support student focus, safety, and social connection throughout the day.

If your child has a **medical need or a documented support plan** (such as an IEP or 504) that requires access to a device, please contact the school so appropriate accommodations can be arranged. In addition, students may only use a phone if it is a planned and approved part of an educational activity

This is not new at HES, and we will continue to implement that we cannot see them as some students do need them in their backpacks for afterschool transitions

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 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. Students will not ‘lose’ a recess period per the wellness policy, but to ensure safety may have an alternative such as: walking with a staff member, indoor recess period (with leisure activities), or attending another grade’s recess.

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 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. Individual teachers may have internal incentive systems in their classroom and these will be utilized to support classroom management.

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 (Verbal)
- 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
- Verbal social conflicts
- Moving or having items that are not needed for the activity

Possible staff actions: documentation of conduct, processing verbally with developmentally needed visuals, proximity, 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, student conference, short term increased supervision.

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, meeting with the 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.

Students who have a formal behavior intervention or regulation plan will experience the reinforcement (or lack of) for their behavior. Ongoing behavioral needs may result in redrafting these plans or the need for additional assessment. Students with a behavior plan or regulation plan may still have all aspects of the handbook consequences applied, this will be done with consultation between the teacher and role that drafted the plan OR the principal and the role that drafted the plan.

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.

Office detentions may be served with the principal, behavior interventionist, or designee and will be until 4PM.

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.

All suspensions should end with an in person or if needed phone call to discuss re-entry to the general schedule. This meeting will be with the principal (or designees), student, parent, and classroom teacher.

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 or designee (Guidance Counselor) 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 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).

Bus Related Behavior

The bus company reports in writing concerning behavior to the principal. The result is an interview of the student and potential witnesses and application of an appropriate consequence with reteaching. Parents will be notified by phone or in writing.

This can include:

- Processing the event
- Calling the parent with the student
- Documentation of reteaching
- Detention
- Loss of bus access for a determined period of time, up to and including full suspension per board policy.

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 \$2.85. 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) may result in collection of debt in accordance with policy. 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. Destruction or damage to the building or any materials in the building may result in families being billed.

Free Healthy Snacks: We continue to participate through an available state program for healthy snacks. These are available in classrooms and are not at a cost to families.

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.

Parents may choose to donate to the student fund to support families in need to attend fee based events.

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), SAEBRES, and the Dynamic Indicators of Basic Literacy Skills (DIBELS-8th). 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.

Results will be shared with parents at conferences, when available, or through report card comments.

Student Concern Team

Student's 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.

Accelerated promotion is rare, but if during the year or due to other factors a student may be placed partially or fully in a higher grade.

Students may access specific courses or groups with students at lower grades in order to meet a skills weakness at their level, any such arrangement would include parents. This is not seen as related to retention, but may be a factor considered among many.

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 15th**. 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.

PreK and Kindergarten classlists are not finalized until August due to late spring and summer screenings. All preK students will know their AM/PM status as soon as possible in June or July.

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, 2025**. 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, 2025, 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 Clinical Services: (Guidance Counselor & Social Worker)

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 by phone or email.

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

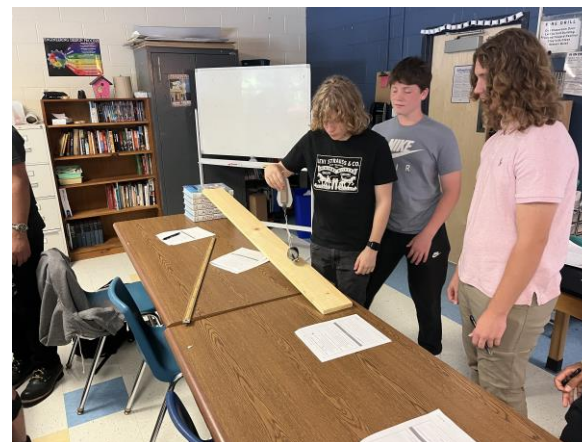
Supporting students by providing personalized learning and creating connections with the greater community.

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

2025 – 2026 Student Handbook



Hinsdale Middle High School

49 School Street

Hinsdale, New Hampshire

Telephone 603-336-5984

Fax 603-336-7497

I.	Greetings from the Principal	
a.	HSD Vision and Mission	6
b.	Portrait of a Learner	7
II.	Staff Directory	8
III.	General Information	
a.	Disclaimer	10
b.	Non-Discrimination	10
c.	Right to Privacy	11
d.	FERPA	11
e.	PPRA	11
f.	Daily Bell Schedule	12
g.	Delayed Opening Schedule	12
h.	Attendance	13
i.	Emergency Drills	17
IV.	Life of a Student	
a.	Senior Privileges	18
b.	Automobile Use	18
c.	Bike Riders	19
d.	Bus Transportation	19
e.	Advisory/Social Emotional Learning	20
f.	Books and Equipment Care	21
g.	Passes	21
h.	Study Hall	21
i.	Class Dues	22

	j. Athletics	22
	k. Clubs	22
	l. Dances	22
	m. Field Trips	23
V.	Academics	
	a. Graduation Requirements	23
	b. Early Graduation	24
	c. NH State Diploma	24
	d. Grading Scale	25
	e. Grade Point Average	25
	f. Awarding of Credit	25
	g. PowerSchool	26
	h. Progress Reports	26
	i. Report Cards	26
	j. Honor Roll	26
	k. National Honor Society	27
	l. Homework	27
	m. Promotion and Retention	27
	n. Vocational/Technical Study	28
	o. State and Local Assessments	29
VI.	Student Services	
	a. Health & Wellness	29
	b. Guidance Services	30
	c. Food Services	30
	d. Technology	31
	e. Suicide Prevention Plan	32
VII.	Code of Conduct	
	a. Tiered Disciplinary Approach	39
	b. Student Use of Cell Phones	44
	c. Dress Expectations	45
	d. Bullying & Cyber-Bullying	46

e. Detention	47
f. In School Suspension	47
g. Out of School Suspension	48
h. Appeals	48



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 (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>

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

II. Staff Directory

Kate Allen	School Counselor
Alexis Atkins	HS Social Studies
Jill Beaman	MS Math
Timothy Benson	Art
Eric Bodenstein	HS English
Lily Briggs	Paraprofessional
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 & Social Studies
Jessica Faloretti	HS Social Studies
Tim Fleming	Social Worker
Calvin Forston	HS Math
William Fraser	Spanish & Social Studies
Julene Gilmore	Classroom Paraprofessional
Jessica Green	HS Special Services Case Manager
Brittany Howard	MS English

Cathy Johnson	Registrar
Sandy Johnson	Classroom Paraprofessional
Ericka Kilelee	Administrative Assistant to the Principal
Kevin “Sam” Kilelee	Study Hall/Athletic Director
Kelly Kruse	Classroom Paraprofessional
Kaitlyn Leonard	Physical Education
Ashley Lojun	HS Math
Sara Mann	MS Science & Math
Samantha Mercure	MS Special Services Case Manager
Susannah O’Neil	HS Science
Timothy O’Neil	Business
Nicole Ovitt	HS English
Jillian Perzan	MS English & Social Studies
Amanda Root	Classroom Paraprofessional
Katherine Savory	MS Science
Sara Scott	Classroom Paraprofessional
Pamela Spurlock-Johnson	Library
Tammy Stebbins	Classroom Paraprofessional
Kleay Steever	Classroom Paraprofessional
Caleb Thurston	Music
Bonnie Trombly	Family Consumer Science
Dr. Brad Williams	French & Social Studies

III. General Information

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 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.

Notice of Non-Discrimination

Constituents are hereby notified that this District does not discriminate on the basis of race, color, national origin, sex, age, handicap, or disability in access or treatment in its programs and activities.

Any person having inquiries concerning the Hinsdale School District's compliance with the regulations implementing Title VI (discrimination on the basis of race, color or national origin), Title IX (discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, or the Americans With Disabilities Act (discrimination on the basis of handicap or disability) is directed to contact the Hinsdale School District to coordinate the District's efforts to comply with this policy and nondiscrimination laws and regulations.

Right To Privacy

HMHS likes to promote our wonderful school through news releases, 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.

Annual FERPA Notice

Hinsdale Middle High School complies with the Family Educational Rights and Privacy Act (FERPA) concerning educational records. Parents have the right to:

- * inspect and review student's education records
- * request the amendment of student's education records
- * consent to disclosures of personally identifiable information contained in the records
- * file a complaint concerning alleged failure to comply with this act

This annual notice is just a summary. The District's detailed policy (JRA) is available upon request to the Superintendent of School's Office at (603)336-5728.

Annual PPRA Notice

Hinsdale Middle High School complies with the Protection of Pupil Rights Act (PPRA) concerning parents rights to the following:

- *inspect surveys created by a "third party" (not federally funded) before administration
- *make arrangements to protect student privacy with respect to surveys
- *inspect instructional materials used as part of the curriculum
- *inspect any instrument used to collect information for marketing purposes
- *opt your child(ren) out of certain surveys, the collection of personal information for marketing purposes, and non-emergency invasive physical exams or screenings

This annual notice is just a summary. The District's detailed policy is available upon request to the Superintendent of School's Office at (603)336-5728.

Daily Bell Schedule

HMHS Daily Bell Schedule		
7:50	8:15	Advisory
8:18	9:06	Period 1
9:09	9:57	Period 2
10:00	10:48	Period 3
10:51	11:39	Period 4
11:42	12:12	MS Lunch
12:15	1:00	Period 5 MS
11:42	12:30	Period 5 HS
12:33	1:03	HS Lunch
1:06	1:54	Period 6
1:57	2:45	Period 7

HMHS Two-Hour Delay Schedule		
9:50	10:00	Advisory
10:03	10:48	Period 3*
10:51	11:39	Period 4
11:42	12:12	MS Lunch
12:15	1:00	Period 5 MS
11:42	12:30	Period 5 HS
12:33	1:03	HS Lunch
1:06	1:54	Period 6
1:57	2:45	Period 7

**Students may enter the building at 7:30 AM

Emergency Communications

This year we will continue to use 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 every year. 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, and your preference in hospital for 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/hnhbsd 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 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@hnhbsd.org

Absences may be excused for the following:

- Illness
- Medical or dental appointments (with documentation from provider)
- Required court attendance (with documentation)
- Death in the immediate family
- Observation of religious holiday
- Other good cause or exceptional reason with approval of the Principal upon written request

A doctor's note is required for illnesses 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.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence not excused for any reason will be considered unexcused.

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.

The building administration will monitor attendance biweekly and send home communication as follows:

Unexcused		Excused
Up to 3 unexcused absences (6 half days)	Email or call from main office and review of TIER 1 options to support	Absences that are excused are not counted towards potential truancy. Administration or designee may email or call a family regarding repeated excused absences to offer supports from any tier below.
4 unexcused full day absences (8 half days)	Email or call from administration or designee to review TIER 2 options	
5+ full day unexcused absences (10+ half days)	Call from administration to review TIER 3 options, letter sent home, SRO or staff sent to home.	
10 or more of any type or combination of absences will result in a referral to the MTSS-B and may result in the 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.		

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 students' daily class schedule
- 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
- 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 MTSS-B 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
1. Home visit by SRO
 2. Filing with DCYF
 3. Filing a Children in Need of Services (CHINS) with the court (under 18)

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:

4. 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 student 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

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.
2. Any tardiness that results in an absence from class will be counted against the attendance per class per quarter.
3. A student who is tardy to school/class more than twice per quarter will receive a warning/possible detention. Office detentions for students who are tardy to class 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 (for an athletic event) or by 11:00 am, whichever is earlier, and remain in school for the rest of the day to participate in extracurricular events 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 before 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.

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. 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 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 follow the directions given. This may include leaving the building immediately in an orderly and quiet manner. In the event of an egress drill, 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 on the senior sign-in sheet and may only enter and exit the building through the main entrance. Failure to do so may result in forfeiture of senior privileges for 10 school days for the first offense and 20 school days for the second offense. Further instances could 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 65%. **Failure to maintain a 65% average will result in loss of privileges, first for 10 days and subsequently for 20 days. Continued failure to maintain a 65% average after 4 weeks may result in students losing senior privileges for the remainder of the quarter.**
- Seniors are expected to be present for advisory each day if they are scheduled for a Period 1 class. Those seniors not scheduled for a Period 1 class must be present for advisory on each Thursday.
- Students are expected to arrive on time for classes including advisory.
- Students not scheduled for a class must be present in 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 senior sign-in 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 on school grounds.
4. Parking in an unauthorized area.
5. Loss of driver's license.
6. 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.
7. Repeated tardiness.
8. Failure to meet academic, attendance, and behavioral expectations.
9. 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.
10. Students with negative balances during the school year may lose driving privileges until balance is paid.

