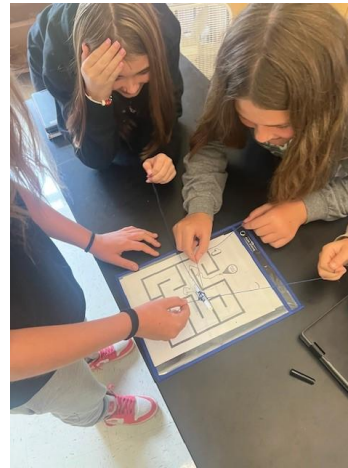


Hinsdale Middle High School

2026 – 2027 Student Handbook



Hinsdale Middle High School

49 School Street

Hinsdale, New Hampshire

Telephone 603-336-5984

Fax 603-336-7497

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Principal, Anna Roth

Assistant Principal, Chris Ponce

School Colors: Blue and White

School Mascot: Pacers

PROUD TO BE PACERS!

Hinsdale School District

David Ryan, Ed.D.
Superintendent
P.O. Box 27
Hinsdale, NH 03451
603-336-5728 Ext 7684
Fax: 603-336-5731

Office Hours:
8:00 am to 4:00 pm

Hinsdale Elementary School

Molly Bremner, Ed.D.
Principal
12 School Street
Hinsdale, NH 03451
603-336-5332 Ext 7602
Fax: 603-336-7522

Office Hours:
8:00 am to 4:00 pm

Hinsdale Middle High School

Anna Roth, M.Ed.S.
Principal
49 School Street
Hinsdale, NH 03451
603-336-5984 Ext 7820
Fax: 603-336-7497

Office Hours:
7:30 am to 3:15 pm

District Website: www.hnhsd.org (Find additional information specific to the district on this website)

I. Greetings from the Principal

Dear Pacer Community,

As the new school year begins, it is important to familiarize yourselves with our handbook. Hinsdale Middle High School prioritizes our Portrait of a Learner competencies while providing all learners with a rich, rigorous, and supportive school experience.

Hinsdale Middle High School students will graduate as positive, adaptable individuals who are prepared to pursue their goals and participate as responsible, contributing members of their community and the world. We strive for our students to be leaders in the classroom, in co-curricular activities, and in our community.

One way that we support students is by providing them with tools to enable their success. This handbook is one of the tools that will help students be successful. The handbook includes valuable information on student life in addition to our academic and behavior expectations.

I look forward to watching our students grow, learn, and contribute positively to our school and community.

Yours in education,

Anna Roth, Principal

Hinsdale School Board Members

April Anderson, Chair
Kaylah Hemlow, Vice Chair
Wayne Dingman, Jr.
Kendra Gardner
Laura Hubbard

For the complete Hinsdale School Board Policy Manual please see the website or go to: <https://bit.ly/3Jq9Fvh>

HSD Mission and Vision

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

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

Portrait of a Learner

The HSD Portrait of a Learner is a framework that outlines the necessary knowledge, skills, and/or dispositions that a student will develop as a Hinsdale student which will allow them to pursue greater endeavors beyond their school year. Through a process of stakeholder input, the skills and dispositions identified for Hinsdale students are:

Character

Communication

Critical Thinking

Collaboration

Essential Life Skills

II. Staff Directory

Kate Allen	School Counselor
Alexis Atkins	HS Social Studies
Amy Avery	Paraprofessional
Jill Beaman	MS Math
Timothy Benson	Art
Eric Bodenstein	HS English
Lily Briggs	Paraprofessional
Jack Carson	MS Special Educator
Cassie Castine	Paraprofessional
Aimee Castonguay	HS English
Teresa Chirichella	HS Science
Sally Clark	Receptionist
Tara Conway	HS Special Educator
Linda Deschenes	Paraprofessional
Theresa Diorio	MS English & Social Studies
Elizabeth England	HS Science
Jessica Faloretti	HS Social Studies
Tim Fleming	Social Worker
Calvin Forston	HS Math
William Fraser	Spanish & Social Studies

Patrick Gilligan	MS/HS Special Educator
Julene Gilmore	Paraprofessional
Jessica Green	HS Special Educator
Brittany Howard	MS English
Cathy Johnson	Registrar
Sandy Johnson	Paraprofessional
Ericka Kilelee	Administrative Assistant to the Principal
Kevin "Sam" Kilelee	Study Hall/Athletic Director
Sarah Kolakoski	Speech Language Pathologist
Kaitlyn Leonard	Physical Education
Ashley Lojun	HS Math
Sara Mann	MS Science & Math
Leo Marshall	Van Driver
Christa Merrill	HES & HMHS Physical Education
Seth Moore	Music Teacher
Nicole Ovitt	HS English
Jillian Perzan	MS English & Social Studies
Mark Phillips	Digital Literacy
Amelia Rubio	Paraprofessional
Katherine Savory	MS Science
Sara Scott	Paraprofessional
Pamela Spurlock-Johnson	Library

Tammy Stebbins	Paraprofessional
Baily Strange	Paraprofessional
Bee Towle	French
Bonnie Trombly	Family Consumer Science
Jan Zalneraitis	Nurse/Health

III. General Information

Policies and Procedures Disclaimer

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

Notice of Non-Discrimination

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

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

Right To Privacy

HMHS likes to promote our wonderful school through news releases, honor roll, weekly electronic newsletters, our website, social media, and the publication of pictures, to name a few methods which we employ. Parents and students have the right to ask that their names, work, pictures, etc., are not made public. We will honor any written request that we receive from a student and their parent or guardian. For more information, please feel free to call the Guidance Office or the administration.

Annual FERPA Notice

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

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

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

Annual PPRA Notice

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

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

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

Daily Bell Schedule

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

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

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

Emergency Communications

This year we will continue to use BrightArrow Technologies to contact all families of our students in the event of an emergency. Parents/guardians are asked to provide current phone numbers of people to contact in an emergency. Emergency contact sheets should be updated every year. Please provide current, accurate information about people to contact if you cannot be reached at home or work numbers. We may need to know any health factors that may affect your child's safety, your family doctor's contact number, and your

preference in hospital for emergency care. **PLEASE NOTIFY THE OFFICE OF ANY CHANGE IN CONTACT INFORMATION.**

School Closures/Delayed Openings

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

WMUR-TV NH Channel 9

WKNE (Monadnock Radio Group)

WTSA-FM (96.7)

WKVT-FM (92.7) 92.7 FM (Brattleboro) 96.7 (Brattleboro)

Twitter www.twitter/hnhsd and Facebook

Attendance

The primary responsibility of the school is instruction and learning. Learning cannot take place if the student is absent. In an effort to improve attendance and thereby improve learning, our middle high school has the following standards (also see Board Attendance Policy JH for further clarification):

If a student is ill or unable to attend school, a parent/guardian must call the school at 336-5984 between 7:00am and 9:00am. If the office does not receive a call regarding an absence, the school will attempt to reach a parent/guardian to confirm an absence. The School Resource Officer may also become involved.

Absent notes are **REQUIRED** of all students who have missed any days of school. Notes:

1. Must include the date and specific reason for the absence.
2. Must be signed by the parent/guardian.
3. Must accompany the students when they return to school.
4. Must be handed in to the office or email at hmhsattendance@hnhsd.org

Absences may be excused for the following:

- Illness
- Medical or dental appointments (with documentation from provider)
- Required court attendance (with documentation)
- Death in the immediate family
- Observation of religious holiday

- Other good cause or exceptional reason with approval of the Principal upon written request

A doctor's note is required for illnesses of three (3) or more consecutive days. If a note is not turned in upon a student's return to school or a call-in has not been received, the day of the absence will be considered unexcused.

Truancy

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

If a student is habitually truant from school, every effort will be made to resolve the situation through communication between HMHS administration and the family. If the situation cannot be resolved, the student may be referred to the appropriate law enforcement and social service agencies. The Principal or School Resource Officer is hereby designated as the district employee responsible for overseeing truancy issues.

Ten half days or five full days of unexcused absence during a school year constitute habitual truancy.

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time. Any absence of more than three- and one-half hours of instructional time shall be considered a full-day absence.

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

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

	sent home, SRO or staff sent to home.	
10 or more of any type or combination of absences will result in a referral to the MTSS-B and may result in the development of an intervention plan including any option(s) from TIER 1, TIER 2, or TIER 3 below. This plan and data will be placed in the students' cumulative record.		

