

Hinsdale Elementary School

Student/Caregiver Handbook

2026-2027

“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 the 2026-2027 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, writing, and social studies. We're expanding access to early learning through full day options for preschool. We also are focusing on taking meaningful steps to campus security which will be seen in the newly organized and updated front office.

Sincerely,

Dr. Bremner

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Policies and Procedures Disclaimer

All the expectations for students, procedures needed to function efficiently, and the consequences for not meeting those expectations contained in this handbook are based on the policies of the Hinsdale School Board. Those policies, along with this document are available on the school website. Hinsdale Elementary School reserves the right to amend, modify, add or delete expectations due to legal considerations or as deemed necessary by the administration and/or Hinsdale School Board. HES also reserves the right to change academic requirements, course offerings, curricula, etc. when, in the judgment of the administration or the school board, such changes are required. Changes will be shared with all students/caregivers. 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.

Half days will result in a 12 o'clock dismissal unless otherwise communicated. On half days students will be sent home with a bagged lunch if they were going to have a school lunch.

Communicate Plans

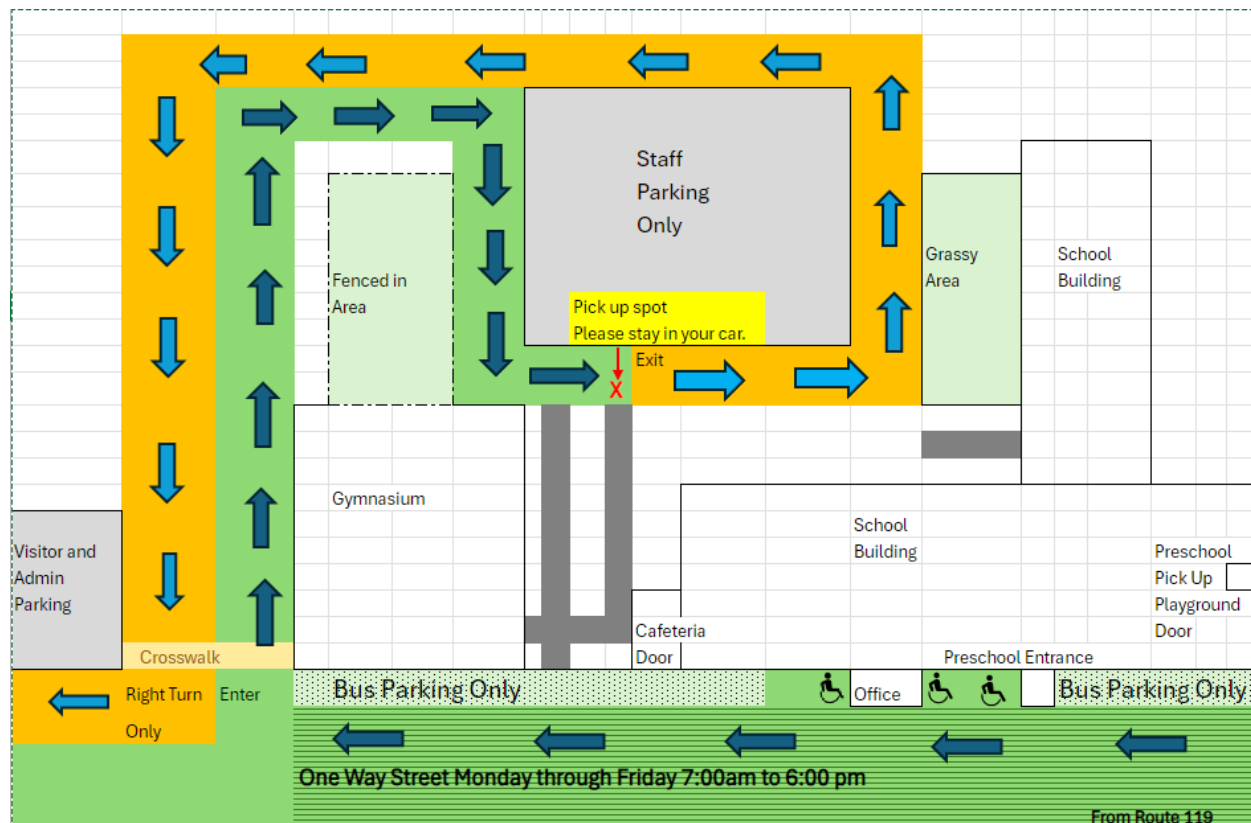
Student safety is paramount. We need to partner with families to know where students are during school hours through the dismissal to an approved location or adult.

- 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:



*Half day Prek drop car line is on School St. near the playground towards 119. If you have a half day 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

*Full day prek students will join the normal car line behind the building. Please remain in your car and staff can help with getting children out of car seats if they are still buckled. It helps if the child's seat is on the passenger side of the car.