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 advisory is to build a reliable, welcoming, inclusive community where each member feels a sense of belonging and where each student feels cared for, heard, known and valued. The advisor will serve as a caring advocate and safety net for each student in their advisory. The hope is for this time to connect students with opportunities for service, joy, ritual, physical activity, and adventure. Academic interventions will be provided during core instruction or after school.

Students will be assigned to an advisor 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 conditions of damage exist in books, materials, or equipment belonging to the district, the parents or guardians must pay the replacement cost of the damaged article.**

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. Students will not be allowed passes to participate in Physical Education classes.
8. Food or water is only permitted in the cafeteria; they are not permitted in any other part of the building.
9. 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 fulfill 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 the 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.

V. Academics

GRADUATION REQUIREMENTS

Area of Study	Hinsdale HS Diploma	NH State Diploma	NH Scholars Distinction
English	4.0	4.0	4.0
Mathematics	4.0 (one must be Algebra)	3.0 (one must be Algebra)	4.0 (Must include Algebra 1,

			Geometry, and Algebra 2)
Science	3.0 (one must be biology; one must be physical)	2.0 (one must be biology; one must be physical)	3.0 (must be lab sciences)
Social Studies	2.5 (Must include American Studies and 0.5 World History)	1.5	2.5
Civics	0.5	0.5	0.5
Economics	0.5	0.5	0.5
Personal Finance	0.5	0	0.5
Physical Education	1.0	1.0	1.0
Health	0.5	0.5	0.5
Art	0.5	0.5	0.5
Information & Communications Technology (Computers)	0.5	0.5	0.5
World Language	0	0	2.0 (must be same language)
Electives	7.0	6.0	5.0
Total	24.5	20	24.5

The Hinsdale Board of Education reserves the right to require additional academic requirements necessary to graduate from high school.

Early Graduation

Students planning an accelerated path to complete graduation following the NH State Diploma requirements must have a written plan approved by **May 30th** 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. Per HSD Board Policy IKFA, such a plan may only be approved if all requirements will be met and the plan is related to career and/or educational goals.

NH State Diploma

Parents may request, in writing to the Principal, that their child be moved to the NH State Diploma track. It should be noted that a student being assigned to the NH State Diploma track does not equate to an approval for early graduation (see above); this must be requested separately.

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, 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.) 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:

Hinsdale HS Diploma

To proceed to Sophomore year	6 credits
To proceed to Junior year	12 credits
To proceed to Senior year	18 credits

NH State Diploma

To proceed to Sophomore year	5 credits
To proceed to Junior year	10 credits
To proceed to Senior year	18 credits

Vocational/Technical Study

Students from Hinsdale Middle High School may attend 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 the career center will adhere to the following rules and procedures:

1. Students will comply with all bus riding regulations.
2. Students will utilize the transportation provided by the school district to and from the center. Individual cars may not be used unless both the HMHS principal and the career center 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 the center.
4. Upon returning from the center, students are to report directly to the office, for attendance purposes.
5. Students suspended from the career center will also be suspended from H.M.H.S.
6. Students suspended from H.M.H.S. will also be suspended from the career center.
7. Students/parents will sign a contract specific to their career center.
8. Honor roll for career center students will be calculated after career center grades are final.

Students with excessive absences and disciplinary records at any career center will be reviewed concerning continued attendance at the center.

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 these tests. 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 will be communicated in the weeks leading up to their administration and are subject to change.

Additionally, middle school 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.

Appointments can be made for students to meet with the school counselor 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 add/drop period has expired their report card and transcript will reflect a “WD” if their cumulative average at the time of withdrawal is 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, nor may they purchase coffee or other caffeinated beverages from the school lunch program per the district policy. HMHS will not accept deliveries of food from establishments outside of school; parents are welcome to drop off a home lunch as needed.

Each student will eat middle or high school 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.

Suicide Prevention Plan

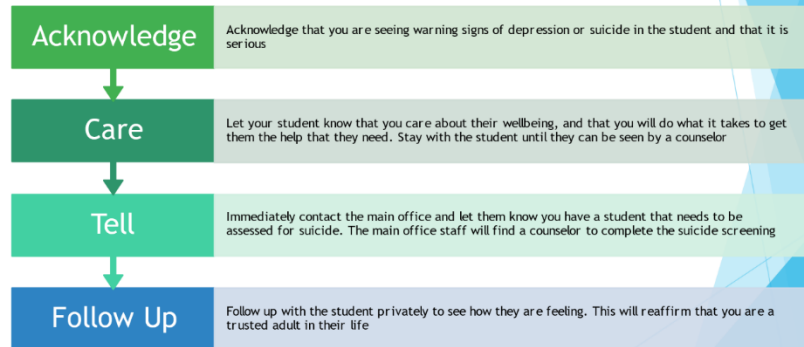
This document outlines the Hinsdale School District Suicide Prevention Plan. It will focus upon the definitions of terms, the response to suicide and attempts at suicide, and the steps to take for student and staff education per RSA193 J:1:3. The key personnel in the district and resources available 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

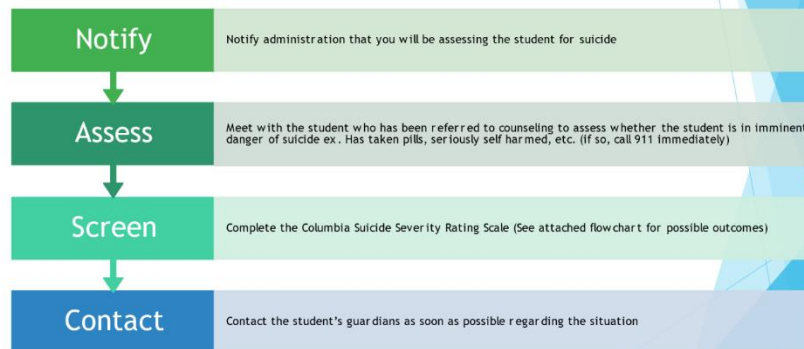
- Risk Factor – Risk factors are characteristics or conditions that increase the chance that a person may try to take their life.
- Risk Assessment - An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social 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

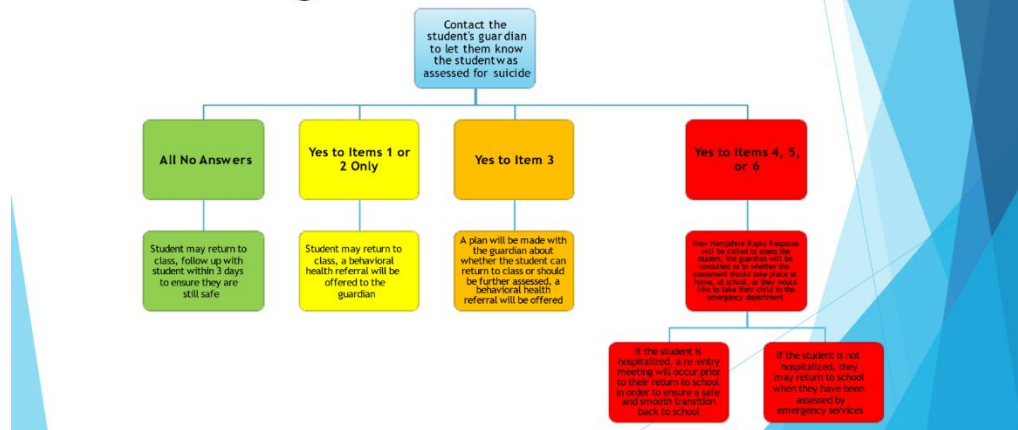
What to do When you Suspect a Student may be Suicidal



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 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.

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 represent 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.

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 (In accordance with HSD Board Policy JICJ)

Given the recent passage of RSA 189:1, beginning with the 2025 – 2026 school year HMHS will be implementing a bell-to bell cell phone ban. We are committed to providing students with a learning environment free from disruptions. The use of personal communication devices for nonacademic purposes often leads to disruptions in the learning environment for both individual students and the classroom. A personal communication device is defined as any non-district provided internet or cellular capable device that can support voice or video calls, texts, emails, or instant messages. This includes, but is not limited to, cell phones, tablets, laptops, and smartwatches.

Student use of personal communication devices is **strictly prohibited** from the time the first bell rings to start instructional time until the dismissal bell rings to end the academic school day. This includes lunch periods, study hall, and passing time. While it is best practice that these devices are not brought to school, any such devices that are brought into the building shall be kept with the power turned off in a student's assigned locker or backpack. The district is not responsible for the loss, damage, or theft of any electronic communication device brought to school.

Students participating in extracurricular activities, co-curricular activities, field trips or other activities outside of the school day shall abide by the rules and consequences establish for personal communication devices set by the coach, instructor, sponsor, or other designated supervisor for the activity.

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.

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 using the school's landline.

Exceptions

Students with medical needs, such as insulin pumps and glucose sensors, or disabilities that require a device to support their learning as explicitly stated in their IEP or 504 plan shall be exempt from this ban.

Violation

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 – Unauthorized Communication Devices; see full text online.

Consequences for violations of these expectations will be pursuant to the HMHS Student Code of Conduct. Additionally:

- 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 and Subsequent Offenses: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the front office.

Dress Expectations (Paraphrased from HSD Board Policy JICA; see full text online)

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. 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 on 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, they 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, they 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.

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 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 adequate schoolwork or reading materials to utilize their time in ISS.

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:

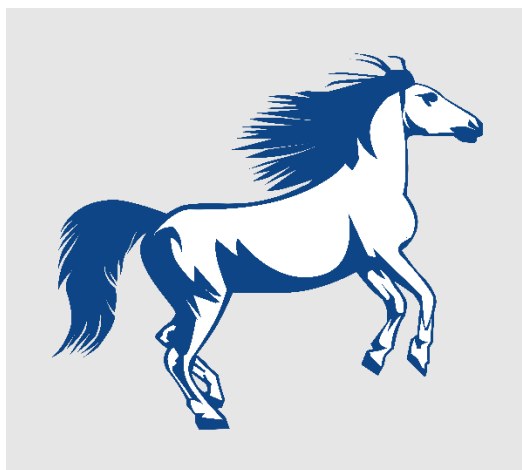
1. Theft, destruction or violence as defined in RSA 193-D
2. Bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or
3. Possession of a firearm, BB gun, or paintball gun.

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.

Hinsdale School District

Employee Handbook



2025-2026

Link to Hinsdale School District School Board Policy	Page 1
Message from the Superintendent	Page 2
School Alert Notifications	Page 3
Staff Lists	Page 4
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

We 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.

SAU and District-Wide Staff

David Ryan, Ed.D.	Superintendent of Schools
Jane Fortson, CPA	Business Administrator
Karen Thompson, M.Ed.	Director, Academics and Career Readiness
Patricia Wallace, M.Ed., CAGS	Director, Student Services
Justin Therieau	Director, Technology
Nathan Boudreau	Director, Facilities
Anna Bassett, M.Ed.	MTSS-Reading Coordinator
Michelle Bemis	Occupational Therapy Assistant
Drew Cooper	Technical Support Specialist
Daisy Frederick, M.Ed.	Digital Learning Specialist
Gretchen Higgins	Accountant
Sarah Kolakoski, M.S.	Speech and Language Pathologist
Laura LeClair	Student Services Administrative Assistant
Cheryl Momaney, M.S., M.Ed.	Speech and Language Pathologist
Joshua Moore	School Resource Officer (SRO)
Maryanne O'Malley	Director, Hinsdale After School Program (HASP)
Palak Patel	Administrative Assistant, Curriculum, Instruction & Assessment
Katherine Quaassdorff	Speech Assistant
David Ricker	Maintenance
Jeanne Sturges	Curriculum Coordinator
Miriam Tallman	SAU Office Assistant
Maria Webb	Executive Assistant to the Superintendent

Custodial Staff

Jordan Bean
Scott DeBell
Anthony DeMoura
Reginald Stanclift
Reggie Stanclift, Sr.
Arthur Vasconcelos
Gunther Warren

Van Driver

Kimberlee Welch

Hinsdale Elementary School

Administration

Molly Bremner, Ed.D. (Principal)

Teachers

Kassi Anderson (Grade Two)
Christine Bowker (Grade Five)
Pam Bressett (Grade One)
Debra Carrier (Kindergarten)
Penny Chagnon (Grade Three)
Nichole Clark (Special Education)
David Fields (Special Education)
Stephanie Fields (Special Education)
Donna Foster (Grade Five)
Daija Germain (Grade Five)
Hannah Gile (Grade Four)
Ann King (Grade Four)
Lynn King (Grade Two)
Jessica Mahoney (Music)
Katie O'Malley (Grade One)
Crystal Puchol (Preschool/Kindergarten)
Paula Snide (Kindergarten)
Jennifer Taggart (Preschool)
Jennifer Towle (Art)
Ali Wilson (Physical Education)
Mary Wissman (Grade Three)