The following suggestions in each tier are not in sequential order and do not all need to be implemented but serve as a menu of options that may be tried to encourage regular, timely attendance.

Tier 1 support for successful attendance:

- Bus transportation or safe walking paths to school for Hinsdale residents
- Provision of school calendar and students' daily class schedule
- Provision of in class social-emotional learning
- Access to school counselor
- Provision of student handbooks related to attendance
- Provision of district policies related to attendance
- Procedure to report student tardies and absences is communicated to families
- Positive praise and reinforcement of attending school daily and on time.

Tier 2 support for successful attendance:

- Parent consultation with administration & clinical staff
- School consultation with SRO
- Review of factors and needs through the MTSS-B Team
- Individual visuals or incentive plans
- Provision of parent education materials
- Alternative transportation options considered
- Review of family support networks
- Sharing of resources and services contact information to family
- More frequent communication with family
- Student interview
- Individualized data collection systems

- Identify a point person/caring adult in the school
- Clinical school team member(s) offer to/do a home visit

Tier 3 support for successful attendance:

- Alternative transportation considered/implemented
 - Continuation of building support team process
 - Wrap around consultation with agencies involved
 - Development of behavior contract
 - Consideration if a Functional Behavior Assessment (FBA) is needed
 - Home hospital needs are considered through the state developed process
 - Clinical services if identified as a need
1. Home visit by SRO
 2. Filing with DCYF
 3. Filing a Children in Need of Services (CHINS) with the court (under 18)

Early Dismissal

For those students whose parents/guardians wish them to be dismissed from school early for legitimate reasons (set forth below), the following procedure is to be followed:

1. A written request for early dismissal, signed by the parent/guardian, must be brought to the office upon the student's arrival at school.
2. The request must state the date, reason, and time for dismissal. Notes from doctors' appointments, college visits or court appearances must be on letterhead, signed by the appropriate official, and turned in as soon as possible after the student returns to school.
3. Students who are dismissed for any reason not considered legitimate (e.g. leaving for lunch) will be considered absent unexcused and will not be permitted to participate in extracurricular activities on that day (or weekend, in the case of an end of the week dismissal).
4. Any student leaving school grounds without parental **AND** administrative permission will be subject to disciplinary action, including but not limited to suspension.

If a student arrives late, or is dismissed early from school, the student must sign in or out of the office.

Tardy to School / Class

1. A student who is late must provide the office with a written note stating the date, time, and reason for being late to school.
2. Any tardiness that results in an absence from class will be counted against the attendance per class per quarter.
3. A student who is tardy to school more than twice per quarter may receive a detention to be served the next school day. Every subsequent tardy in the same quarter may result in a detention to be served on the next school day. Office detentions for students who are tardy to class will be issued with a teacher's referral.
4. The student is responsible for getting any class work missed due to tardiness, and for completing it on time. **If a student arrives tardy at school**, after a scheduled exam, quiz, or other assignment was due in a missed class, it is the student's responsibility to complete the work that day, or to make **arrangements that day with their teachers to complete the work. Failure to take such responsibility may result in no credit for the missed work.**
5. Habitual tardiness, to either school or class, may result in other disciplinary action, at the discretion of the administration, including but not limited to loss of privileges such as attending extracurricular events, participating in extracurricular events, or the loss of parking privileges.

Attendance and Extracurricular Activities

A student must be in school for at least 3 hours prior to departure (for an athletic event) or by 11:00 am, whichever is earlier, and remain in school for the rest of the day to participate in extracurricular events that day. This expectation applies to athletics, musical performances, drama productions, dances, and other activities as determined by the administration. **If a student wishes to participate in extracurricular events over the weekend, they must be in school at 11:00 am on the day prior to the weekend and remain in school for the rest of the day. A student who leaves school before 2:45 may not participate in extracurricular activities that day.** The administration has discretion to reinstate a student's participation privileges.

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 (excused) absence from school/class. For example, if a student misses school on Monday, they will have until Wednesday to complete missed assignments. If there are extenuating circumstances related to a student's absence, an extension of time may be granted by the administration. In no case should an incomplete be given if work is not made up in the two days-for-one policy or in the time agreed. In the two cases cited, no credit is given, and the grade will be averaged accordingly.

Emergency Drills

Emergency drills are conducted periodically to provide maximum safety for all students and faculty evacuating the building during all drills and emergencies. When the alarm signal sounds or an announcement is made, everyone is expected to follow the directions given. This may include leaving the building immediately in an orderly and quiet manner. In the event of an egress drill, directions are posted in each room as to which direction to go. Students are to remain with their groups and follow teachers' instructions. As part of the school's emergency operations plan, egress drills, options-based responses, and bus evacuations will be practiced.

IV. Life of a Student

Senior Privileges

Members of the senior class in good standing, based on attendance, academics, and behavior, will be considered eligible for open campus privileges at the beginning of the school year for study hall only. A student's standing will be evaluated bi-weekly, and privileges may be revoked based on a decline with academics or behavior by the administration. In addition to those outlined on the permission form, the following lists some of your responsibilities:

- Students must sign in and out of the office on the senior sign-in sheet and may only enter and exit the building through the main entrance. Failure to do so may result in forfeiture of senior privileges for 10 school days for the first offense and 20 school days for the second offense. Further instances could result in students losing senior privileges for the remainder of the school year.
- In order to be considered a student in good standing, a student must be on track for graduation and be passing all courses with a minimum of 65%. **Failure to maintain a 65% average will result in loss of privileges, first for 10 days and subsequently for 20 days. Continued failure to maintain a 65% average after 4 weeks may result in students losing senior privileges for the remainder of the quarter.**
- Seniors are expected to be present for advisory each day if they are scheduled for a Period 1 class. Those seniors not scheduled for a Period 1 class must be present for advisory on each **Tuesday and Thursday**.
- Students are expected to arrive on time for classes including advisory.
- Students not scheduled for a class must be present in study hall or must leave the school grounds.
- Students are not allowed in the halls. If you have a pass to be somewhere else, seniors are expected to check in with the study hall teacher. If your regular class is sent to the study hall in the rare event that substitutes are not available, you must remain in the study hall.
- Poor attendance may result in loss of privileges.

Seniors dismissed during times other than a study hall must sign out on the senior sign-in sheet. A note should be turned in when a student arrives at the school with the reason and time for dismissal (rules for dismissal are outlined in the Attendance section above).

Automobile Use

The privilege of driving a motor vehicle to and from school is extended to students. Due to the limited amount of parking, it is by permit only. Permits are issued to school staff/faculty and to the student body based on space availability. Please see the office for the paperwork necessary. All other vehicles are to be parked in the parking lot at Heritage Park. **Automobiles parked in the main parking lot or without a permit are subject to towing at the owner's expense. Periodic checks will be made by the administration to verify permitted vehicles.**

Parking privileges may be SUSPENDED or REVOKED for any of the following reasons or at the discretion of the administration if deemed appropriate:

1. Leaving school grounds without proper authorization.
2. Transporting students who do not have authorization to leave the school grounds.
3. Reckless driving on school grounds.
4. Parking in an unauthorized area.
5. Loss of driver's license.
6. Transporting students other than siblings to or from school with prior written permission from both the driver and passenger(s) parents/guardians stating a time frame for such transportation.
7. Repeated tardiness.
8. Failure to meet academic, attendance, and behavioral expectations.
9. Students with parking permits may not drive to ELO's/WRCC without prior (24 hours) written consent from administration, parents' consent, and a valid reason on a day-by-day basis.
10. Students with negative balances during the school year may lose driving privileges until balance is paid.

Please see Hinsdale High School Student Application for Private Transportation for complete details.

Parking Spaces

Students will be assigned a parking spot in the student lot for no cost. Seniors will have an opportunity to choose their parking spot first; underclassmen will be assigned a spot once all eligible seniors have chosen theirs. If all spaces are assigned in the student lot, underclassmen will need to park at Heritage Park. Any student found to be parked in a spot not assigned to them may have their vehicle towed at the owner's expense.

Seniors will have an opportunity to pay \$25 to paint their parking spot prior to the start of the year. Designs will need to be approved by the administration in advance. Students are responsible for purchasing their own supplies, including paint.

Bike Riders

Students riding bicycles to school must wear helmets and secure bicycles in the bike racks provided. The district is not responsible for stolen or lost bicycles.