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, park 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.

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); [06]
- 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. There are cameras running on the outside of the HES building.

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.

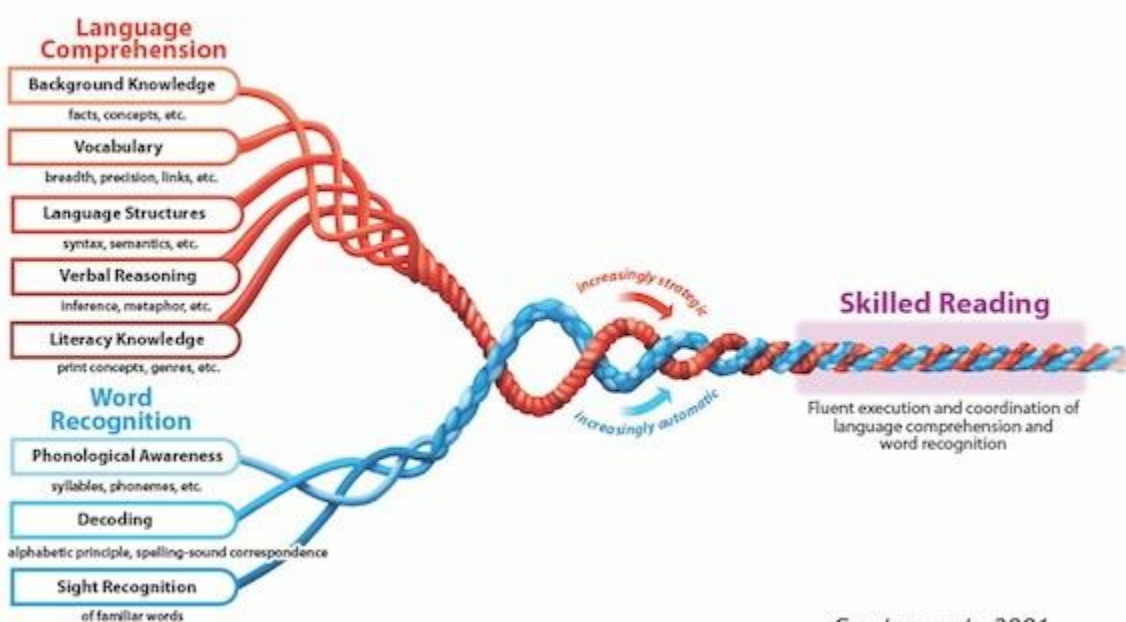
Morning Meeting:

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.



Scarborough, 2001

Writing:

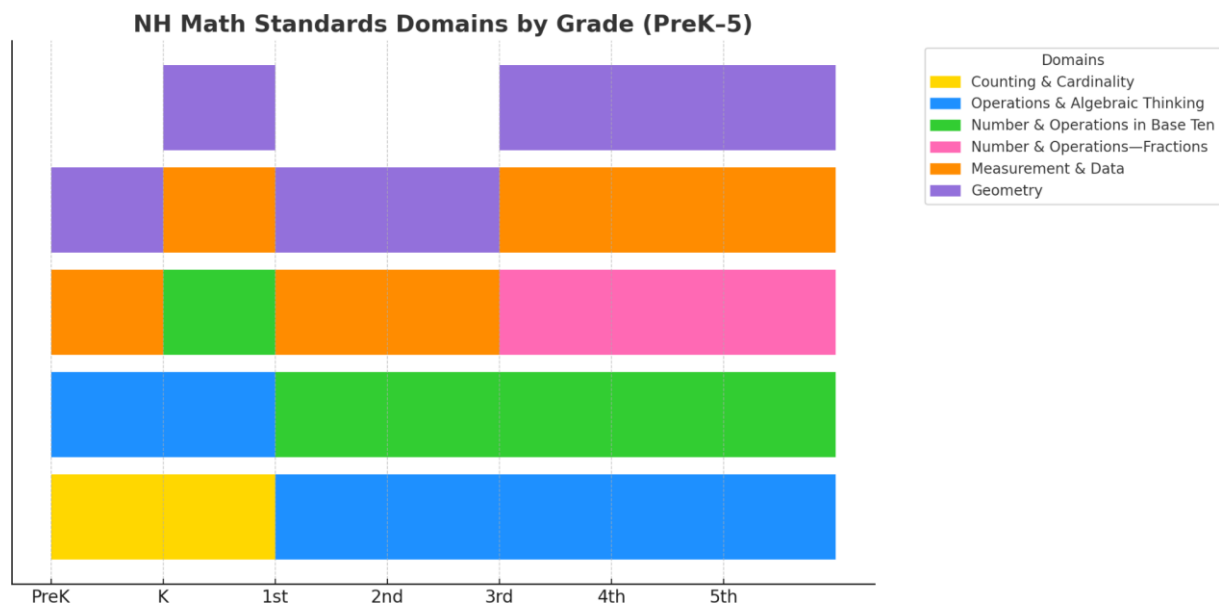
This is the core period of time students will work on all components of writing.