Paraprofessionals

Rachel Andrews
Amy Avery
Beth Baldwin
Cassondra Barry
Meghan Bauer

Lily Briggs
Liz Briggs
Emma Case
Myra Clevenger
Christine Dowley
Sherry Fisher
Amy Hemlow
Vicki Mason
Geraldine Meneses
Jessica Seymour
Meghan Stone

Support

Kathy Bean (Administrative Assistant)
Sarah Burgess (Special Education Coordinator)
Jillian Hernon (School Counselor)
Linda Delong (Reading Interventionist)
Sara Donahue (Social Worker)
Brenda Ebbighausen (Administrative Assistant)
Elizabeth Gringeri (Behavior Interventionist)
Roxann Leclair (Library Assistant)
Emma Newman (Reading Interventionist)
Whitney Reid (Reading Interventionist)
Jo Ryder (Reading Interventionist)

HASP

Maryanne O'Malley (Program Coordinator)

Hinsdale Middle High School

Administration

Anna Roth (Principal)
Christopher Ponce (Assistant Principal)

Teachers

Alexis Atkins (MS & HS Social Studies)
Timothy Benson (Art)
Eric Bodenstein (HS English)
Jill Beaman (MS Math)
Christina Carter (Life Skills)
Aimee Castonguay (HS English)
Teresa Chirichella (HS Science)
Tara Conway (HS Special Services Case Manager)
Theresa Diorio (MS English & Social Studies)
Jessica Faloretti (HS Social Studies)
Calvin Fortson (HS Math)
Billy Fraser (Spanish & HS Social Studies)
Jessica Green (HS Special Services Case Manager)
Brittany Howard (MS & HS English)
Ashley Lojun (HS Math)
Kaitlyn Leonard (Physical Education)
Sara Mann (MS Science & Math)
Samantha Mercure (MS Special Services Case Manager)
Susannah O'Neil (HS Science)
Tim O'Neil (HS Business)
Nicole Ovitt (HS English)

Jillian Perzan (MS English & Social Studies)
Katherine Savory (MS Science)
Pamela Spurlock-Johnson (Library)
Caleb Thurston (Music)
Bonnie Trombly (Family Consumer Science)
Brad Williams (French & HS Social Studies)

Guidance

Kate Allen (School Counselor)
Cathy Johnson (Registrar)

Support

Sally Clark (Receptionist)
Tim Fleming (Social Worker)
Ericka Kilelee (Administrative Assistant)
Sam Kilelee (Athletic Director/Study Hall)
Jan Zalneritis (Nurse/Health)

Paraprofessionals

Linda Deschenes
Julene Gilmore
Kelly Kruse
Sara Scott
Tammy Stebbins
Kleay Steever
Amanda Root
Sandy Johnson

August 2025 (2 days)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	O	O	O
PD	PD	PD	28	29
November 2025 (13 days)				
M	T	W	T	F
3	4	5	6	CONF
10	X	12	13	14
17	18	19	20	21
PD	PD	X	X	X
February 2026 (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
May 2026 (19 days)				
M	T	W	T	F
				X
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
X	26	27	28	29
September 2025 (21 days)				
M	T	W	T	F
X	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
December 2025 (17 days)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	X	X	X
X	X	X		
March 2026 (21 days)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	PD
30	31			
June 2026 (13 days)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	Q	PD	S
S	S	S	S	
October 2025 (22 days)				
M	T	W	T	F
		1	2	3
6	7	8	9	10
X	14	15	16	17
20	21	22	23	24
27	28	29	30	Q
January 2026 (19 days)				
M	T	W	T	F
			X	X
5	6	7	8	9
12	13	14	15	16
X	20	21	22	Q
26	27	28	29	30
April 2026 (18 days)				
M	T	W	T	F
		1	2	Q
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
X	X	X	X	
Important Dates				
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 180th Day = June 17th

Aug. 20 – 22	New Staff & Mentors	Dec. 23 - Jan. 2	Holiday Break (12/23 = early release)
Aug. 25 – 27	Professional Development	Jan. 19	Martin L. King, Jr. Civil Rights Day
Aug. 28	First Day of School	Feb. 23	Washington's Birthday (observed)
Sept. 1	Labor Day	Feb. 23-27	Winter Break
Oct. 13	Columbus Day - no school for students	Mar 27	Professional Development
Nov. 7	Parent-Teacher Conferences – no school for students	Apr. 27 – May 1	Spring Break
Nov. 11	Veteran's Day	May 25	Memorial Day
Nov. 24-25	Professional Development	Jun. 18	Professional Development
Nov. 26-28	Thanksgiving Break	Jun. 19-25	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 2026.

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 substitutes 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 Medications: Staff are asked to keep any personal medications, including over-the-counter medications, out of sight and out of reach of students.

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, and 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 and require a custodian, please call 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.

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, 2025
Bullying and Cyberbullying Prevention for Schools (K-12)	Primex E-Course	November 1, 2025
Preventing Workplace Harassment for Employees	Primex E-Course	November 1, 2025
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

Sarah Burgess

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@hnhsd.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:

<u>Period</u>	PK	K	1	2	3	4	5
<u>Recess 1</u>		<u>11:30-12</u>	<u>11:35-12:05</u>				
<u>Lunch 1</u>				<u>11:30-12</u>	<u>11:35-12:05</u>		
<u>Recess 2</u>				<u>12-12:30</u>	<u>12:05-12:35</u>		
<u>Lunch 2</u>		<u>12-12:30</u>	<u>12:05-12:35</u>				
<u>Recess 3</u>						<u>11-11:30</u>	
<u>Lunch 3</u>						<u>12:30-1:00</u>	<u>12:35-1:05</u>

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;

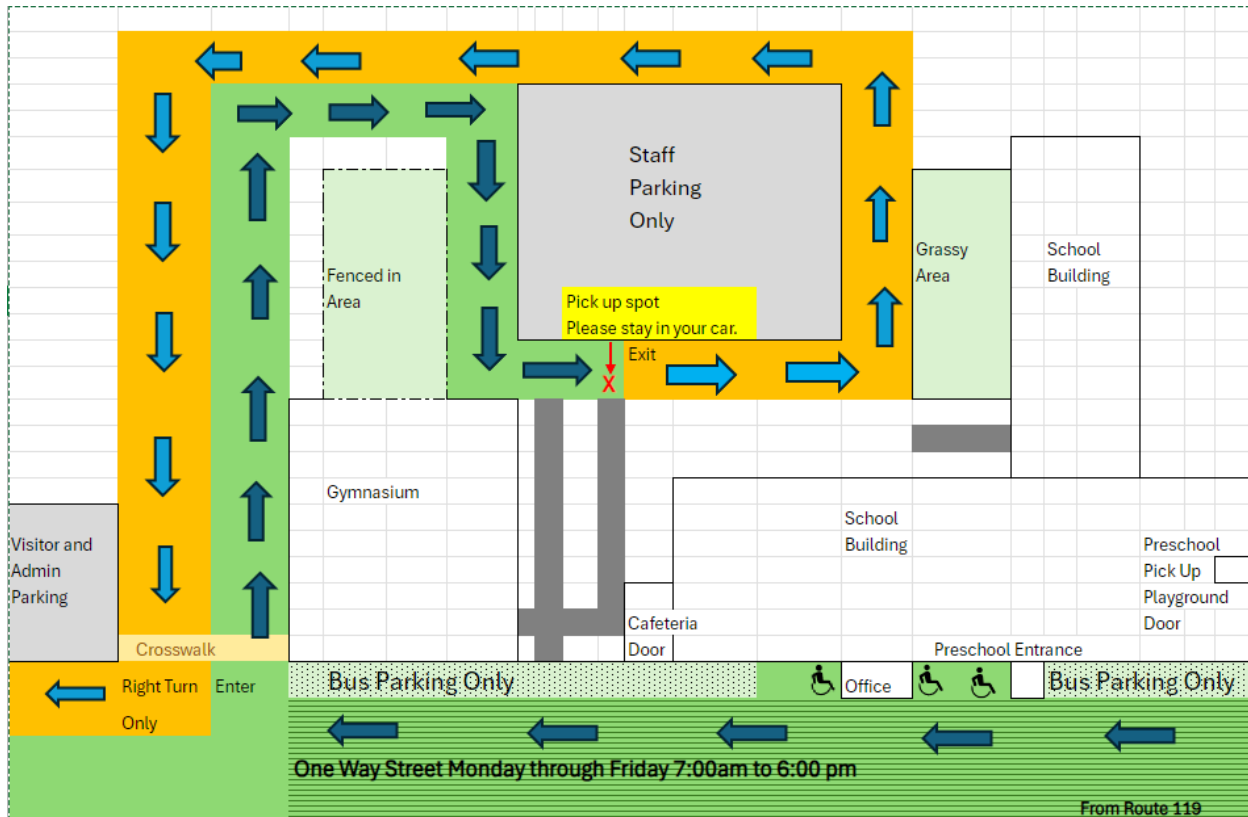
11. Immediately line up when the bell rings or when a supervisor instructs you to do so;
12. Take good care of recess & playground equipment;
13. Playground equipment is designed for students ages 3-12.
14. Video surveillance cameras are located on all school grounds.

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-8th)- 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

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

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 27th 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**

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

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 2025-26 School Year

***Mid-quarter: Progress Report Grades Updated in Power School**

	Progress Term Closes	Grades Must Be Updated by 8 AM
1 st quarter	October 3, 2025	October 6, 2025
2 nd quarter	December 12, 2025	December 15, 2025
3 rd quarter	March 6, 2026	March 9, 2026
4 th quarter	May 15, 2026	May 18, 2026

***MARKING PERIODS**

Q1=8/28/25-10/31/25

Q2=11/3/25-1/23/26

E1=1/24/26 & 1/25/26

Q3=1/26/26-4/3/26

Q4=4/6/26-6/17/26

E2=6/20/26-6/21/26

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.

***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 2025-2026

HMHS Daily Bell Schedule			HMHS Two-Hour Delay Schedule		
7:50	8:15	Advisory			
8:18	9:06	Period 1			
9:09	9:57	Period 2			
10:00	10:48	Period 3			
10:51	11:39	Period 4			
11:42	12:12	MS Lunch			
12:15	1:00	Period 5 MS			
11:42	12:30	Period 5 HS			
12:33	1:03	HS Lunch			
1:06	1:54	Period 6			
1:57	2:45	Period 7			
			9:50	10:00	Advisory
			10:03	10:48	Period 3*
			10:51	11:39	Period 4
			11:42	12:12	MS Lunch
			12:15	1:00	Period 5 MS
			11:42	12:30	Period 5 HS
			12:33	1:03	HS Lunch
			1:06	1:54	Period 6
			1:57	2:45	Period 7

*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 hnhhsd.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 build a reliable, welcoming, inclusive community where each member feels a sense of belonging and where each student feels cared for, heard, known and valued. The advisor will serve as a caring advocate and safety net for each student in their advisory. The hope is for this time to connect students with opportunities for service, joy, ritual, physical activity, and adventure. Academic interventions will be provided during core instruction or after school.

Students will be assigned to an advisor 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, they will be escorted back to their assigned area. Student abuse of pass privileges may 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 Usage & Passes

The school library's schedule varies daily to best accommodate the learning needs of all Hinsdale students and staff. Please call the librarian before sending students with passes as this will allow proper scheduling of classes and students to control the learning environment in the library.

If you are planning a project or an activity needing librarian services, please let the librarian know of the assignment at least 2 weeks in advance. This will help the librarian to prepare materials, web sites, and lessons that will be available for teachers and students. Teachers are encouraged to schedule the library as a collaboration space to bring their students and to receive extra support from the librarian. If you have any questions, please reach out to the librarian to see how the library can best accommodate your needs.