Bus Transportation

HSD contracts with First Student to provide bus transportation to students living outside the school's walking limits. What follows comes from First Student and is to be complied with by any student from HSD who will be riding the bus.

To maintain a safe, efficient, and orderly means of transportation, students must choose to display acceptable behavior.

1. The school bus driver is in complete charge of the bus and the pupils. The bus driver has the same authority in maintaining discipline as a teacher in the classroom.
2. Pupils must be at their designated bus stops five (5) minutes prior to the pickup time. Schedules do not allow waiting for late students.
3. Permission to get off at a stop that is not the student's regular stop shall follow individual school policy.
4. All pupils must remain properly seated until the bus comes to a complete stop and the eight-way lights are activated.
5. Emergency exits are to be used for emergency drills twice a calendar year and emergency situations only.
6. Pupils shall hold onto the handrail when loading and unloading.
7. Students may bring acceptable items on the bus only if the item can be held in the student's lap.
8. Skateboards, skis, rollerblades, animals, glass containers, nuisance items, and other objects of an injurious or objectionable nature are prohibited on the school bus. Articles not allowed in school are also prohibited.
9. Students confronted by the bus driver for unacceptable behavior should give them their name. Failure to do so may result in suspension from riding the bus for up to three (3) days.
10. The bus driver is authorized to assign seats whenever necessary.
11. Students shall not be destructive of the school bus seats, sidewalls, floor, and/or windows, nor shall they tamper with any other bus equipment. **The cost of any intentional damage will be the responsibility of the student/parent. Destruction of First Student property will result in a 5-day mandatory suspension from the bus, and students will remain off all buses until a suitable payment agreement is met.**
12. While classroom voice between students is permitted, loud, vulgar, obscene, and improper language or gestures will not be tolerated on the bus.
13. Pupils will refrain from throwing things in the windows, out the windows or around the inside of the bus. Trash will be placed in receptacles on the bus. NO LITTERING.
14. Eating and drinking are not allowed.
15. Smoking, Smokeless Tobacco, Alcohol, Vaping, Drug use, and the use of lighters or matches are forbidden.

16. No spraying of perfumes, deodorants, hairspray, air fresheners, etc. is allowed on the bus.
17. Fighting, pushing, tripping, bullying, or spitting will not be tolerated.
18. Any other behavior relating to safety, well-being, and respect for others in a harmful, destructive, or degrading manner is not acceptable.

Parents please note! There may be circumstances that could result in immediate suspension from the bus. If this should happen, parents/guardian shall be responsible for providing transportation. **All buses are equipped with cameras that have both audio and video recording capabilities.**

Advisory/Social Emotional Learning

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

Students will be assigned to an advisor for the year. Students will receive a Pass or No Credit, based on attendance and participation. Students who pass will receive 0.25 credits per year. Students present but inactive for 20% or more of the year will receive no credit.

Books and Equipment/Computer Care

The district spends thousands of dollars annually to see that students are provided with the necessary books, equipment, and other materials that will aid in acquiring a good education. Textbooks/computers are school equipment, and materials issued are the student's responsibility. Teachers will not accept books, materials, or equipment, including electronics that are damaged or show other signs of excessive wear. **If conditions of damage exist in books, materials, or equipment belonging to the district, the parents or guardians must pay the replacement cost of the damaged article.** Any such costs not paid by the end of a student's senior year may result in the student not receiving their physical diploma certificate upon graduation.

If a personal item, book, or any other school material is lost, missing, or presumed stolen the student should immediately notify their teacher and the main office. If the item was stored in an unlocked locker, the student will remain accountable for replacing the item. Locks are available for student use. The office staff will make every attempt to help recover the item.

Passes

Students are to have permission when in the halls during class time and will be expected to sign in and out and take the appropriate pass. Passes should only be issued during the first 5 minutes and last 5 minutes of class except in emergencies or in accordance with individual plans. Each teacher will be supplied with four different colored passes to be used as follows:

Yellow = Bathroom / Water

Red = Main Office / Nurse
Purple = Walk / Movement Break
Green = Interclassroom

Students will be expected to wear and display the appropriate colored pass for their destination. If a student does not have a legitimate pass, a staff member will escort them to their assigned area. Abuse of pass privileges may result in losing these privileges, also known as pass restriction.

Study Hall

Study Hall is part of the academic day and students should plan to use their time accordingly:

1. Report to study hall when assigned and be on time.
2. Take your assigned seat and do work independently.
3. Students must follow the instructions of the supervisor.
4. Students will report to Study Hall with books and study materials in sufficient quantity to occupy them for a full period.
5. There will be no sleeping.
6. There will be no playing cards or games on computers.
7. Students will not be allowed passes to participate in Physical Education classes.
8. Students are expected to remain in study hall for the duration of the period unless they arrive with a pass from another teacher. The study hall monitor may call to verify the reason for the pass prior to excusing the student.

Class Dues

Each high school class requires its students to pay class dues. Class Dues are a yearly fee paid to support their class activities. For example: prom, senior class trip, and some graduation activities. In other words, class dues are a student's contribution to their class funds. Failure to pay dues can ultimately result in not being able to participate in class activities, such as the ones listed above.

Class Officers' Duties:

President: Run meetings, organize events and fundraisers

Vice President: Assist President in organizing events and fundraisers.

Secretary: Take notes for all meetings, keeping track of proposals, upcoming events, and other information

Treasurer: Work with Advisor(s) to deposit and withdrawal funds, maintain a running total of class/club accounts, and collect class dues

Student Council: Work with representatives from classes to organize community service projects and fundraisers. Attend monthly meetings.

All officers are expected to be at all events. If you do not fulfill your duties, you may be replaced.

Athletics

Hinsdale High School is a member of the New Hampshire Interscholastic Athletic Association (NHIAA) and abides by all rules and regulations of this organization as it pertains to athletes, spectators, and coaches. Hinsdale Middle High School students are expected to follow the Life of an Athlete-Hinsdale Pacer Code of Conduct which can be viewed on our website.

Clubs

The club programs begin shortly after the school year starts when interest and the availability of club advisors are determined. All meetings will be held on school grounds with club advisors present. As student interest indicates, additional clubs may be formed.

Dances

School dances will be held separately for Middle School students in grades 6 through 8 and High School students in grades 9 through 12. Students in middle school may not attend high school dances and students in high school may not attend middle school dances. School dances are to be held on Friday nights, unless special permission is granted otherwise. Students must be present at school the day of (or before, in the event of a Saturday dance) any dance in order to attend, unless there is a documented excused absence.

There will be no guests at the middle school dances. Guests to the high school dances must be enrolled in a high school and /or meet approval standards set by administration. A form must be completed for students outside of Hinsdale Middle High School.

School dances are to be supervised by at least three members of the faculty. No pupil is to be allowed to leave the building and return unless conditions of emergency exist. Committees are to be fully organized under the supervision of the advisor concerned when arranging dances. **The advisor must be present at the dance for the full duration of the event.** All school rules and policies will be in effect.

Field Trips

All school trips, including class trips, are expected to have an educational component that creates a meaningful learning experience for those students involved and must have the approval of the Principal or Designee. A written agenda of the plan for the day must be included in the Advisor/Teacher request. Except for the Senior Class Field Trip, no field trips shall occur after Memorial Day!

All school rules will be in effect during field trips. Written permission slips must be signed by a parent or guardian and turned into the supervising teacher at least three days prior to the trip. **No phone permission will be granted on the day of the trip. Students must have good attendance and be in academic and behavioral good standing to participate in field trips, as determined by administration three days prior to the trip.**

Instructions from chaperones or the bus driver are to be considered the same authority as teachers. Students are to remain with their group unless permission to separate is given by the accompanying teachers or chaperones. No valuables of any kind are to be left on the bus. Field trips are a privilege and therefore students may not be able to attend when prior misbehavior warrants. Students requiring financial assistance may petition the school administration in order to attend the trip.