ELA: Our primary curriculum is SAVVAS. We also use Hegarty, Releasing Writers, and LexiaCore5. We will be expanding and piloting the use of UFLI and Hand Writing Without Tears this year.

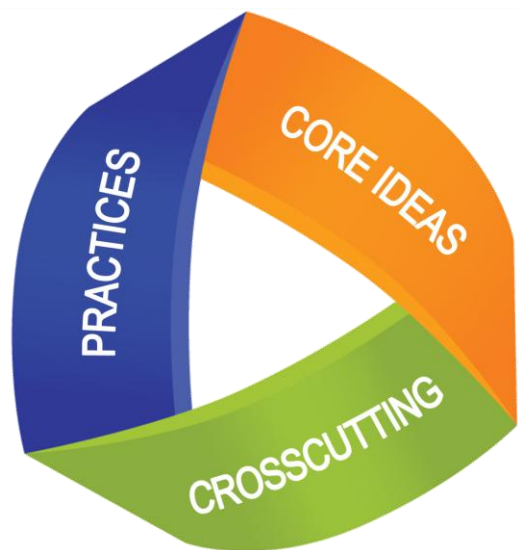
Math:

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:

- **Inquiry and Communication**
 - Students will use inquiry to make sense of the world; they will employ various technologies and skills to find information and to communicate responses to questions through well-reasoned, evidence-based arguments that can be used as a foundation for action.
- **History**
 - Students will demonstrate their understanding of major ideas, eras, themes, technological developments and turning points in NH, the US, and the world. Students will understand how conflict and cooperation shape the development of societies worldwide.
- **Civics & Citizenship**
 - Students will demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship.
- **Geography**
 - Students will develop geographical reasoning through a deep knowledge of Earth's physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures.
- **Economics**
 - Students will understand the ways in which individuals, governments, and societies make decisions to allocate and manage resources, influencing the well-being of individuals and society.

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. All students will access the Holt Career Center to learn about different career paths as well as specific vocations throughout the year as well.

Kindergarten & First	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 have. 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@hnhdsd.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.
- Environmental factor (tree down etc.)
- 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.
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. All instances of more than 10 unexcused absences will result in frequent formal communication and provision of supports/actions indicated from any Tier.			

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 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. If items initially thought to be acceptable become part of social conflict through trading or other issues they will be specifically banned in at least that classroom. Previous examples include: large necklaces, unique markers, and squish fidgets. Any items considered a fidget to support focus or regulation should be approved by the teacher, each classroom has there on community supply of these items already.

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.

SKILLS reinforced:

- Core Values:
 - Flexible
 - Connected
 - Cooperative
 - Ready to Learn
- Portrait of a Hinsdale Learner
 - **Critical Thinking** – The ability to think deeply and reflectively in important situations, as well as thinking creatively to solve tasks at hand.
 - **Collaboration** – The ability to communicate and understand others with a similar end-goal in mind, which produces a solution to a common issue and/or challenge.
 - **Character** – An overall understanding of who you are and how others interpret you.
 - **Communication** – To converse with others in a respectful and responsible manner to show basic understanding.
 - **Essential Life Skills** – Abilities that enable individuals to deal effectively with the demands and challenges of everyday life.
- SAEBRS/CASEL Topics
 - Social Behavior
 - Academic Behavior
 - Emotional Behavior
 - Self-Awareness
 - Self-Management
 - Responsible Decision Making
 - Relationship Skills

- Social Awareness

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

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, dean, 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 **and confirmation of knowledge of the definition of that term**, 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 (including video footage from the bus) 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.

During the summer of 2026 teachers worked to update the report card and a subsequent information packet will be sent to parents in the fall when finalized.

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), MCLASS Math, and secondary assessments. 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 and rolling enrollment. All half day 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 The four-year-old half day program is Monday through Friday from 12:30 to 3:20. The full day four-year-old program is Monday-Friday 8:30-3:20. Preschool starts after the first weekend that school starts for K-5th (usually Monday, but if Labor Day is early is is Tuesday).

*Students who receive special education services through an IEP attend at no cost

*Families need to fill out the free/reduced lunch application.

Reduced= 85% of total (same as lunch),

Free= our 2025-2026 rate remains

-5 full day 4-year-old option

-Nap time and lunch is built in

-Cost: \$200/\$170 Reduced/\$120 Free MONTHLY

-5 half day PM 4-year-old option

-Cost \$100/\$85 Reduced/\$60 Free MONTHLY

-3 half day AM 3-year-old option

-Cost \$60/\$51 reduced/\$36 Free MONTHLY

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 with individual needs related to toileting will have a program created between parents and teacher.