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

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

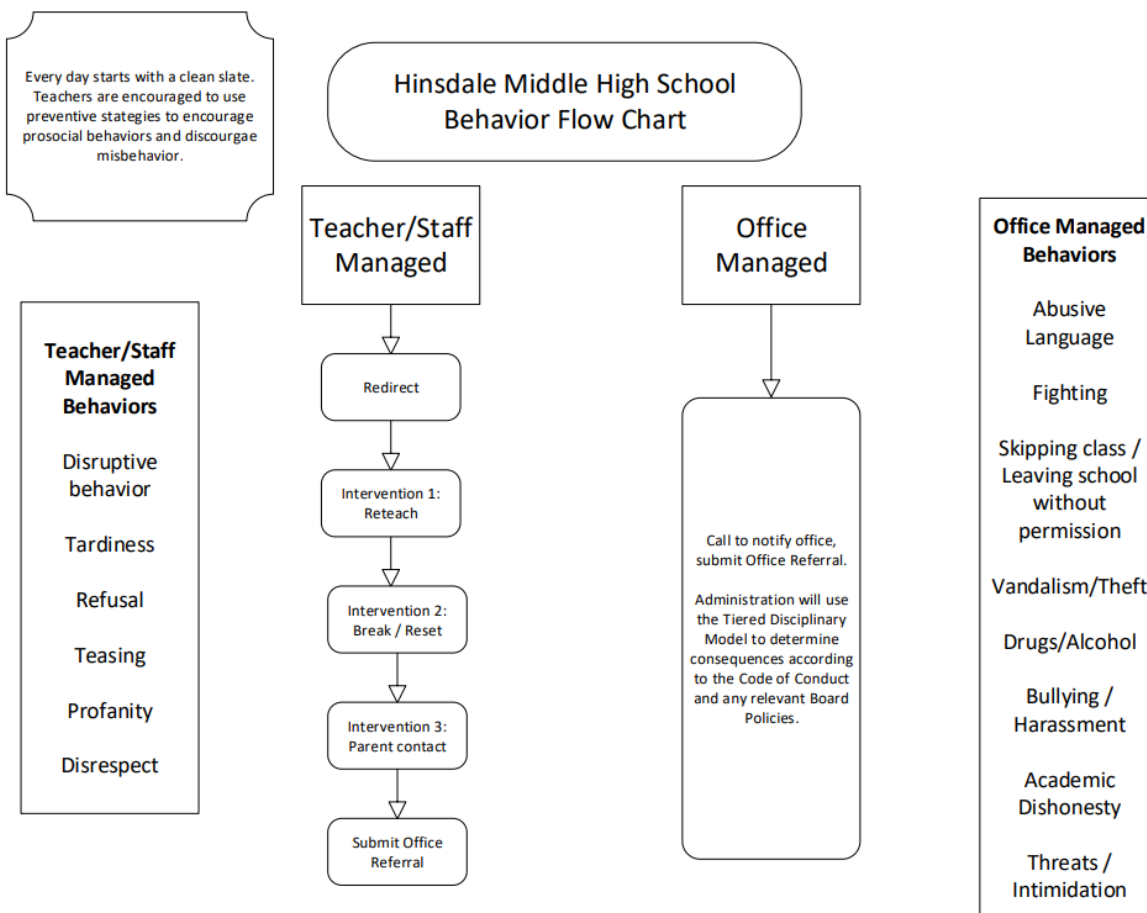
Teachers oversee their classrooms and should work with their students to create an atmosphere conducive to learning. There is an expectation that teachers will enforce all school rules within their individual classrooms. For those behaviors managed within the classroom, the following interventions are listed, more or less, in the order to be taken. As you utilize an intervention, document in specific terms the student's behavior and all the steps you take to address the behavior. This documentation will be essential if a situation eventually involves parents/guardians or administration.

Tier 1 Interventions	Tier 2 Interventions
Review/reteach expectations and/or procedures	Student conference *
Nonverbal or verbal redirection	Parent contact
Change in seat	Teacher detention
Intentional ignoring	Behavior contract
Proximity	Refer to SCT
Reinforce desired behavior	Consult with counselor
Provide choices	
Break in space in room	
Loss of privilege	

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.

Teachers are expected to document both classroom managed behaviors and office managed behaviors using Incidents+ software.

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 from 2:50 – 3:30.

Notices

Notices for the daily bulletin and Pacer News must be in the office before 7:30 AM. A school adult must authorize notices. **All teachers are expected to show the school news during Advisory.** 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

Morning duties begin the first school day of the month and are from 7:30-7:45am. Three staff per month are assigned duties. Two staff at all times in the cafeteria and the third will be a "Roamer" in the halls. We are monitoring safety and answering questions. If students wander "out of bounds" we will usher them back to authorized areas. They can be in the gym or Mrs. Perzan's room (if part of the morning program), or on the 1st floor including the cafe. They should not be in classrooms, on the 2nd floor or congregating in the bathrooms. We will address each situation as they arise.

Out of bounds- Upstairs is off limits, students cannot be in classrooms except for J. Perzan's or K Leonard's middle school morning program, no HS students in the gym or J. Perzan's, no mass meetings in the restrooms

Openness- students may transition from one area to the next w/o permission, they can use the 1st floor halls and go back outside through the front entrance.

Roamer- One of the 3 teachers on duty may need to assist in the gym or halls. This person would be self-appointed amongst the 3 people on duty. However, 2 must remain in the cafeteria. If there are only 2 we wouldn't have an extra person to perform the "roamer" duties and would have to fill that with other people that may be available.

Duty Schedule

Month				All year duties
Aug-Sep	A. Castonguay	T. Chirichella	A. Atkins	E. Killee-Front Desk
Oct	B. Trombly	A. Lojun	J. Perzan (HASP?)	C Ponce-Halls

Nov	B. Williams	N. Ovitt	T. Diorio	A. Roth/K. Allen-Door
Dec	(add new staff)	S. Oneil	T. Benson	T Fleming-Cafe
Jan	S. Mann	T Oneil	K. Savory	K. Leonard (HASP-gym)
Feb	J. Green	B. Howard	(add new staff)	
March	(add new staff)	T. Conway	C. Thurston	
April	C. Fortson	B. Fraser	P Spurlock	
May	S. Mercure	E. Bodenstein	J. Faloretti	
June	J. Beaman	C. Carter	(add new staff)	

Staff meetings Tuesday afternoons

Teacher Meeting: 1st and 3rd Tuesday of the month

PLC or Committee Meeting: 2nd and 4th 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 3:00.

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 16th. 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 of 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 per quarter. You will need to report any discrepancies to the office.**

Teachers should bring their book inventory and sign out sheets to the office to give Mrs. Kilelee a copy by September 30th. 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 the classroom unless you have administrative 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 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.**

In the event of a building evacuation, duties are assigned as follows:

	Supervise Class	Runner
6th grade	Theresa Diorio Sara Mann	Comp Sci
7th grade	Jill Beaman Jillian Perzan	Samantha Mercure
8th grade	Brittany Howard Katie Savory	Pamela Spurlock
9th grade	Aimee Castonguay Susannah O'Neil	Jessica Faloretti

10th grade	Bonnie Trombly Nicole Ovitt	Teresa Chirichella
11th grade	Calvin Fortson Ashley Lojun	Tim O'Neil
12th grade	Alexis Atkins Eric Bodenstein	Billy Fraser
Life Skills	Tara Conway Christina Carter	Jess Green
Medical	Jan Zalneraitis	
Behavior Support	Tim Fleming Kate Allen	
Attendance	Cathy Johnson Ericka Kilelee	Kelly Kruse
Communication	Justin Therieau Sally Clark	
Cafeteria	Tim Benson Caleb Thurston	
Student Boarding	Kaitlyn Leonard Sam Kilelee	
Physical Support	Nate Boudreau Dave Ricker Scott DeBell	
Continue support One on one or classroom	Linda Deschenes Julene Gilmore Kleay Steever	

Sandy Johnson
Sara Scott
Tammy Stebbins
Amanda Root

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, 2025**. 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 to be "shareable" but other items that are individual meals or are marked clearly not shared. **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.

MTSS-B Team

The MTSS-B 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 social worker, guidance department, and administration. A request for a student to be reviewed by this team can be made in writing to the administration. It is recommended that students having trouble be discussed first with the MTSS-B team to respond quickly to concerns and begin gathering relevant information before making a special education referral.

Special Education Referral

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 MTSS team 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 a special education 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 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 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.

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 in order for both the school and district to achieve excellence. A partial list of standing committees includes Curriculum, Health and Wellness, and 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 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 21st 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 the administration. Students having difficulty completing assignments should arrange for help from their teachers.

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

The major functions of the Guidance Department include counseling individual students regarding educational and career planning, scheduling classes, and assisting students with personal problems.

Appointments can be made for students to meet with the school counselor during study hall periods.

The guidance department is staffed by one full-time counselor 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
- (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, social worker 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, and 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.

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, when 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; 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 2025-2026

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 2026

Taylor Honeycutt

Rowan Moody

Junior Class of 2026

Katelyn Croteau

Adaleia Hastings

Michael Phillips

Rylee Rockwood

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.

Book Inventory and Sign Out

Class:Teacher:

Number of Books before School Starts:Number of Books After School Ends:

Number Missing:Replacement Cost:

Student Signature	Book #	Book Condition	Date Received	Date Returned

Field Trip Request Form

Request form should be submitted to the principal at least two weeks prior to the proposed date of any field trip if transportation is involved.

Grade/Class _____ Date _____

Trip _____

Date of Trip _____ Departure Time _____ Return Time _____

Teacher(s) _____ Number of Students _____

Other Chaperone(s) _____

Estimated Miles _____ Transportation Plan _____

Estimated Cost (include relevant admission fees, meals, etc.) _____

How will this trip be paid for? _____

Principal Approval _____ Date _____

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.

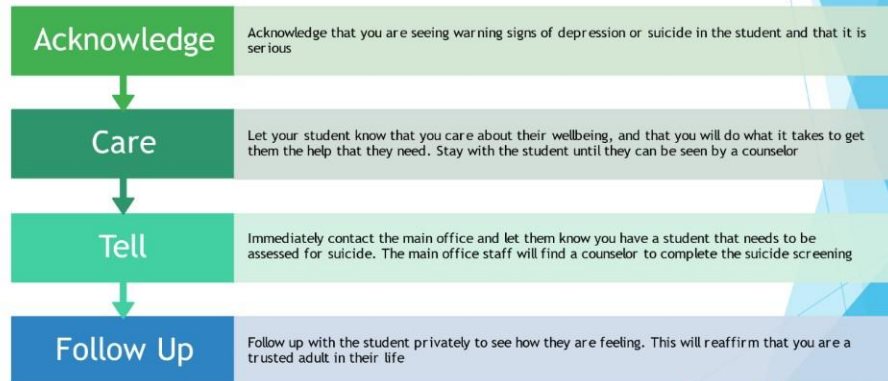
The outcome associated with the document use will be to protect the health and wellbeing of all students by having procedures in place to prevent, assess the risk of, intervene in and respond to suicide and suicide attempts.

Definitions

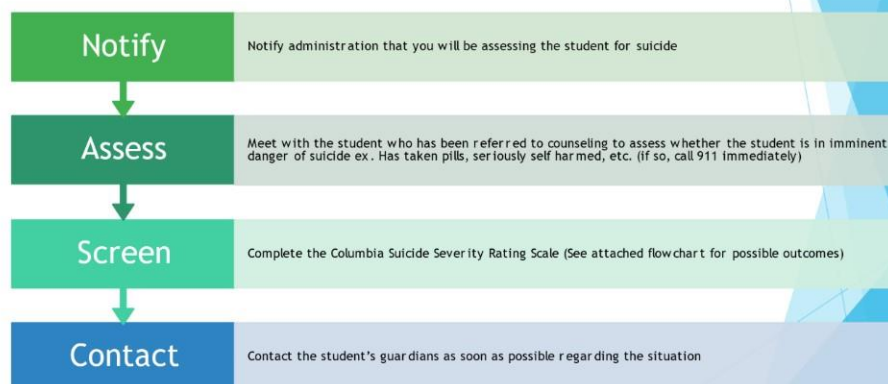
- Risk Factor – Risk factors are characteristics or conditions that increase the chance that a person may try to take their life.
- Risk Assessment - An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social 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

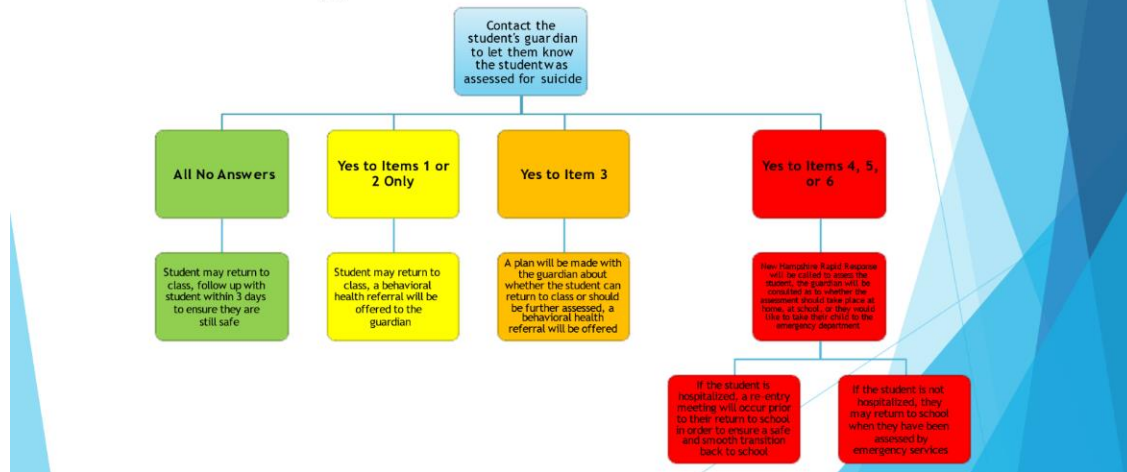
What to do When you Suspect a Student may be Suicidal



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
9. 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 GBEAA 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

SCHOOL DISTRICT

Job title: ESOL Teacher/Coordinator		Work Location: District
School/Department: District		Reports to: Building Supervisor/Curriculum Coordinator
<input type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Exempt	Hours Per Week: 20
<input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> Nonexempt	Days Per year: 188

Qualifications

Required Qualifications:

- Bachelor's Degree
- Current NH ESOL certification or statement of eligibility (SOE)
- Knowledge of second language acquisition
- Ability to handle a multitude of varying and complex issues
- Excellent oral and written communication skills
- Ability to use technology effectively

Desired Qualifications:

- Master's Degree or coursework in ESL
- Experience teaching high school Multilingual Learners (MLs)
- Experience in administering the WIDA Screener and WIDA ACCESS for ELLs 2.0
- Ability to communicate effectively and respectfully
- Ability to work collaboratively with staff and community members Strong organizational skills
- Proficiency in a second language

Job Goal

The English for Speakers of Other Languages (ESOL) teacher/coordinator provides specialized instruction and programmatic coordination to eligible students in English language instruction. The ESOL teacher works collaboratively with the HSD curriculum coordinator, school administration, staff, and classroom teachers to help English Language Learners (ELL) succeed in developing English language skills (i.e., speaking, listening, reading and writing) and in the general curriculum.