V. Academics

GRADUATION REQUIREMENTS

Graduating Classes of 2027, 2028, and 2029

Area of Study	Hinsdale Academic Diploma	Hinsdale Academic Diploma with Distinction	NH Scholars Distinction
English	4.0	4.0	4.0
Mathematics	4.0 (one must be Algebra)	3.0 (one must be Algebra)	4.0 (Must include Algebra 1, Geometry, and Algebra 2)
Science	3.0 (one must be biology; one must be physical)	2.0 (one must be biology; one must be physical)	3.0 (must be lab sciences)
Social Studies	2.5 (Must include American Studies and 0.5 World History)	1.5 (Must include American/NH History and 0.5 World History)	2.5
Civics	0.5	0.5	0.5
Economics	0.5	0.5	0.5
Personal Finance	0.5	0	0.5
Physical Education	1.0	1.0	1.0
Health	0.5	0.5	0.5

Art	0.5	0.5	0.5
Information & Communications Technology (Computers)	0.5	0.5	0.5
World Language	0	0	2.0 (must be same language)
Electives	7.0	6.0	5.0
Total	24.5	20	24.5

Graduating Class of 2030 and beyond:

Area of Study	Hinsdale Academic Diploma	Hinsdale Academic Diploma with Distinction (qualifies for NH Scholars recognition)
English	3.5 (to include 0.5 in writing)	4 credits (to include 0.5 in writing)
Mathematics	3.0 (to include algebraic concepts & at least 0.5 in statistics or data analysis)	4 credits (to include algebraic concepts & at least 0.5 in statistics or data analysis)
Science	1.0 Physical Science 1.0 Biological Science	2.0 Physical Science 2.0 Biological Science
Social Studies	0.5 US History 0.5 NH History 1.0 History, government & the US & NH constitutions 1.0 World History, global studies, OR geography	0.5 US History 0.5 NH History 1.0 History, government & the US & NH constitutions 1.0 World History, global studies, OR geography
Civics	0.5	0.5
Economics	0.5	0.5
Financial Literacy	0.5	0.5
Logic & Rhetoric	0.5	0.5
Health & Wellness	0.5	0.5

Physical Education	1.0	1.0
Arts	0.5	0.5
Digital Literacy	0.5	0.5
Open Electives	4.0	5.0 (to include at least two years of the same foreign language)
Total	20 credits	24.5

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

Early Graduation

Students planning an accelerated path to complete graduation following the NH State Diploma requirements must have a written plan approved by **May 30th** of the school year prior to the proposed completion date. It is the student's responsibility to ensure the plan is approved and in process. Furthermore, it is the student's responsibility to check in on all end-of-year expectations. Per HSD Board Policy IKFA, such a plan may only be approved if all requirements will be met and the plan is related to career and/or educational goals.

NH State Diploma

Parents may request, in writing to the Principal, that their child be moved to the NH State Diploma track. It should be noted that a student being assigned to the NH State Diploma track does not equate to an approval for early graduation (see above); this must be requested separately. This applies to students graduating in 2027, 2028, and 2029 only.

Grading Scale

100-97= A+	96-94=A	93-90=A-
89-87= B+	86-84=B	83-80=B-
79-77= C+	76-74= C	73-70=C-
69-68= D+	67-66=D	65= D-
64-0= F		

Incomplete Grade

The grade of "Incomplete" is used to benefit those students who have been legitimately absent from school or class near the end of the marking period or for an extended illness. Unless students have administrative approval, incompletes must be resolved within 5 days from the close of a marking quarter.

Grade Point Average (GPA)

Seniors' GPA will be determined 15 days before the 175th day of school. Final GPA's on transcripts are subject to change due to final exams.

Awarding of Credit

Credit will be awarded in accordance with *Policy IK*. Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assignment of mastery will be the responsibility of the principal, and will be in accordance with *Policy ILBAA, High School Competency Assessments*. Credit will be awarded only for a specific required course with the same content during the secondary school experience.

Alternative Credit Options

The Superintendent may approve the granting of credit earned through alternative methods outside of regular classroom-based instructions. Such alternative methods of instruction may include Extended Learning Opportunities (ELO's), distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of *Policy IMBC, alternative Credit Options* and other applicable Board policies.

Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related NH State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent of participating in an alternative learning plan or program. The provisions of *Policy IHBI, Alternative Learning Plans*, shall apply in such an event.

PowerSchool

All parents/guardians have automatic access to the electronic grade book online. Simply go to the Hinsdale Middle/High School webpage at www.hnhsd.org, and click on the Parent Area to access the link to the parent portal. To acquire your login credentials or if you have lost or forgotten the password, please contact the counseling office. If parents have questions regarding student achievement inquiries, they should be addressed to the classroom teacher. If parents have questions regarding the posting of grades in a timely manner, those questions should be addressed to the principal.

Progress Reports

At the midpoint of each marking period, all teachers are required to have up-to-date information entered in the electronic grade books to provide an accurate assessment of student achievement. Paper progress reports are only issued to students and parents who do not have internet access available to monitor their progress using Power School. Students and parents are requested to notify the school counseling office if they do not have internet access.

Report Cards

The period of grading is arranged on a quarterly basis. Grading for each quarter will be available online in PowerSchool approximately one week after marks close. Report cards are sent via email at the conclusion of each quarter. The yearly calendar is set by the Hinsdale School Board.

Honor Roll

Hinsdale Middle High School will report the honor roll following the end of each grading period. This applies only to full-time students (more than 5 classes), and all classes will be calculated to determine the average. Designations will be as follows:

Highest Honors: 95 average or above with no grade lower than a 94.

High Honors: 90 average with no grade lower than a 90.

Honors: 85 average with no grade lower than an 80.

Due to publishing timelines, students with incompletes (INC.) or attending a local career center may be omitted from being included in Honor Roll on the published lists.

National Honor Society

Students are deemed eligible based on their academic achievements (3.5 averages in their junior and senior year, 3.6 in their sophomore year). Membership in the society is based on the following criteria: scholarship (academic achievement), character (upholding morals and ethics, being cooperative, demonstrating honesty and reliability – including in academics, and showing courtesy and respect for others), leadership (being a positive role model and holding a leadership position), and service (volunteering and being active in clubs, sports or community groups).

Members of the society may leave study halls without passes providing that they inform the supervising teacher of their destination.

Members may arrive at school late and leave early if they have study halls only during period one or seven and written parental permission but must be present for Advisory. Members may leave at the first bell for lunch. Members will also be entitled to free admission to school athletic events (except for NHIAA events or fundraisers) and social activities including dances and drama with the exception of Prom and Semi-Formals.

Members are expected to attend ALL meetings and events, to participate in community service, and maintain their academic achievement.

Homework

Homework is an important part of our students' academic growth and development. As part of our 21st Century learning expectations, the habits of good organizational skills and time management are integral to successful task completion. It is expected that homework be turned

in on the due dates assigned by teachers. Middle school students are provided with an agenda which they are expected to maintain. Failure to do so will impact their grades. The school-wide policy is as follows:

One day late - 10 points off

Two days late - 20 points off

Three days late- 30 points off

*No credit for work turned in after three days late.

Exceptions to this policy will require approval by both the teacher and administration. Students having difficulty completing homework should make arrangements for help from their teacher.

Promotion and Retention

Grades 6-8: Developmentally, middle school is a complicated age, and students develop both physically and mentally at different rates. The decision to retain a student at this level is also a complicated one, notably not supported by research. We would hope that timely interventions during the school year along with consistent, open communication between school staff and home would make retention unnecessary. Additional steps may also be required to avoid retention including but not limited to: homework club, after school tutoring, and summer school. After considering all factors a decision will be made based on what is considered in the best interest of the student. In accordance with *HSD Policy IKE – Promotion and Retention of Students*, criteria to be considered should include, but not be limited to, a student’s mastery of course level competencies, grades, teacher recommendations, and the student’s social growth and readiness. The final decision on retention rests with the HMHS administration.