Students who exceed the 5-day limit of unexcused absences may be removed from the program without a refund.

Students with overdue balances of more than one month may be removed from the program.

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.

HASP is available to all students of Hinsdale School District and/or Hinsdale residents in grades K-8.

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.

Policy AB - NEW HAMPSHIRE PARENTAL BILL OF RIGHTS

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

A. New Hampshire Parental Bill of Rights

1. All parental rights are reserved to the parents of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to, the right:
 1. To direct the upbringing and moral or religious training.
 2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.
 3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.
 4. To enroll his or her minor child in gifted or special education programs if the child qualifies for such programs.
 5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.
 6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.
 7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA 194-F:2, II(d).
 8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section

1232h(c)(1)(C).

9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.
10. To be advised of and have the right to opt the minor child out of any non-academic survey or questionnaire.
11. To opt out of any district-level data collection relating to his or her minor child not required by federal or state law.
12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.
13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).
14. To receive a school report card and be informed of his or her minor child's attendance requirements and compliance with such requirements.
15. To access and review all education records relating to their minor child within 10 business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.
16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles.
17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.

18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.

19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.

II. Federal law provides for additional parent and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:

1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).
2. Upon request of the parent, the right to receive information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to their minor child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).
3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

B. Dissemination

Pursuant to RSA 189-B:5, II, the Board directs that the Superintendent cause a complete copy of Section A (the Parental Bill of Rights) of this policy to be published:

1. Each year in the School District's annual report each year;
2. Permanently on the District's website; and
3. Each year in every student and employee handbook.

District Policy History:

New policy on September 4, 2025

First reading: September 10, 2025

Second reading/adopted: October 8, 2025

	Description
NH Statutes	
RSA 126-U	<u>Limiting the Use of Child Restraint Practices</u>
RSA 141-C:20-a	<u>Immunization</u>
RSA 141-C:20-c	<u>Exemptions</u>
RSA 186:11, IX-b	<u>Health and Sex Education</u>
RSA 186:11, IX-c	<u>Objectionable Course Material</u>
RSA 186:11, IX-d	<u>Duties of State Board of Education</u>
RSA 186:11, IX-e	<u>Notice to Parents/Guardian Required</u>
RSA 189-B:2 PENDING LINK	Parental Bill of Rights: Definitions
RSA 189-B:4 PENDING LINK	Parental Rights
RSA 189:66	<u>Data Inventory and Policies Publication</u>
RSA 189:67	<u>Limits on Disclosure of Information</u>
RSA 189:68	<u>Student Privacy</u>
RSA 193:1	<u>Duty of Parent; Compulsory Attendance by Pupil</u>
RSA 193:13	<u>Suspension and Expulsion of Pupils</u>
RSA 193:3	<u>Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance</u>
Federal Regulations	Description
34 CFR. Part 99	<u>Family Educational Rights and Privacy Act Regulations</u>
Federal Statutes	Description
20 U.S.C. § 1232h	<u>Protection of Pupil Rights Amendment (PPRA)</u>
Cross References	
Code	Description
ECAF	<u>Audio and Video Surveillance on School Buses</u>
EEAA	<u>Video and Audio Surveillance on School Property</u>
IGE	<u>Parental Objections to Specific Course Material</u>
IHAM	<u>Health Education and Exemption From Instruction</u>

IHAM-R(1)	<u>Health Education and Exemption From Instruction - Health and Sex Education Exemption/Objectionable Course Material: Opt-Out Form</u>
IHBB	<u>Programs for Gifted and Talented Students</u>
IK	<u>Earning of High School Credit - Achievement of Competencies</u>
ILD	<u>Non-Educational/Non-Academic Questionnaires, Surveys & Research</u>
ILD-R(1)	<u>Non-Educational/Non-Academic Questionnaires, Surveys & Research - Protection of Pupil Rights Amendment - Supporting Forms</u>
JCA	<u>Change of Class or School Assignment - Best Interests and Manifest Hardship</u>
JIC	<u>Student Conduct</u>
JICD	<u>Student Discipline and Due Process</u>
JICD-R(1)	<u>Student Discipline and Due Process - Memorandum of Understanding</u>
JJJ	<u>Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils</u>
JJJ-R(1)	<u>Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - Administrative Regulations</u>
JKAA	<u>Use of Restraints and Seclusion</u>
JLCB	<u>Immunizations of Students</u>
JRA	<u>Student Records and Access (FERPA)</u>
JRA-R(1)	<u>Student Records and Access (FERPA)</u>