Target population: ELLs at WIDA proficiency levels 1-4.5

Responsibilities

Instructional:

- Prepare and deliver instructional lessons with clear and measurable objectives that meet Common Core, State and WIDA Frameworks to meet the individual needs of students.
- Provide culturally responsive and asset-based learning experiences for students from a wide range of socio-economic levels and cultural backgrounds.
- Use a wide variety of evidence-based second-language instructional strategies to ensure student learning.
- Design and demonstrate differentiated instruction to meet the needs of all students.
- Implement accommodations and curricular modifications as specified in educational plans (IEPs) for dually identified students.
- Use a variety of formal and informal WIDA-aligned assessments to accurately measure student progress and to inform instruction.
- Actively involve families in their children's education.

-
- Communicate effectively with students, colleagues, parents, and the community. Set student growth goals based on assessment outcomes.
 - Maintain accurate records of students (i.e., attendance, punctuality, work/assignments, progress/proficiency) and maintain appropriate documentation of services rendered.
 - Set professional development goals, develop professional development plans, and participate in professional development activities that improve teaching practice.
 - Collaborate with other content area teachers to continue to support the academic growth and success of ELs and former ELs.
 - Collaborate with the Guidance Department to decipher transcripts from abroad, create schedules, support college and career readiness, and identify supports.
 - Perform all duties professionally and appropriately while interacting with students, parents, faculty, administration, and co-workers.
 - Maintain confidentiality of information and comply with District policies and procedures, including FERPA.
 - Perform other related duties as assigned.

Program Coordination:

- Coordinate and facilitate regular ELL site-based consultations with teachers and staff to promote programmatic cohesiveness and support for all students across PreK-12. Develop and coordinate procedures for maintaining required tasks, including annual family notices and HSD ELL Program Handbook.
- Coordinate and oversee/administer the PreK-12 screening of students as required by the Home Language Survey at time of enrollment, including WIDA Screening and ACCESS 2.0 testing for ELLs. Procure ACCESS materials and related screeners.
- Coordinate with administrators to identify appropriate accommodations to meet the needs of students and prepare ELL students' MAP and NH SAS testing schedules as needed.
- Maintain ELL student records, data, and a uniform filing system across schools on enrollment of the school's ELL and Former English Learner (FEL) population in Student Cumulative File, ELL Cum. File, WIDA database and NH DOE database.
- Assist in monitoring district compliance with federal, state and local policy/law.
- Monitor and document FELs for four years, per NH DOE guidelines.
- Coordinate interpretation services to address translation needs across schools.
- Assist with ELL Program budget development.
- Perform all duties professionally and appropriately while interacting with students, parents, faculty, administration, and co-workers. Maintain confidentiality of information and comply with District policies and procedures, including FERPA.
- Perform other related duties as assigned.

EVALUATION: Performance of this job will be evaluated on a yearly basis by the supervisor.

Physical Requirements:

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
Handing:	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 and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

HINSDALE

SCHOOL DISTRICT

Job title: Executive Assistant to the Superintendent		Work Location: SAU Office
School/Department: District		Reports to: Superintendent of Schools
<input checked="" type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Exempt	Hours Per Week: 40
<input type="checkbox"/> Part-time	<input type="checkbox"/> Nonexempt	Days Per year: 12 months

Qualifications

Minimum requirements include completion of the high school diploma. Advanced education and/or training in communications, organizational management, human resources, education, or a related field preferred. Computer literate with experience in the use of productivity software applications, cloud-based tools/services, social media platforms, and other digital tools. Experience with Microsoft 365. Highly skilled in customer service and office etiquette with excellent self-management, interpersonal skills, professional integrity, discretion, and teamwork skills. Excellent verbal and written communication. The ability to multi-task and solve problems. Demonstrates courtesy, enthusiasm, resourcefulness, patience, tolerance, integrity, warmth, judgment, confidentiality, and good will. Such alternatives to the above qualifications as the Board may find appropriate.

Job Goal

Provides administrative support for the Superintendent and the School Board. The Executive Assistant organizes and performs administrative work of a high level with minimal supervision. The Executive Assistant plays an integral role in the daily administrative operations and communications for the school district. The Executive Assistant establishes an office management system that is efficient and effective in assisting the Superintendent and central office administrative staff in performing duties and responsibilities. The Executive Assistant maintains a high level of confidentiality and responsibility with sensitive information.

Responsibilities

District Operations:

- Provides administrative support to the Superintendent and the School Board.
- Welcomes visitors to the SAU Office.
- Acts as direct liaison to the School Board in the absence of the Superintendent.
- Serves as a Notary Public for the district.
- Supports the Superintendent and the Board with preparing and distributing staff communications, including newsletters, social media posts, emails, website posts, and other digital communication for and about the School District.
- Works in conjunction with the Director of Technology to update information for staff, parents and families and the public on the School District website.
- Answers the main telephone line and directs all calls to appropriate people, takes messages as requested, and responds to outside requests for information.
- Receives and distributes Right to Know requests and maintains files of requests and responses.
- Handles and documents signatures for all public filings for School District offices
- Identifies concerns and provides direct assistance to the public, district staff, and the School Board to deliver solutions.
- Reports regularly to the Superintendent on any developments within the district requiring the Superintendent's awareness or action; asserts communication with the Superintendent when s/he is not physically on campus.
- Maintains the online policy manual for the district and assures that procedures are established for dissemination of new policies.
- Maintains open communication and sets meetings with the District Office Professionals, to help maintain the smooth running of the schools.

- Assists in the operation of the district's communication systems for campus security, emergency closings, and general communications from the Superintendent and the School Board.

School Board Meetings:

- Prepares and distributes the School Board agendas and packets for the School Board, administrators, and the public.
- Prepares the School Board meeting site, attends the meetings and records minutes.
- Schedules and notices Board committee meetings as appropriate.
- Attends Board policy committee meetings and takes minutes.
- Prepares official minutes, arranges for publication of approved minutes as required by law.
- Provides follow-up on School Board decisions, communicates School Board decision/policy changes to appropriate staff.
- Responsible for keeping the board minutes, meeting dates, calendar, and any other items as directed by the Superintendent.
- Researches and responds to questions or requests by School Board members, staff, or community members.

Administrative Projects:

- Plans and executes administrative projects as assigned by the Superintendent or School Board.
- Compiles the information and documents for the School District portion of the Hinsdale Annual Report.
- Works with the School District Clerk and the Town Clerk to coordinate setting up for the Annual District Meeting and to prepare and post the legal notices and information for the voters.
- Compiles required information and processes reports to various federal and state agencies.
- Disseminates state/federal communications to administrative staff and ensures that requests for information from them are handled properly and punctually.
- Coordinates workshops, special events, receptions for the school district.
- Processes incoming and outgoing mail for the SAU office and maintains inventory of all mailing supplies, maintains supply closet and replenishment orders, as needed, maintains regular filing system, performs general office duties such as staff mailings, photocopying, etc.
- Coordinates the publishing of the school district staff and student handbooks, and the school calendar.
- Responsible for legal postings and meetings of the Hinsdale School District.
- Address miscellaneous correspondence and database management, EIS including assistance with required state database updates.
- Facilitates the submission of state reports including special education aid, grants, and other reports.
- Works in conjunction with special education staff to complete the annual CAT aid entry and submission to DOE.
- Works in conjunction with the Director of Technology on the CRDC Civil Rights Report.
- Acts as the homeschool coordinator and maintains homeschool data and statistics.
- Performs such other tasks as may be assigned by the Superintendent.

Human Resources:

- Provides recruitment support.
 - Posts open positions on the district website, SchoolSpring, and other external sites.
 - Creates job postings for social media.
 - Forwards applications to administration and assists with scheduling interviews.
- As part of the HR Team, coordinates new hire and termination processing.
- Responds to employee inquiries and assists administration with employee relations concerns.
- New employee onboarding.
 - Prepares offer letters and onboarding packets for new employees.

- Conducts HR/Payroll onboarding and answer questions.
- Schedules new hire fingerprinting and background checks via the Department of Safety online portal.
- Follows up with new employees to obtain the required onboarding forms.
- New employee follow up interviews.
- Termination processing.
 - Prepares termination letters and packets.
- Notifies administration, office professionals, IT, facilities, CIA office, and the School Board of new employees and terminations.
- Attends Joint Loss Committee meetings and records the minutes.
- Reports staff workplace injuries to Primex and report student injuries when needed.
- Maintains a log of staff and student Accident/Injury Reports.
- Conducts follow up with the School Nurses, Facilities and Principals as needed to review incidents.

EVALUATION: Performance of this job will be evaluated on a yearly basis by the Superintendent.

Physical Requirements:

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
-----------	--------------

Handing:	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 and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

HINSDALE

SCHOOL DISTRICT

Job title: Multi-Tiered System of Support (MTSS) Academic Coordinator/Instructional Coach		Work Location: Hinsdale Elementary School
School/Department: Information Technology		Reports to/Supervises: Principal
<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt	Hours Per Week: Days Per year: 11 months; August 1 – June 30

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.
- Demonstrated success in mentoring/coaching and training staff in tiered systems of support for mathematics, preferred.
- Experienced educational leader 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.

Job Goal

The MTSS-Academic (MTSS-A) Coordinator/Instructional Coach plays a pivotal role in shaping the academic foundation of our students. They are instrumental in overseeing reading and math intervention programs and facilitating professional development as they guide the implementation of the essential elements of MTSS-A. The coordinator guides implementation of multi-tiered systems of academic support that are engaging, effective, effective, rooted in the Science of Reading and other domain of evidence-based research. They are 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-A. This position is an integral part of a greater team and requires flexibility, out-of-the-box thinking, and strong collaboration skills.

Responsibilities

Essential Core Values:

- Belief that all students can learn at high levels and that instructional practice should be student-centered.
- Helping all students grow socially, emotionally and intellectually is important to the process of academic success and well-being.
- Fostering collaboration and a sense of belonging and seeking different perspectives from many different stakeholders are the building blocks of a vibrant professional 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 tiered intervention plans tailored to meet the diverse needs of students.

- **MTSS-A Implementation:** Lead the implementation, continuous improvement, and sustainability of the Academic Multi-Tiered System of Support across all grade levels including the cohesion and continuity of instruction, assessment, and curriculum across universal instruction and tiered supports, especially literacy and math.
- **Coaching and Professional Development:** Provide coaching and facilitate on-going embedded professional development for teachers and staff on MTSS-A principles, strategies, and evidence-based practices to ensure fidelity of implementation across all tiers, including instructional and curricular resources.
- **Assessment and Data Analysis:** Coordinate the collection and analysis of student data to identify academic needs, using screeners, various formative and summative assessment tools, and standardized assessments as appropriate.
- **Progress Monitoring:** Establish and implement 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.
- **Family 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 PLC, other distributed leadership teams, and 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 student support services and participate in program evaluation and accountability measures as required.
- Other related duties as assigned by the Principal.

Knowledge, Skills, and Abilities

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

EVALUATION: Performance of this job will be evaluated on a yearly basis by the supervisor.