Grades 9-12: For a student to have successfully completed each grade level and to be considered “on track” for graduation there are minimum earned credit requirements that must be met. These requirements are as follows:

Hinsdale HS Diploma / Hinsdale Academic Diploma w/Distinction

To proceed to Sophomore year 6 credits

To proceed to Junior year 12 credits

To proceed to Senior year 18 credits

NH State Diploma / Hinsdale Academic Diploma

To proceed to Sophomore year 5 credits

To proceed to Junior year 10 credits

To proceed to Senior year 15 credits

Vocational/Technical Study

Students from Hinsdale Middle High School may attend the Windham Regional Career Center (WRCC) in Brattleboro, VT, depending on program availability. Attending a vocational program allows students to make the most of their talents by enrolling in a program that compliments their interests, from culinary arts to carpentry, and technology programs that range from automotive to video and media. Up

to three credits may be available towards graduation. Students attending the career center will adhere to the following rules and procedures:

1. Students will comply with all bus riding regulations.
2. Students will utilize the transportation provided by the school district to and from the center. Individual cars may not be used unless both the HMHS principal and the career center grant permission. Based on a written request by the parent, permission should be requested at least a day in advance. When permission is granted, it is only for the individual and for the agreed upon day(s). There are to be no other passengers in the automobile without written permission from both parents.
3. The H.M.H.S. Attendance Policy will be in effect for those students attending the center.
4. Upon returning from the center, students are to report directly to the office, for attendance purposes.
5. Students suspended from the career center will also be suspended from H.M.H.S.
6. Students suspended from H.M.H.S. will also be suspended from the career center.
7. Students/parents will sign a contract specific to their career center.
8. Honor roll for career center students will be calculated after career center grades are final.

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

State and Local Assessments

NH State testing will be conducted for students in grades 6-8 and 10. Please check the school website for dates. All students are required to take these tests. Students and parents are encouraged to put forth their best efforts during the weeks of the testing periods to demonstrate proficiency in the areas tested by the state. Testing dates and times will be communicated in the weeks leading up to their administration and are subject to change.

Additionally, middle school students will participate in benchmark assessments two times per year using the NWEA Measures of Academic Progress (MAP) assessment. The results of these local assessments help inform teachers' instruction and allow students an opportunity to set goals based on their individual performance. Parents may request a copy of their students' score reports by contacting the Guidance office.

VI. Student Services

Health & Wellness

Illness: If a student becomes ill during the school day they need to report to the nurse, or in their absence, the main office. If deemed appropriate, the nurse or office staff will notify the parents/guardians/designee who will take the student home. Before taking the student home, they must be signed out in the main office. Failure to do so may be considered leaving campus without permission or cutting class.

Please keep your child at home if they have had a fever greater than 100.4, suspected respiratory or flu-like illness, vomiting or diarrhea in the past 24 hours, rash with fever, frequent/persistent cough, or communicable diseases. We ask that you call the school to inform us that your child will not be in school due to illness.

Injuries: All injuries that occur during school time or school activities, no matter how small, must be reported to the teacher on duty, the school nurse, and the main office. Failure to report an injury in a timely manner could result in the denial of an insurance claim.

Emergency Information: Emergency forms must be updated yearly and submitted at the beginning of every school year. These forms not only provide updated emergency contact information in the event of illness, but they also serve, in the event of an emergency, as medical history and consent to treat. Please inform the nurse throughout the school year of any changes in your child's medical status, major injuries, or immunizations. Home-schooled students participating in any school program must also have this form on file.

Medications at School: Students are not allowed to possess medications of any type at school – including over-the-counter medications – without the appropriate forms filed with the school nurse. Please contact the nurse for further information. Medications such as inhalers and epi-pens may be carried by the student provided the proper forms are on file in the nurse's office. Many routine over the counter (OTC) medications are supplied by the school and will be dispensed to students as deemed appropriate by the school nurse provided a current, signed OTC consent form is on file.

Guidance Office

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

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

Students can add/drop classes during the **first five days**. Requests made after this period will be considered on a case-by-case basis. Approval of such requests will be granted with written permission of parents, teacher, counselor, and administration. If a student withdraws from class after the add/drop period has expired their report card and transcript will reflect a “WD” if their cumulative average at the time of withdrawal is passing, or “WF” if their cumulative average at the time of the withdrawal is failing.

College Presentations: Students are encouraged to meet with college representatives. Eligible students will be excused from classes to attend presentations. Students must sign up with the Counseling Department prior to the presentation.

Food Services

The Hinsdale School District contracts with Whitson’s Culinary Group as their provider for school meals. For further information regarding food services or Whitson’s, please visit their [website](#). Families are encouraged to prepay using the [Linq Connect](#) on-line payment feature to deposit funds or send a check directly to the cafeteria made payable to **Hinsdale Middle High School** the first week of school. Please write your child(ren)’s name and/or ID number clearly.

Food and beverages may only be consumed in the cafeteria or home economics room unless students receive permission from their classroom teacher. All areas on and around cafeteria tables must be clean for students at that table to be dismissed. The consumption of food or drink in classrooms is at the discretion of the classroom teacher. HMHS will not accept deliveries of food from establishments outside of school; parents are welcome to drop off a home lunch as needed.

Each student will eat middle or high school lunch, each being 30 minutes in length. Students will be issued a lunch number and enter their number whenever making a purchase. This number should be kept confidential and may be obtained only from the Food Service Team. At HMHS, breakfast is \$1.75 and lunch is \$3.35. Students are expected to be in the cafeteria during their entire lunch period unless otherwise directed. Classes are in session during every lunch; students are not to roam the halls or otherwise cause disruptions.

Student/Adult Account Policy

The goal of Whitson’s Culinary Group is to provide delicious, nutritious, high-quality meals to all students and staff of every school we represent. All accounts are subject to the Account Charge Policy established by your school. Please visit your school’s website to view their current Account Charge Policy.

1. Written notification, **Zero-Balance Letter**, is sent home with the student when the account balance is less than zero.
2. Phone notification, Minus Balance, is initiated to the parent/guardian, when there is a negative balance equal to or beyond two charged meals.
3. With no response, and within the guidelines of reasonable fiscal restraints, the school and parent/guardian are then notified.
4. Any student with a negative balance is not permitted to purchase a la carte items. No student will be denied a breakfast or lunch.

We recommend using the [Linq Connect](#) website to prepay or add funds to your student(s) account.

Refund Policy

For accounts with a positive balance at the end of a school year, one of two things can occur:

- For graduating students, a parent or guardian will be required to choose an option for use of remaining funds.
- For returning students with a positive balance, their balance will be carried over on their account into the new school year.

Technology Services

Hinsdale Middle High School is pleased to be continuing our 1:1 technology initiative by issuing all 6th - 12th grade students a laptop and charger for the school year. We believe that 21st Century instruction is necessary for 21st Century learning. Providing students with an environment that fosters and encourages this belief is part of our core values. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist.

The use of computers and networks provides our students with quality, equitable and cost-effective information and communication resources, and the opportunities for researching and reporting information in ways that are consistent with our district-wide educational goals. Appropriate and safe use of the internet will be taught prior to use of computers in individual classes and will be a focus in designated computer technology classes. Acceptable use of technology is governed by, and explained in, HSD Board Policy JICL.

Violation of the Acceptable Use Policy (JICL-R) may result in the following consequences:

- 1st offense:** loss of device use and computer privileges for up to three (3) weeks
- 2nd offense:** loss of device use and computer privileges for up to nine (9) weeks
- 3rd offense:** loss of device use and computer privileges for up to one (1) year

As needed, additional disciplinary measures may be taken. These may result from cyberbullying, illegal downloading of material, etc. All electronic communication, files, and material is subject to examination by school officials and legal authorities. This includes all email that is sent or received through or by our system.

Suicide Prevention Plan

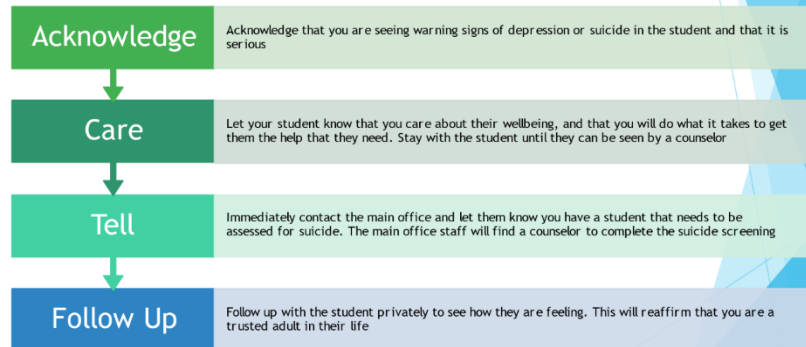
This document outlines the Hinsdale School District Suicide Prevention Plan. It will focus upon the definitions of terms, the response to suicide and attempts at suicide, and the steps to take for student and staff education per RSA193 J:1:3. The key personnel in the district and resources available will be identified. Finally, the plan for Dissemination and Communication of the plan will be addressed. The outcome associated with the document use will be to protect the health and wellbeing of all students by having procedures in place to prevent, assess the risk of, intervene in and respond to suicide and suicide attempts.

Definitions

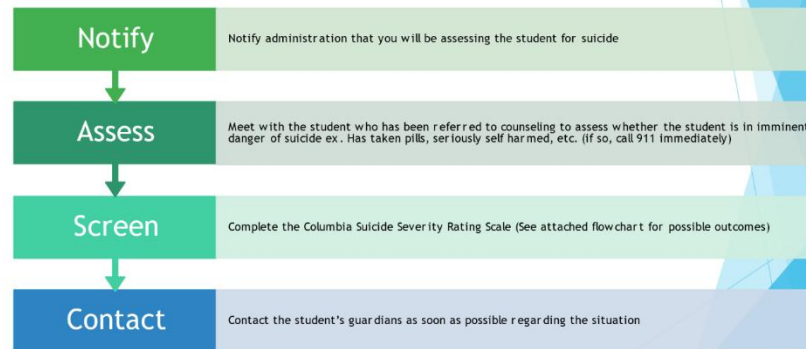
- Risk Factor – Risk factors are characteristics or conditions that increase the chance that a person may try to take their life.
- Risk Assessment - An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator or teacher). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- Warning sign – Something to look out for when concerned that a person may be suicidal is a change in behavior or the presence of entirely new behaviors. Warning signs warrant greater attention and more immediate intervention than risk factors.
- Protective Factor – Protective factors are characteristics or attributes that reduce the likelihood of attempting or completing suicide. Protective factors are skills, strengths, or resources that help people deal more effectively with stressful events.
- Postvention – Postvention is a term used in the suicide prevention field. The definition is from the US national guidelines developed by Survivors of Suicide Loss Task Force
- Postvention is an organized response in the aftermath of a suicide to accomplish any one or more of the following:
 - To facilitate the healing of individuals from the grief and distress of suicide loss
 - To mitigate other negative effects of exposure to suicide
 - To prevent suicide among people who are at high risk after exposure to suicide

Suicide Prevention Protocol

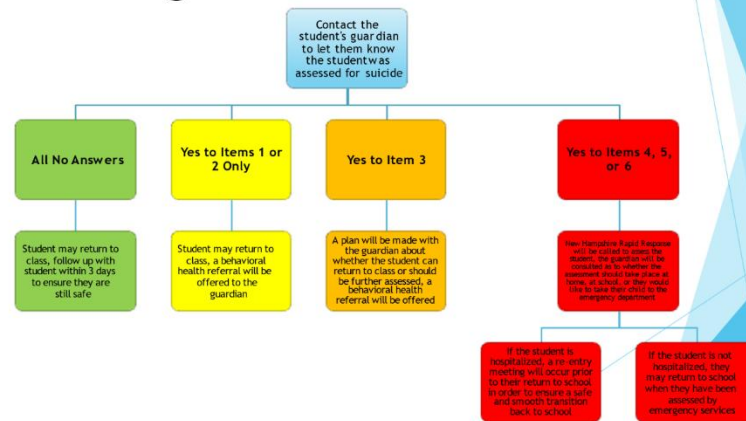
What to do When you Suspect a Student may be Suicidal



Counseling Assessment for Risk of Suicide



When a Student has been Referred to Counseling for a Suicide Risk Assessment



If you, or someone you know, needs extra support during this time, confidential 24-hour helplines are available:

Crisis Text Line: Text HOME to 741741

NH Suicide Prevention Hotline: Call 1-800-273-8255

NH Addiction Crisis Line: Call 1-844-711-4357

If you or someone you know are experiencing a mental health emergency, please do one of the following:

Call your local police department

Call 911

Call the Mobile Crisis Response Team (800)-688-3544

Go to the nearest Emergency Room

Response to Suicide and Suicide Attempts

The crisis response team will be made up of the school counselors at both schools, the school social workers, a school psychologist if available, and a member of the administration of both schools.

Postvention

The overall goals postvention are:

- Establish a single point of contact with the parents
- Determine the method to inform students, staff and the community
- Provide opportunities for grief support
- Maintain an environment focused on normal educational activities
- Help students and staff cope with their feelings
- Minimize the risk of suicide contagion
- Provide resources for staff to manage the incident
- Maintain open communication with staff
- Prepare a media statement if needed

Re-Entry Plan for Student Attempting Suicide

- A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health professionals involved with the student.
- A determination will need to be made about making up missed work, the nature of check-in and check-out, and any other necessary accommodations for the student.

- Periodic check ins will be conducted (frequency to be determined)
- The administration shall disclose to the student's teachers and other relevant staff that the student is returning from a medical absence and may need adjustments for assignments.

Suicide Contagion

The Crisis Response Team should meet to identify students who may be at a heightened risk for suicide due to underlying mental disorders or behavioral problems, or who have been exposed to the prior suicide directly or indirectly. Of special concern are those students who:

- Have a history of suicide attempts
- Have a history of depression, trauma, or loss
- Are dealing with stressful life events such as a death or divorce in the family
- Are family members or close friends of the deceased
- Received a phone call, text or other communication from the deceased foretelling the suicide
- Had a last negative interaction with the deceased
- May have fought with or bullied the deceased.

Student Education

Healthy Choices

Protective factors are the positive conditions or resources that promote resiliency and reduce the potential for youth suicide and harmful choices.

- Close family friends.
- Strong sense of self worth
- Sense of personal control
- Reasonably stable environment
- Best friends
- Responsibility to others
- Activities
- Pets
- Lack of access to lethal means

Coping Strategies

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. At the elementary level, school counselors use “I Can” statements to guide and supplement classroom discussions around developmentally appropriate information.

Risk Factor Recognition

All staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, shall receive at least two hours of annual training (such as but not limited to NAMI Connect Program, or Youth Mental Health First Aid) in suicide awareness and prevention. Such training may include information and professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

Warning signs

- Talking about death or dying in general.
- Talking about suicide or wanting to die.
- Talking about means or methods to hurt oneself.
- Obtaining a weapon or other means.
- Isolating self from friends and family.
- Feeling life is meaningless, hopeless, or helpless.
- Putting life in order or giving away possessions.
- Picking fights, arguing, irritability, increased anger.
- Sudden improvement in mood after being down or withdrawn.
- Neglect of appearance or hygiene.

- Sleep and/or appetite changes.
- Dropping of activities.
- Direct Verbal Cues such as: “I wish I was dead,” “You’ll be better off without me,” “I’m so tired of it all,” “Pretty soon you won’t have to worry about me,” or, “No one will miss me when I am gone.”

Confidentiality

As part of the job performance of the District, employees may produce and receive information that must be kept confidential. Confidential information includes information obtained during the course of employment relating to the conduct of School District internal affairs. It shall also include information relating to students that is otherwise protected by applicable state and federal privacy laws. School District employees shall not disclose nor transmit such confidential information concerning students or others, or confidential internal information and shall use extreme care to protect against negligent or inadvertent disclosure of such information. Reference board policy GBEAA CONFIDENTIAL STUDENT INFORMATION

Designation of Personnel

District Coordinator – School Psychologist
 Building Liaisons – School Social Workers
 Principals
 Other - Nurses

Preventing Suicide: A Toolkit for High Schools: U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services

After a Suicide: A Toolkit for Schools: American Foundation for Suicide Prevention and Suicide Prevention Resource Center

Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel: Maine Youth Suicide Prevention Program

Trevor Resource Kit: The Trevor Project

Supportive Families. Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT): Children Family Acceptance Project

Supporting the Grieving Child and Family : American Academy of Pediatrics

Suicide Prevention Resource Center or 877-438-7772: Education Development Center, Inc, 55 Chapel Street, Newton, MA 02458-1060

National Alliance on Mental Health- NH resources are listed below:

- **The Connect Program**
- **Support for Survivors of Suicide Loss**
- **Support for Attempt Survivors**
- **Youth Mental Health First Aid**

Dissemination and Communication of the Plan

The plan will be posted on the district website, included in the Student Handbook, and included in the Faculty Handbook. A crisis guide for parents will also be in the same places.