Physical Requirements:

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

Handing: 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 and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

HINSDALE

SCHOOL DISTRICT

Job title: Reading Interventionist		Work Location: Hinsdale Elementary/Middle/High School
School/Department: Curriculum / Title I		Reports to: Title I Program Director
<input type="radio"/> Full-time	<input type="radio"/> Exempt	Hours Per Week: variable
<input type="radio"/> Part-time	<input checked="" type="radio"/> Nonexempt	Days Per Week: variable

Qualifications

- Maintain current NH Paraprofessional II certification and/or NH Reading and Writing Specialist certification, and/or NH educator (K-5 or K-8) certification.
- Experience with and knowledge of current, evidence-based educational pedagogy and practices related to reading, literacy and/or math instruction.
- Experience with and knowledge of students' developmental, social emotional needs.

Responsibilities

- The purpose of the Title I Tutor is to provide eligible students with tiered intervention supports in a variety of school setting to improve student achievement in reading and math; Implement Title 1 goals (e.g., parental involvement) as determined by Program Director, including participation in events and other activities for the purpose of meeting programmatic goals.
- Work with students individually and in small groups to teach reading skills within an MTSS (Multi-tiered System of Support) framework, including Tier 1, 2 and 3; establish a supportive and compassionate relationship with students.
- Use school and district adopted curricula and programs to provide interventions; prepare instructional materials for the purpose of providing necessary instructional supports and scaffolds; understand and utilize educational technologies, as appropriate.
- Establish and maintain cooperative working relationships with students, staff, and parents.
- Collaborate with colleagues to determine needs of students and design instruction using the requisite evaluation system and data analysis; Administers and reports out on reading assessments, including benchmarking, progress monitoring, summative and formative assessments.
- Maintain student and program records to comply with New Hampshire and Federal guidelines and to document student learning and performance adhering to district and school expectations and using school and district platforms and software.
- Assist in program evaluation, for the ultimate objective of increasing Title I student achievement.
- Attend meetings, training and professional development as required by the state, school district and Title I Program Director.
- Adhere to Ed. 510: Code of Conduct for New Hampshire Educators; Guiding Principles: The Code of Ethics for New Hampshire Educators; All district school board policies and procedures; All district handbooks.
- Respond to emergencies (e.g., injured student, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Maintain NH Paraprofessional II certification and/or NH Reading and Writing Specialist certification, and/or NH educator (K-5 or K-8) certification.
- Assist administration, teachers and other staff, as needed.
- Performs other related duties, as assigned.

EVALUATION: Performance of this job will be evaluated on a yearly basis by the supervisor.

Physical Requirements:

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
Handing:	Frequently required
Torquing:	Occasionally
Fingering:	Frequently required

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.

Environment: Inside: 98% Outside: 2%

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 and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

HINSDALE

SCHOOL DISTRICT

Job title: School Counselor – Middle High School		Work Location: HMHS
School/Department: Middle High School		Reports to/Supervises: Principal
<input checked="" type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Exempt	Hours Per Week: 40
<input type="checkbox"/> Part-time	<input type="checkbox"/> Nonexempt	Days Per year: 198

Qualifications

Minimum qualifications for application include:

1. A Master's degree from an accredited college or university in school counseling.
2. Current NH certification or statement of eligibility (SOE) in School Counseling required.
3. Experience working within a MTSS-B framework for intervention and schoolwide SEL program.
4. Prior experience working within a small school community dedicated to doing whatever it takes for every student to succeed.

Job Goal

To promote success for all students, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social/behavior health development for all students.

Responsibilities

- Lead the overall efforts of the school counseling office by advising and supporting all middle and high school students regarding individual academic and educational progress, including as they prepare for their post-secondary experience.
- Specifically serve as the preparation counselor and post-secondary coach for all students seeking to enroll in a college or university upon high school graduation.
- Working collaboratively with the certified school social worker, addresses students' short-term social and emotional concerns.
- Work cooperatively and collaboratively with the director of academics and career readiness, school registrar, special education case managers, classroom teachers, support staff, and administrators to ensure high quality aligned academic and SEL programming.
- Assist all students with building their academic achievement strategies during course counseling, course selection, and course participation.
- Communicate effectively with students, parents, staff, administrators, and the public.
- Lead the coordination and administration of the post-secondary assessment program including the PSAT, SAT, ASVAB, and other college or career related assessments.
- Provide school counseling classroom lessons based on curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success.
- Routinely conduct data analysis to identify student issues, needs and challenges.
- Act as a systems change agent to improve equity and access, achievement and opportunities for all students.
- Performs such other tasks as may be assigned by the Principal.

EVALUATION: Performance of this job will be evaluated in accordance with the Hinsdale Federation of Teachers contract.

Physical Requirements:

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
Handing:	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

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 and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

HINSDALE

SCHOOL DISTRICT

Job title: Speech Language Pathologist		Work Location: District
School/Department: Student Services		Reports to: Director of Student Services
<input checked="" type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Exempt	Hours Per Week: 40
<input type="checkbox"/> Part-time	<input type="checkbox"/> Nonexempt	Days Per year: 188

Qualifications

Possess a current, valid New Hampshire certification, licensure in the area of Speech pathology and complete necessary education related classes to maintain said licensure during employment. Must possess strong interpersonal, written and listening and verbal skills. The ability to effectively present information to groups of individuals, knowledge of state and federal laws pertaining to Individuals with Disabilities Act, section 504. Possess a genuine desire to work with all students; to be sensitive to and skilled in working with a diverse population. Must be organized, flexible, and creative; possess good time management skills and have excellent written and oral communications skills. Possess a valid driver's license. Such alternatives to these qualifications may be appropriate and acceptable.

Job Goal

To provide Speech pathology to coded and non-coded students within the District.

Responsibilities

- Attend IEP planning meetings on students suspected of having a speech and language disability.
- Conduct screenings, observations or evaluations of students using informal and formal measures and provide a written report of summary to the case manager prior to the evaluation summary meeting.
- Conduct initial and triennials speech and language assessments through the Special Education Process and provide written reports. In addition to home-based schools, Speech/Language Pathologists may be asked to assess students who are placed in out-of-district schools within their sending district.
- Participate in kindergarten screening procedures in the area of speech and language if required by the Principal.
- Participate in the development and implementation of Individual Education Plans of identified students.
- Attend IEP meetings and contribute to the IEP development by providing written information of student's level of performance, modification, accommodations, goals and objectives and related service units for individual, group or consultation.
- Maintain quarterly IEP progress notes and provide it to the case manager for reporting to Parents.
- Provide direct speech and language therapy sessions within the classroom and the therapy environment.
- Consult with parents, teachers, and other professionals involved with students' academic development.
- Attend regularly scheduled speech department meetings or get copies of notes if a meeting is missed.
- Provide supervision and support to the building Speech and Language Assistant in accordance with Medicaid/ASHA recommendations.
- Provide staff development training when appropriate on speech issues, including but not limited to articulation, written expression, phonemic awareness, and pragmatic language, and use of Assistive Technology devices such as FM trainers, PECS or other speech devices.
- Maintain contact with outside agencies, audiologist departments, ACC Specialist, Educational Audiologists,

and medical personnel which the student's individual needs may require.

- Maintain daily journal notes, Medicaid forms, therapy schedules, evaluation logs, and other such paperwork
- Conduct 30-day review with Paraprofessionals for student communication needs.
- Provide speech services to non-coded students if time permits.
- Participate in child concern teams if a referral or speech concerns arises.
- Weekly billing for Medicaid.
- Other duties as directed by the Director of Student Services.

EVALUATION: Performance of this job will be evaluated on a yearly basis by the Director of Student Services.

Physical Requirements:

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
Handing:	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 and a post-offer employment physical

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

Print Employee Name:

Employee Signature:

Date:

HINSDALE

SCHOOL DISTRICT

Job title: Technical Support Specialist		Work Location: District
School/Department: Information Technology		Reports to/Supervises: Director of Technology
<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> Exempt	Hours Per Week: 40
<input type="checkbox"/> Part-time	<input checked="" type="checkbox"/> Nonexempt	Days Per year: 260

Qualifications

High School Diploma or equivalent is required. Associates degree with emphasis in technology and advanced coursework or training in computer networks is preferred. Any technology related certifications are a plus (i.e., CompTIA Certification, Microsoft Certifications, etc.) PC, networking, server, and printer troubleshooting experience, experience with Windows Desktop and Server operating systems including Active Directory.

Job Goal

To perform a variety of technical duties related to support the needs of the end users.

Responsibilities

- Provide technical support and resolve end user problems.
- Advise end user on appropriate action.
- Utilize and maintain the help desk tracking software and encourage all users to submit tickets through software.
- Document problems and resolutions in the help desk software to create a log that can be referenced by other members of the technology department.
- Install, configure, and test new workstations, peripheral equipment, and software.
- Create and maintain images for a variety of PC computers.
- Maintain and repair hardware.
- Manage printer assignments, printer service and repair.
- Manage users, passwords, groups, and devices in Active Directory and M365
- Perform timely workstation hardware and software updates as needed.
- Provides basic level support for phone system
- Troubleshoot and Support Interactive Boards, Displays, and Projectors
- Manage warranty claims on all district devices
- Assist the technology team in creating materials for end-user frequently asked questions (FAQs).
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit

EVALUATION: Performance of this job will be evaluated on a yearly basis by the supervisor

Physical Requirements:

PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):

PRIMARY PHYSICAL REQUIREMENTS:

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

CARRY up to 10 lbs: Frequently required
CARRY 11 to 25 lbs: Occasionally
CARRY 26 to 50 lbs: Occasionally
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: Occasionally
Squatting: Occasionally
Kneeling: Occasionally
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	3
Stand: 1	3
Walk: 1	2

HAND MANIPULATION:

Grasping:	Occasionally
Handing:	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

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 and a post-offer employment physical.

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

Print Employee Name:

Employee Signature:

Date:

AC - NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT, AND ANTI-DISCRIMINATION PLAN

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.~~

Commented [1]: NHSBA revision notes: February 27, 2025, revised section I.3 to reflect changes in USDA required notice of non-discrimination (see also corresponding change to sample policy ACF. February 10, 2025, revised in response to nullification of 2024 Title IX regulations (described more fully in the introduction to the NHSBA 2025 Special Title IX Policy Update Summary), with additional revisions to clarify some responsibilities of districts. Revisions include: (a) removal of the specific Title IX notice formerly in Section I.4 that had been required under the now nullified 2024 Title IX regulations; and (b) added language in paragraph D(4) to reflect the Boy Scouts of America Equal Access Act, and added the Act as a reference. July 2024, Repealed and replaced to: (1) reflect changes to Title IX, (2) reflect passage HB1169 amending RSA 193:38 and adoption of RSA 275:37-e to include certain hairstyles as attributes of race and therefore protected from discrimination; and (3) aligning with new ACA, policy for a uniform grievance procedure.

A. INTRODUCTION AND GENERAL POLICY AGAINST DISCRIMINATION AND HARASSMENT

The District recognizes the right of all students and staff members to learn and work in an environment free from discrimination or harassment, and likewise, that persons participating or attempting to participate in District programs, employment or activities have the right to do so free from discrimination or harassment.

Accordingly, the District prohibits any type of unlawful harassment or discrimination based on age, race, color, religion, creed, sex, national or ethnic origin, gender identity, sexual orientation, marital status, familial status, physical or mental disability, pregnancy, genetic information, or veteran status by employees, students, members of the school community, or by vendors or visitors on school property or at school-sponsored events. No person shall be excluded from or denied the benefits of educational programs or activities on the basis of any of the above classes or economic status.

As described above, the blanket prohibition afforded under this policy, as well as other Board policies, reflects, but goes further than, some of the same protections afforded under multiple State and Federal statutes or regulations, such as, but not limited to, NH RSA 354-A, and NH RSA 193:38-39, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1972, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1967, and the Pregnant Worker Fairness Act. Additionally, bullying or general harassment of students unrelated to any of the characteristics ("protected classes") identified above, is further prohibited under Board policy JICK and RSA 193-F. Statutory and regulatory statements and notices of nondiscrimination are included in Section I of this policy.

The District has determined that the most effective way to limit harassing or discriminating statements or conduct that is illegal or unlawful under those statutes is to treat it as misconduct under Board policies even when such conduct or statements might not rise to the level of discrimination or harassment prohibited under federal or state law.

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.

B. DEFINITIONS

The definitions found here apply to each Board policy unless and to the extent that such definition is contrary to specific language or context of that policy or other legal authority.

"Days" means calendar days, but excludes non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

"Discrimination" is conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law, or based on a belief that such a characteristic exists.