VII. Code of Conduct

Tiered Disciplinary Approach

Parents, school board members, the faculty, and staff of Hinsdale Middle High School are immensely proud of Hinsdale Middle High School students and are interested in encouraging all students to do their best. Toward that end, the code of conduct has been collaboratively developed. It is to be used as an overview rather than an all-inclusive document. **The administration will determine the severity of the consequences.**

The expectations for behavior that follow are for all Hinsdale Middle High School students any time they represent HMHS. Students at Hinsdale Middle High School are expected to treat all members of the school community with dignity and respect. The school community is defined as all people who work or interact within the school. Students, teachers, instructional assistants, substitutes, administrators, guidance counselors, custodians, secretaries, cafeteria workers, bus drivers, parent volunteers, and school visitors are part of this community.

Each person in the school must have the opportunity to grow personally, socially and intellectually, as well as the opportunity to exercise their rights in a positive and constructive way. Thus, all members of the school community have a responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights, and their property. All members of the school community must also

understand and support the school's standards of conduct and assist in enforcing rules and regulations. This behavior is expected during all activities such as assemblies, celebrations, concerts and drama performances and all co-curricular activities such as school dances and athletic events on or off campus. This includes school-sponsored trips and those times when school buses or other school-provided transportation is used.

Our mission is to support all students in displaying acceptable behavior and participating fully in their education. As a result, the HMHS disciplinary model has been created using a tiered approach. The model contains five levels (1, 2, 3, 4, 5) defined with progressively more problematic student behaviors on each level, but these lists are not exhaustive. On each level, consequences have been identified to support the improvement of a student's behavior and to clarify expectations regarding future incidents of unacceptable behavior. When a student behaves in an unacceptable way, they will be assigned to the appropriate level as defined in the model. When a student is considered for placement on a level, HMHS administration will strive to maintain a constructive approach that focuses on positive behavior change and minimizes any interruption of the educational process. Age and maturity levels require several types of disciplinary action. These factors will be considered when corrective measures are needed.

A student will move to a higher level by exhibiting behavior that is listed at a higher level than they are currently placed; exhibiting behavior that is defined as chronic at a lower level or at the same level; and exhibiting more than one behavior at the same level. Hinsdale Middle High School reserves the right to discipline a student who engages in dangerous or illegal behavior outside of school, the result of which may directly harm the school. Furthermore, police or other state agencies may be notified if students engage in behaviors that violate New Hampshire state laws. All school consequences are at the discretion of the HMHS administration except in cases where school board policy specifically dictates. Behaviors at Level 3, 4, and 5 will be formally documented in a student's permanent educational record.

LEVEL 1: Conduct which impedes the orderly operation of the classroom or school. These misbehaviors are first handled by an individual classroom teacher and do not require intervention by other school personnel unless they are repeated. Examples of Level 1 behavior may include, but are not necessarily limited to, the following:

- Disrupting a class or study hall
- Classroom tardiness
- Refusal to change behavior when asked
- Teasing others
- Throwing things in class
- Profanity
- Disrespect to peers or adults
- Work refusal
- Cell Phone Violation (first offense)

Possible staff actions: documentation of conduct, may include meeting with the student, loss of privilege, communication with parents, communication with guidance or case manager where applicable, or the development of a behavior plan to support the student in removing obstacles to learning.

Possible administrative actions: none, unless the behavior is repeated after teacher intervention.

Student expectations: The student is expected to understand the problem, identify their behaviors that contribute to it, and, if necessary, meet with a counselor or other school personnel. The student may also meet with the teacher to develop a reentry/improvement plan and should not miss class time while this step is in process. The student may, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

LEVEL 2: These behaviors tend to be actions of serious educational consequences and as such require corrective action on the part of the administration. Examples of Level 2 behaviors include, but are not limited to:

- Cheating/Academic Dishonesty (Formatives)
- Leaving school grounds without permission
- Cutting class or detention
- Excessive classroom disruption
- Truancy/Habitual Tardiness
- Dress Code Violation
- Leaving class without permission
- Being in an unauthorized area
- Cell Phone Violation (second & subsequent offenses)

Possible staff actions: phone call to parents, notify administration

Possible administrative actions: communication with parents, communication with guidance or case manager where applicable, meet with student, loss of privilege, detention (1 or 2 days), in-school suspension as appropriate.

Student Expectations: The student is expected to understand the problem, identify their behaviors that contribute to it, and, if necessary, meet with the counselor and other school personnel. The student may meet with a guidance counselor to develop a behavior improvement plan, which would be shared with the principal. The student may, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

LEVEL 3: Behaviors may include, but are not limited to:

- Abusive obscenity (may include language or gestures)

- Bullying/Cyber-bullying
- Cheating/Academic Dishonesty (Summative)
- Fighting/Assault
- Gross disrespect
- Harassment
- Hazing
- Student endangerment
- Theft
- Threatening behavior towards others
- Tobacco possession
- Trespassing
- Vandalism

Possible staff actions: notify administration

Possible administrative actions: communicate with parents, communicate with guidance or case manager where applicable, meet with student, loss of privilege, suspension for 1 – 5 days (in or out of school), refer to Student Concern Team, refer to Keene Youth Services

Student Expectations: Administrative interventions will occur when student behavior is serious and detrimental to the student's success and the success of others. During the suspension and with the support of the administration, the student may be expected to make a plan for reentry and to change the behavior. This would include a clear identification of the problem behavior, the student's role, steps to improve the behavior, and a timetable to implement the behavior changes. The counselor or special educator, the administration, and parents may be involved in a reentry plan. The student may also, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors.

LEVEL 4: A student found to have engaged in behavior at Level 4 or 5 may be subject to immediate removal from school and/or recommended for a long-term suspension and/or expulsion from Hinsdale Middle High School. The police may be notified where appropriate. Behaviors may include, but are not limited to:

- Alcohol or drug use
- Harassment/Hazing/Bullying (second offense or beyond)
- Intimidation
- Obstructing an investigation
- Stalking/gross threatening behavior
- Habitual school offender
- Use or possession of tobacco products including e-cigarettes, vapes, Juuls, etc.

- Causing false alarm

Possible staff action: notify administration

Possible administrative actions: communicate with parents, communicate with guidance or case manager where applicable, meet with student, loss of privilege, suspension for up to 10 days (in or out of school), refer to Student Concern Team, refer to Keene Youth Services, recommendation for long term suspension and/or expulsion.

Student Expectations: Administrative interventions are crucial when student behaviors become chronic, serious in nature, and detrimental to the student's success and the success of others. During the suspension period, the student is expected to make a plan for reentry and for a change in behavior. This includes a clear identification of the problem behavior, the student's role, and timeline for improvement. The counselor, special educator, and/or administration will be involved in forming and implementing the plan. The student will also, as appropriate, work with appropriate school staff in a restorative manner to repair and/or restore relationships that have been harmed by their behaviors. The EST will examine additional interventions, if applicable. Upon his/her return to school, the student may be placed on a social contract allowing them to participate in the academic day but restricting participation in non-academic activities. The social contract may also require participation in a counseling-based outside agency to help the student address concerns.

LEVEL 5: Behaviors may include, but are not limited to:

- Chronic level B, C, and/or D behaviors
- Endangering school personnel
- Endangering school property
- Excessive intimidation
- Excessive obstruction
- Gross student endangerment
- Gross theft/vandalism
- Possession of a weapon
- Sale/distribution of alcohol or drugs
- Arson
- Bomb Threat
- Sexual offenses
- Other illegal conduct

Possible staff actions: Notify administration

Possible administrative actions: Recommendation for long-term suspension and/or expulsion. See relevant policies for more information.

The Level 5 administrative response will occur when the student's behavior is extremely serious, and the student's continued presence in the school is detrimental to the education of other students. Initially, the student will be suspended for 10 days while a recommendation for long-term suspension or expulsion is submitted to the Superintendent. See Hinsdale School District policy for rules pertaining to long-term suspension/expulsion by the principal for possession of a weapon, controlled substance, assault on school property or at school-related events, or when a student is charged with/convicted of a felony.

Student Expectations: In order to re-enter the school, the student will develop a reentry plan. This will include a clear identification of the problem behavior, the student's role, and steps to improve. The administrative team and the parents will be involved in the reentry plan. The plan will be submitted to the administrative team for final approval. Parents may be required to provide transportation.

Student Use of Cell Phones (In accordance with HSD Board Policy JICJ)

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

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

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

For all students, the use of personal electronic communication devices for unauthorized photographing, video or audio recording is expressly prohibited anywhere on school premises and school sponsored activities. Distributing photos, audio, or video recordings of individuals is prohibited. The use of personal devices is prohibited in school restrooms, locker rooms, or any area where any individual

has a reasonable expectation of privacy.