A *"Grievance"* or *"Complaint"* is a verbal or written report or complaint of discrimination, harassment, or retaliation that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination. The required form and the specific process for making a report may vary depending on the nature of the conduct or issue. See Section D, below, for further information.

"Harassment" generally refers to the use of words or engaging in behaviors that annoy, threaten, intimidate, or demean a person without a legitimate purpose. Harassment will often constitute bullying prohibited under Board policy JICK. Additionally, harassment may constitute illegal discrimination if the harassing statements or behaviors include explicit or implicit reference to age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

"Retaliation" means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by state or federal law, or District policies, procedures, regulations or rules, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, hearing, or appeal under such policies, procedures, etc.

C. POLICY APPLICATION

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

D. **REPORT, ~~Complaint and Reporting Procedures,~~ COMPLAINT AND REPORTING PROCEDURES.**

1. Reports or complaints of **sex discrimination, including** sexual -based 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;~~
2. Reports or complaints of discrimination on the basis of **educational** disability **under the IDEA** 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;~~
3. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK;
4. **Reports or complaints of discrimination, harassment, or retaliation not specified above, including, without limitation, claims relating to race, ethnicity, disability (e.g., ADA or 504), religion, access to the Boy Scouts of America or other Title 36 youth group listed in Title 36, Subtitle II, Part B of the United States Code (as a patriotic society) that is intended to serve young people under the age of 21, and not involving or relating to the District's food services (see number 5 below) should be made under the grievance procedure in Board policy ACA; and**
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. **D.1 or D.2.**

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.

E. ALTERNATIVE COMPLAINT PROCEDURES AND LEGAL REMEDIES

At any time, whether or not an individual files a complaint or report under this Policy **or Policy ACA**, an individual may file a complaint with **an external agency, such as** the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights, **or another relevant authority. The contact information for such agencies is as follows:**

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

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

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

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

F. 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.

G. 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-**R(2)** 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

H. 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 JLDDB, 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.

I. STATUTORY AND REGULATORY NONDISCRIMINATION STATEMENTS AND NOTICES

1. Comprehensive Prohibition Against Discrimination in Educational Programs and Activities.

Under State or Federal 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. As used in this section, "race" means immutable traits associated with race, including hair texture and protective hairstyles and "protective hairstyles" means hairstyles or hair type, including braids, locs, tight coils or curls, cornrows, Bantu knots, Afros, twists, and headwraps. Discrimination, including harassment, against any person in the District's education programs, on the basis of any of the above classes, or a person'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.

2. 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.

3. 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:

- a. **Mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- b. **Fax:**
(833) 256-1665 or (202) 690-7442; or
- c. **Email:**
Program.Intake@usda.gov

J. COLLABORATION WITH OUTSIDE AGENCIES

Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The District will disclose information to the District's attorney, law enforcement, and others when necessary to enforce this policy or when required by law. In implementing this policy, the District will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The District will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with Board policy, state and federal laws, and as advised by the District's attorney.

K. ADDITIONAL REPORTING REQUIREMENTS

Reports under this Policy are in addition to and do not replace other reporting requirements mandated by law or other policies - see, e.g., Educator Code of Conduct (see Board policy {**}GBEAB), abuse or neglect of children (see RSA 169-C:29 and policy {**}JLF), acts of "theft, destruction, or violence" (see RSA 193-D:4, I (a) and Ed 317.06), incidents of "bullying" (see RSA 193-F and policy {**}JICK), and hazing (see RSA 671:7).

L. ADMINISTRATIVE PROCEDURES, REGULATIONS AND TRAINING PROGRAMS

The Superintendent shall develop such other procedures and regulations, **and shall ensure that training programs are provided** as are necessary and appropriate to implement this Policy **as well as the other policies referenced above.**

M. Notice of Compliance.

The Superintendent will provide notice of **the nondiscrimination statements and notices, and the Anti-Discrimination Plan,** ~~compliance with federal and state civil rights laws~~ to all applicants for employment, employees, students, parents, and other interested persons, as **required by statute, policy or regulation, or as the Superintendent may otherwise deem** appropriate.

District Policy History:

First reading: February 12, 2020

Second reading/adopted: March 11, 2020

District Revision History:

First Reading of the Hinsdale School Board 08-14-2024

Final Reading of the Hinsdale School Board 09-11-2024

First Revision Reading of the HSB: August 13, 2025

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
RSA 354-A:1	(Human Rights) Title and Purpose of Chapter
RSA 354-A:6	Opportunity for Employment without Discrimination a Civil Right
RSA 354-A:27	Opportunity for Public Education without Discrimination a Civil Right
NH Ed 303.01 (i)	School Board Substantive Duties
34 CFR 108	Equal Access to Public School Facilities for the Boy Scouts of America and Other Designated Youth Groups
89 CFR 29182	Pregnant Workers Fairness Act
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. § 621, et seq.	The Age Discrimination in Employment Act of 1967
29 U.S.C. § 705	The Rehabilitation Act of 1973 (Definitions)
29 U.S.C. § 794	Rehabilitation Act of 1973 (Section 504)
29 U.S.C. § 7905	Equal access to public school facilities ("Boy Scouts of America Equal Access Act")

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 VI of the Civil Rights Act of 1964
42 U.S.C. 2000e, 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”)

APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT & STUDENT RIGHTS

Notice of Parent and Student Rights under Section 504 Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as, but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Dual Eligibility: Many students will be eligible for education services under both Section 504 and the Individuals With Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504. An explanation of procedural safeguards for New Hampshire students eligible for services under the IDEA may be found in the "New Hampshire Special Education Procedural Safeguards Handbook available through the school district's Student Services Office and sets out the rights assured by IDEA.

It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (34 CFR §104.32)
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. (34 CFR §104.33)
3. Your child has the right to free educational services except for those fees that are also imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or to pay for services provided to a disabled student. (34 CFR §104.34)
4. Your child has a right to placement in the least-restrictive environment. (34 CFR §104.34)
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR §104.34)
6. Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement. (34 CFR §104.34)

APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT & STUDENT RIGHTS

7. Testing and other evaluation procedures must conform to the requirements of 34 CFR §104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, such as assessment, aptitude and achievement tests, teacher recommendations, physical condition or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR §104.35)
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee) including persons knowledgeable about your child, the meaning of the least-restrictive environment, and comparable facilities. (34 CFR §104.36)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR §104.35) You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (34 CFR §104.36)
10. You have the right to examine relevant records. (34 CFR §104.36)
11. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing and representation by an attorney. (34 CFR §104.36)
12. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator within 30 calendar days from the time you receive written notice of the Section 504 Committee's action(s).

A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.
13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR §104.36)
14. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. You also have the right to file a complaint with the Office of Civil Rights. The address of the Regional Office with jurisdiction in New Hampshire is:

Commented [DR1]: Essentially a completely rewritten policy from the 2016 version.

**APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION
504 - NOTICE OF PARENT & STUDENT RIGHTS**

Office for Civil Rights
U.S. Department of Education,
5 Post Office Square
Boston, Massachusetts 02109-3921
Tel: (617) 289-0111
TTY: (877) 521-2172
FAX: (617) 289-0150
OCR.Boston@ed.gov
Web Contact: www.ed.gov

District Policy History:

First reading:

Second reading/adopted:

District revision history:

NH Statutes	Description
RSA 186-C	<u>Special Education</u>
RSA 186-C:10-a	<u>Retention of Individualized Education Programs</u>
NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 1100	<u>Standards for the Education of Students With Disabilities</u>
Federal Regulations	Description
34 CFR 104	<u>Nondiscrimination on the Basis of Handicap</u>
34 CFR 300 et seq.	<u>Assistance to the States for the Education of Children with Disabilities</u>
Federal Statutes	Description
20 U.S.C. § 1400-1417	<u>Individuals with Disabilities Education Act (IDEA)</u>

APPENDIX IHBA-R(1): PROGRAMS FOR PUPILS WITH DISABILITIES - SECTION 504 - NOTICE OF PARENT & STUDENT RIGHTS

20 U.S.C. §§1400 et seq.	<u>Individuals with Disabilities Education Law</u>
29 U.S.C. 794	<u>Rehabilitation Act of 1973 (Section 504)</u>
42 U.S.C. 12101, et seq.	<u>Title II of The Americans with Disabilities Act of 1990</u>
Cross References	

Code	Description
AC	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan</u>
AC-R(2)	<u>Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information</u>
ACE	<u>Procedural Safeguards: Nondiscrimination on the Basis of Disability</u>
IHBAA	<u>Evaluation Requirements for Children With Specific Learning Disabilities</u>
IHBAB	<u>Special Education Evaluations</u>
IHBAC	<u>Developmental Delay as Qualifying Disability</u>
IHBAM	<u>District Special Education Policy and Procedures Manual</u>
IKFC	<u>Alternative Diploma for Students with Cognitive Disabilities</u>
JICD	<u>Student Discipline and Due Process</u>
JICD-R(1)	<u>Student Discipline and Due Process - Memorandum of Understanding</u>
JICK	<u>Pupil Safety and Violence Prevention</u>
JICK-R(1)	<u>Pupil Safety and Violence Prevention - Report Form</u>
JICK-R(2)	<u>Pupil Safety and Violence Prevention - Bullying Report Form</u>
JICK-R(3)	<u>Pupil Safety and Violence Prevention - School Board Notification of Bullying Report</u>

DB - ANNUAL BUDGET

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

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

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

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

Legal References:

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

RSA 32:5, Budget Preparation

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

Affirmed: June 24, 2025

Revised March, 2004

Revised: November, 1999

Revised: July, 1998

DBC - BUDGET PREPARATION

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

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

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

Legal References

RSA 195:12, Cooperative School District: Budget

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

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

RSA 32:5, Budget Preparation

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

Revised: March, 2004

Revised: November, 1999

DBI - BUDGET IMPLEMENTATION

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

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

Legal References:

RSA 32:10, Transfer of Appropriations

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

Reviewed: August 2006

Revised: March, 2004

Revised: November, 1999

Revised: July, 1998

DBJ - TRANSFER OF APPROPRIATION

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

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

The Board authorizes the Superintendent to transfer funds between line items up to ~~\$5,000~~ **10,000**. **Any such transfers shall be reported to the school board at the board's next regularly scheduled meeting.** Any transfer in excess of ~~\$5,000~~ **10,000** shall first require Board approval and authorization. Any transfer of funds between line items by the Superintendent shall be done so only to achieve purposes set forth the goals or aims to be accomplished through the expenditure of public funds.

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

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

Legal References:

RSA 32:10, Transfer of Appropriations

RSA 282-A:71, III, Unemployment Compensation

Revised: June 24, 2025

Revised: May 2006

Revised: March 2004

Revised: November 1999

Revised: July 1998

DFGA - CROWD FUNDING

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

Related Policies: EHAB, GBEBC, JJE, JLCF,

JRA & KCD

A. Purpose and General Policy Statement.

The purpose of this policy is to establish and regulate parameters for use of crowdfunding or other forms of online fundraising and solicitations for classroom, school or district programs.

The School Board recognizes that crowdfunding campaigns and other forms of online fundraising have become an increasingly popular method by which teachers and school sponsored activities, or organizations can procure funding for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide may be a benefit for District programs and classrooms. The Board further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the District can subject both the District and its employees to significant potential legal liability.

For purposes of this policy, “crowdfunding” is the practice of using online sites to solicit donations, whether monetary or in-kind, on behalf of the School District. A crowdfunding campaign is considered “to be on behalf of the School District” if it uses imagery, logos or language that would lead a reasonable person to believe that (1) the School District or any school within the District, or program/activity of a school within the District, is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the District.

B. Unapproved Crowdfunding Prohibited.

Crowdfunding on behalf of the District is prohibited unless undertaken by an employee with prior written approval under this policy. No public action towards initiating a crowdfunding campaign on behalf of the District may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the District. Students are permitted to participate in publicizing an employee’s approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the District. Employees or students who participate in crowdfunding on behalf of the District are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the District; using a District email address, school name, logo, or mascot; or linking to or referencing any school website, social media site, platform, or account associated with the District.

Approved crowdfunding campaigns will operate in compliance with all laws and other Board policies and regulations.

DFGA - CROWD FUNDING

C. Crowdfunding Request and Approval Procedures.

1. Crowdfunding Requests. Any request for approval of a crowdfunding campaign shall be in writing and shall include the following information:
 - a. the employee's name, job title, school, and email address;
 - b. the approved crowdfunding website to be used;
 - c. the nature and quantity or amount of donations being requested;
 - d. the classroom, program, or activity to be benefitted and the educational purpose to be served;
 - e. the exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included;
 - f. the start and end dates of the crowdfunding campaign; and
 - g. a statement of recognition by the requester that any proceeds of the campaign are school property.