Parents/guardians are encouraged to relay necessary messages to their students through the main office. We ask that you do not call or text students during the school day, as this can cause a disruption to the learning environment and places students in a position to violate the cell phone policy. If a parent/guardian needs to contact their child during the day, they should call the main office at (603) 336-5984. If a student needs to make a call during the school day, they may do so in the main office using the school's landline.

Exceptions

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

Violation

Any use of personal communication devices that violates any Board policy, administrative procedure, or school rule is strictly prohibited. Such devices may be subject to search if there is reasonable suspicion that a student is violating Board policy, procedures, or school rules, or otherwise engaging in misconduct. This is a summary of Board policy JICJ – Unauthorized Communication Devices; see full text online.

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

- First Offense: Warning and confiscation of the electronic communication device for the rest of the school day; student must arrange with the supervising employee to retrieve the device.
- Second and Subsequent Offenses: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the front office.

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

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

1. Non-offensive: Phrases that are sexual in nature, or that refer to a person's ethnic, national origin, religious belief, sexual orientation, or disability in a derogatory way are not permitted.
2. Modest: Undergarments may not be worn as clothing. Strapless tops are not considered acceptable for school. Pants and shorts should be worn at the waist.

3. Professional: Property or attire that advertises drugs, alcohol, tobacco, sex, violence and/or any illegal substance is not acceptable. Attire that exhibits vulgar or offensive language or symbols, including ironic expressions meant to poke fun at serious topics, are not permitted.
4. Safety: Anything that compromises the safety of others should not be worn. Bare feet are not allowed in school. Also, students are required to wear protective clothing, eye protection, appropriate athletic gear, and other specialty requirements as deemed appropriate by specific classes.

Violations

We assume that students will make reasonable, responsible choices with respect to their attire and what is appropriate for school. If found in violation of the dress code, students will be given an opportunity to correct the situation. This may include parents / guardians being contacted to bring alternative clothing to school or for transportation home if necessary. Final determination of acceptable dress will be made by the school administration. Refusal to cooperate may be considered an act of non-compliance as stated in the Student Code of Conduct. If any prohibited items are brought to school, they may be impounded and returned to the parents at their request. Parents are encouraged to help students understand the necessity for such regulations.

Students whose clothing does not meet the school dress code will not be allowed to attend class until the students' clothing is in line with the dress expectations. A student who misses class due to non-compliance with the dress code shall have that absence considered an unexcused class absence and will fall under that provision of the student handbook.

Bullying and Cyber-Bullying

Under RSA 193-F: Pupil Safety and Violence Prevention Act, schools must provide students with a safe and secure learning environment free from bullying and cyberbullying. Bullying is prohibited **on school grounds, on school buses, at school-sponsored activities, and in some cases online or off-campus if it disrupts the school environment**. Full policies for each can be found online (see Policies JICFA, JICK)

What Is Bullying?

Bullying is defined as **a single significant incident or a pattern of incidents** involving written, verbal, electronic communication, or a physical act directed at another student that:

- Physically harms a student or damages their property
- Causes emotional distress
- Interferes with a student's education
- Creates a hostile school environment
- Substantially disrupts the orderly operation of the school

Bullying often involves a **power imbalance**, such as differences in popularity, age, strength, or social influence.

Types of Bullying (please note these are examples and not meant to be an exhaustive list):

Verbal Bullying	Social/ Relational Bullying	Physical Bullying	Cyberbullying
• Name-calling • Insults • Threats • Mocking or humiliating comments	• Spreading rumors • Excluding someone intentionally • Public embarrassment • Encouraging others to target a student	• Hitting or pushing • Tripping or blocking • Damaging belongings	• Harassing texts or messages • Posting embarrassing photos or videos • Fake social media accounts • Online threats or humiliation

What Bullying Is NOT

Not all student conflict is bullying. Examples may include:

- A one-time disagreement or argument
- Mutual conflict between students
- Accidental hurtful comments

Schools may still address these behaviors through **discipline, mediation, or restorative practices**, but they may not meet the **legal definition of bullying**.

Warning Signs a Student May Be Experiencing Bullying

Parents and staff should watch for:

- Avoiding school or activities
- Sudden drop in grades
- Anxiety or sadness about school
- Unexplained injuries
- Lost or damaged belongings
- Changes in friendships
- Reluctance to use phones or social media

What to do if you expect bullying:

Students	Parents	Staff
• Tell a trusted adult immediately • Save messages or screenshots of cyberbullying	• Contact the school if you suspect bullying	• Intervene immediately if safe • Report the incident according to school policy

• Support peers who may be targeted	• Encourage children to report concerns • Keep records of incidents if possible	• Document observations and statements
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Schools are required to **review and investigate reports of bullying** under New Hampshire law. We are committed to creating a **safe, respectful, and inclusive school community** where all students can learn and thrive.

If you have concerns about bullying, please contact the Principal or Assistant Principal.

Detention

Whenever possible, detentions will be served on the same day with parents being notified. Students may be issued **teacher detentions**, which will be served with the individual teacher. The date to be served and the length of the detention will be at the teacher's discretion. The teacher should use this time to discuss the issue(s) that led to the detention to prevent a recurrence of the behavior. If a student does not serve a teacher detention, they will be assigned an office detention.

Office detentions will be assigned in the afternoon Monday through Friday. Students receive detention notices in school. Detentions run from 2:45 to 3:30PM. Students are expected to be on time and to sit quietly. Students are expected to serve their detention before going to any extra-curricular activity. If a student does not serve an office detention, they will be assigned two office detentions on the next available dates. If a student misses either of these, the student may be suspended from classes for one day. The administration requires twenty-four-hour parent notice if a student has a time conflict with a detention for appointments such as doctor or dentist.

Detentions may not be appealed.

In-School Suspension

In School Suspension is provided as an alternative to out of school suspension. When assigned to ISS, students can work on class assignments, homework and develop a behavior plan. **It is recognized that only the administration of Hinsdale Middle High School will place students in ISS and that students may be placed in ISS at any time for actions that warrant it.** Parents will be notified as soon as possible when a student is assigned to ISS.

- Students are to bring the assignments and materials needed for that day.
- Students may only leave ISS with 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.

- Administration will help students, as necessary.
- All work must be completed according to the teacher's directions.
- Tests may be administered in ISS. The student will receive the same amount of time to complete the test as the class.
- The Principal/Assistant Principal must approve any absence from ISS. The student's parent/legal guardian must call the school between 7:00 and 9:00 am on the day of absence. Any periods not served in ISS due to early dismissal or other absence may be added to the ISS assignment. **The School Resource Officer may also become involved.**
- Any student who violates the ISS rules may be suspended out of school.
- Students refusing to serve ISS will have their parents notified and will be sent home from school. Their absence will be considered unexcused.
- Students assigned to ISS may not go outside at lunchtime and will sit at a separate table in the cafeteria.

Out of School Suspension

Students will be suspended out of school for offenses that warrant such action according to the code of conduct. These students may be required by the principal to complete a behavior plan that includes parental participation. Any student suspended from school cannot be on school grounds at any time during the period of suspension, including before and after school. Parents will be notified by phone and in writing when their child is suspended. The principal or designee may suspend a student for up to ten days. It is the student or parents' responsibility to get the necessary materials. Upon return to school, and before attending classes, the parent(s) and student may meet with the principal and the student's school counselor.

Long-Term Suspension

The Superintendent is authorized to continue the suspension of a student and issue a long-term suspension of a student for a period in excess of ten (10) school days. If the original suspension is issued by the Superintendent, then the School Board may designate another person to continue the short-term suspension and issue a long-term suspension.

A long-term suspension may only be imposed for:

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

Appeals

Parents/guardians may appeal any suspension (in or out of school) to the Principal. Appeals shall be submitted in writing within 10 days of the issuance of the suspension.

Per HSD Board Policy JICD, any long-term suspension (longer than 10 days) can be appealed to the School Board unless said suspension was imposed by the Board. The Superintendent or School Board chair must receive this appeal in writing within 10 days of the issuance of the Superintendent's hearing and written decision.

VIII. Policy AB – NH Parental Bill of Rights

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

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

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>