The Superintendent may create and make available a form, which may be online, to be used for such requests.

2. Approved Crowdfunding Sites

The Superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must (1) be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct and (2) have a policy requiring all donations on behalf of the District to go directly to the District. The Superintendent/designee shall encourage the use of sites focused on K-12 education.

If no site meets these requirements or the Superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

According to the definition of crowdfunding above, Wish Lists (i.e., Amazon, Target, Walmart, etc.) are not considered crowdfunding. Those who wish to offer gifts and donations through Wish Lists must comply with Policy KCD – Public Gifts/Donations.

3. Approval Process. Notwithstanding anything to the contrary in Board policy KCD, Gifts and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.
 - a. Review by the Building Principal. To be eligible for approval under this policy, employees must submit in writing a fully completed approval request form to the building Principal. Notwithstanding any contrary provision in Board policy KCD, the building Principal has authority to approve proposed campaigns seeking a dollar value up to the amount of **\$2500**. Regardless of the amount sought to be donated, the Building Principal has authority to deny a proposed campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Building Principal, the proposed campaign would produce unacceptable inequity in the educational environment.

If a proposed campaign seeks a dollar value in excess of **\$2500**, and the building Principal believes that the proposed campaign is in compliance with the

DFGA - CROWD FUNDING

requirements of this policy and should be accepted, the building Principal shall refer the proposed campaign to the Superintendent or designee.

- b. Review by the Superintendent. The Superintendent or designee shall review referred approval request forms and seek additional information about proposed campaigns as appropriate. The Superintendent or designee has authority to approve proposed campaigns seeking a dollar value up to **\$2500**. Regardless of the amount sought to be donated, the Superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

If a proposed campaign seeks a dollar value in excess of **\$2500**, and the Superintendent or designee believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the Superintendent or designee shall refer the proposed campaign to the Board.

- c. Review by the Board. Subject to the requirements of RSA 198:20-b, ~~only the Board has the authority to approve a campaign that seeks a dollar value in excess of \$500.~~ to **Board policy KCD, the Board may approve a campaign that seeks a dollar value in excess of \$2,500, although pursuant to RSA 198:20-b, unanticipated funds of \$20,000 or more also require a public hearing before acceptance** After considering the Superintendent's or designee's recommendation, the Board will decide whether to approve or deny the proposed campaign.

4. Criteria of Approval of Crowdfunding Requests. Crowdfunding requests will not be approved unless the proposed campaign:
 - a. meets all requirements of applicable Board policies and administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable state or federal laws or regulations;
 - b. uses a crowdfunding site that has been approved by the Superintendent pursuant to Section C.2, above;
 - c. is consistent with the District's approved curriculum;
 - d. does not create significant disparities or inequities among similarly situated students;
 - e. does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
 - f. seeks donations that are compatible with the District's Data and Privacy Governance Plan, as confirmed by the District's Director of Technology or designee.
 - g. has a specific, pre-determined beginning and ending date;
 - h. does not disparage the District or any of its buildings, programs, representatives, employees, or students;
 - i. does not include pictures or the identifying or confidential information of any District student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form;
 - j. furthers the educational mission of the school and is not used for the unrelated

DFGA - CROWD FUNDING

- personal gain of any individual;
- k. does not result in donations being delivered directly to the requester;
- l. is not contingent on the District matching funds or making any expenditure;
- m. does not request food or beverage items inconsistent with the District Wellness Policy JLCF;
- n. does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve his or her IEP goals, or the participation of students with disabilities in any school program.

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The Board reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time.

D. Receipt and Allocation of Donations

All monetary donations will be made payable to and deposited into an account designated by the SAU business office. All in-kind donations must be inventoried in accordance with Board policy and District procedures.

All donations, regardless of their form, obtained through crowdfunding on behalf of the District are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained. Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The Board reserves the right to transfer donations to a different use at the Board's sole discretion.

E. Record Keeping

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the Superintendent or Building Principal detailing how the donations were used and how students benefited keep your receipts. Such records will be forwarded to the District's business office.

District Policy History:

Revised: June 24, 2025

Second reading/adopted: 12/14/2022

First reading: 9/14/2022

Legal References:

DFGA - CROWD FUNDING

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

DIE - AUDITS

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

NHSBA revision notes: August 1, 2024 - minor change only. Changed classification from Recommended to Priority/Required by law. See RSA 197:25.

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

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

Legal References:

RSA 197:25, Auditors

RSA 671:5, School District Elections: Auditors

Revised: June 24, 2025

Revised: March, 2004

Revised: July, 1998

DIH-FRAUD PREVENTION AND FISCAL MANAGEMENT

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

Authority

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

Definitions

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

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

Delegation of Responsibility

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

The Business Manager- **Administrator** shall be responsible for maintaining a sound system of internal controls that is designed to identify potential risks, evaluate the nature and extent of

those risks, and manage them effectively.

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

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

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

Guidelines

Reporting

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

Investigation

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

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

If the Superintendent is involved in the complaint, the ~~(Board President)~~ **Board Chairperson** is authorized to initiate investigation of the complaint and coordinate the investigative efforts with individuals and agencies ~~she~~ **they** deems appropriate.

Records shall be maintained for use in an investigation.

Individuals found to have altered or destroyed records shall be subject to disciplinary action.

If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent shall present a report to the Board and appropriate personnel.

The Board shall determine the final disposition of the matter, if a criminal complaint will be filed, and if the matter will be referred to the appropriate law enforcement and/or regulatory agency for independent investigation.

Confidentiality

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

Prevention

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

{ } Segregation of Duties - Where possible, more than one (1) person will be involved in pieces of financial transactions. No one (1) person shall be responsible for an entire financial transaction.

{ } Payments - Payments shall be made only by checks **or ACH transactions**. No cash transactions shall be permitted. Check signers shall be approved annually by the Board and will consist of persons not involved in the transaction. All checks shall be signed by the Treasurer.

{ } Bank Reconciliations - Bank statements and cancelled checks shall be reconciled by individuals who are not authorized to sign checks, nor involved in check processing.

{ } Access to Checks - Physical and electronic access to school district checks and accounts shall be limited to those employees with designated business functions.

{ } Capital Assets - The business office shall maintain updated lists of district capital assets.

{ } Training - Administrators shall be responsible for ensuring that employees under their supervision receive training regarding fraud prevention.

Revision History:

Revision: June 24, 2025

First Reading June 10, 2009

Final Reading August 12, 2009

New Policy: April 2009

DKC - EXPENSE REIMBURSEMENTS

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

Hinsdale School District personnel and officials who incur expenses in carrying out their authorized duties may be reimbursed by the District upon submission of a properly filled out and approved voucher and such supporting receipts as required.

When official travel by personally owned vehicle has been authorized, mileage payment shall be made at the rate currently approved by the Board.

All travel outside New Hampshire must have the prior written approval of the Superintendent.

Revision History:

Reviewed:	July 8, 2025
Reviewed:	March, 2004
Revised:	November, 1999
Revised:	July, 1998

JJE - STUDENT FUND-RAISING ACTIVITIES

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

The Board recognizes that students may wish to engage in fundraising activities. All such fundraising activities require prior approval of the Superintendent.

Commented [DR1]: Revised to provide more clarity about student activity funds in accordance with auditing practices.

Student fundraising activities must be for the support of the school mission. Fundraising will not be school sponsored unless it is approved by the Superintendent. All fundraising money must be deposited in the school activity accounts, which shall be maintained according to standards, and procedures established by the Superintendent or his/her designee, and these accounts shall be audited annually.

The Board authorizes the establishment of Student Activity Funds. Such funds shall be organized and managed consistent with the provisions of this policy.

Student activity funds may be raised and spent to promote the general welfare, education of the student body and/or the extracurricular activities of student clubs, groups and organizations.

The Principal of the school shall be responsible for the proper administration of the financial activities of the Student activities fund in accordance with state law and appropriate accounting practices and procedures. The Principal is charged with establishing administrative regulations to carry out the provisions of this policy.

Student activity accounts are subject to auditing at any time by the Business Administrator or their designee.

Revision History:

Revised:	June 24, 2025
Reviewed:	October, 2004
Revised:	November, 1999
Revised:	July, 1998

JLCG- EXCLUSION OF STUDENTS WHO PRESENT A HAZARD

Category: Recommended

Related Policy: EBCG

A student may be excluded from school when he/she exhibits symptoms of a contagious or communicable illness, or is otherwise a hazard to him/herself or others. Determinations to exclude a child based upon a contagious or communicable illness, or other medical conditions shall be made pursuant to Board policy EBCG.

Exclusions based upon hazards other than contagious or communicable disease may only occur with the approval of the **Building Principal**. Parents will be notified if their child is excluded from school and provided with criteria for readmission. **Should the parents/guardians disagree with the Principal's decision to exclude their child, they may file an appeal with the Superintendent.**

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

District Policy History:

District revision history: June 24, 2025

First reading: September 9, 2020

Second reading/adopted: October 14, 2020

Legal and Other References:

RSA 186-C, Special Education

RSA 193:38, Discrimination in Public Schools

RSA 200:32, Physical Examination of Students

RSA 200:39, Exclusion from School

The Rehabilitation Act of 1973, 29 U.S.C. 705 and 794 Title II of The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et seq.

NH Dept of Ed. Rules 1102.01(t) and 1124.01

Commented [DR1]: Revised to provide the Principal more latitude when making decisions about students, and to install an appeal process thereby ensuring a check and balance in the operations.

KCD - PUBLIC GIFTS/DONATIONS

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

Gifts from organizations, community groups and/or outside individuals, which will benefit the District, shall be encouraged. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the District shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the District's goals, or in which the ownership of the gift would tend to deplete the resources of the District. In determining whether a gift will be accepted, consideration shall be given to District Policies, School District goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

The Superintendent may accept gifts **subject to the terms in this policy** in the amount of **\$2,500** or less. **The Superintendent will advise the Board in advance of acceptance if possible, or if after acceptance, at the next regularly scheduled Board meeting.** Gifts in excess of **\$2,500** may only be accepted by the Board. Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of ~~\$5,000~~ **\$20,000** or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than ~~\$5,000~~ **\$20,000**, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the District. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the District. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the District. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product, business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update the District's inventory and to notify the donor of acceptance or rejection of a gift.

Voluntary contributions by District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by District employees with a value of \$250 or more must be

Commented [1]: NHSBA revision notes, September 2023, sample was revised principally to reflect 2023 passage of HB207, which amended RSA 198:20-b, and increased the amount from \$5,000 to \$20,000 of unanticipated revenue a school board may accept without the need for 7 day notice and public hearing. Additional revisions made included: (1) change the classification from optional to recommended, (2) increasing amount Superintendent may accept from \$500 to \$2,500 (this amount is not one set by statute, but rather policy, so the board can allow any amount here up to \$19,999), and (3) language added to better coordinate the sample with the sample DFGA relative to crowdfunding efforts.

approved as required in this policy for gifts from individuals not employed by the District.

Active solicitation of gifts to be received by the District, including by any school, classroom, or program in the District, including soliciting gifts through online crowd funding web sites must be approved in advance by the Superintendent where the value of the gift sought is less than \$500 and by the Board where the value of the gift sought is \$500 or greater.

Appendix KCD-R

Policy Revision History:

Revised: June 24, 2025

Revised: September 2017

Revised: February 2008

New policy: March 2005

First Reading of the Hinsdale School Board 02-14-18

Final Reading of the Hinsdale School Board 03-14-18

PUBLIC DONATIONS TO SCHOOLS

ACCEPTANCE OF GIFTS

Any gift presented to the school district must be accompanied by a letter from the donor identifying the subject and purpose of the gift and any restriction that may apply for official action and recognition of the school board.

To be accepted, a gift must meet the following criteria:

- Have a purpose consistent with the mission and goals of the school district
- Be offered by a donor acceptable to the School Board
- Will not involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds
- Will not employ "regular" full or part-time personnel
- Will place no restrictions on the school program
- Will not be inappropriate or harmful to students
- Will not imply endorsement of any business or product
- Will not be in conflict with any provision of school policy or public law
- Gifts to individual members of the staff by pupils, parents, or organizations shall be discouraged.

Gifts to the school district become the property of the district and are subject to the same controls and regulations that govern the use of all district-owned property.

Donations of equipment shall be added to the district's inventory provided it is operative at the time of donation and meets an educational purpose of the district. Gifts which meet the definition of a fixed asset as outlined in district policy DID Inventories, must be added to the school's fixed assets inventory.

Any purchase to be funded by a cash donation must be processed in accordance with district policy.

Any gift rejected by the School Board shall be returned to the donor or the donor's estate within 60 days, with a statement indicating the reason for the rejection of the gift.

A letter of gratitude will be sent to the donor for accepted gifts.

See Policy KCD