












COOP School Board - Jun 17 2026 Agenda

Wednesday, June 17, 2026 at 6:00 PM

Hollis Brookline Middle School

| | Page |
|---|------|
| A. 6:00pm Call to Order | |
| B. 6:05pm Business | |
| 1. Agenda Adjustments | |
| 2. Consent Agenda | 4 |
| FY26 Consent Agenda - COOP - June.pdf  | |
| 3. Appointment of a process observer | |
| 4. Approval of Minutes | |
| C. 6:15pm Public Hearing | |
| 1. Hollis Brookline Maintenance Expendable Trust Fund | 5 |
| Coop FY26 June Expendable Trust Discussion.pdf  | |
| D. 6:30pm Public Input | |
| E. 7:20pm Principal's Report | |
| 1. Athletics | 6 |
| Athletics Board Report - June 2026.pdf  | |
| 2. HBMS | 8 |
| June 2026 HBMS Principal Report.docx.pdf  | |
| HBMS Student Code of Conduct Spring 2026 (1).pdf  | |
| 3. HBHS | 22 |
| June 2026 Board Report (1).pdf  | |
| Instructional Minutes.pdf  | |
| HBHSbellschedule2526.pdf  | |
| Basbas-723 WS-2028-School-Board-Packet Northern Spain.pdf  | |

[28 Type II Overnight & Foreign Travel.pdf](#) 

[Spain 28 Travel Rationale.pdf](#) 

4. Visual and Performing Arts Committee

F. 7:45pm Discussion

1. Board follow up to community petition

2. Student Conduct 48

[HBHS Student Code of Conduct.pdf](#) 

[HBMS Student Code of Conduct Spring 2026.pdf](#) 

3. CIP 62

[FY27 COOP CIP Presentation.pdf](#) 

4. Revenue and Expense 74

[COOP FY 26 Expense&Revenue Report 6.11.2026.pdf](#) 

5. Data Governance Plan 76

[DGP Executive Summary June 2026.pdf](#) 

[SAU41 Data Governance Plan DRAFT 2026.pdf](#) 

6. Budget Committee Update

7. Stipend Committee Update 120

[Stipend Committee Update - June 2026.pdf](#) 

[FY27 Stipend Table.pdf](#) 

[FY28 Stipend Recommendations.pdf](#) 

G. 8:30pm Deliberation

1. To see what action the Board will take regarding giving authority to the superintendent the authority to hire, etc...

2. To see what action the Board will take regarding the Hollis Brookline Maintenance Expendable Trust

3. To see what action the Board will take regarding the Visual and Performing Arts Committee


4. To see what action the Board will take regarding policy IIB: Class Size, 2nd read 124

[IIB \(Coop\) - Class Size.docx](#) 

5. To see what action the Board will take regarding the proposed policy memo 126

[6.17.26 COOP Policy Memo.pdf](#) 

[EHB-R \(COOP\) Records Retention Schedule \(5\).docx](#) 

[JICK \(COOP\) Pupil Safety and Violence Prevention - Bullying \(1\) \(AutoRecovered\) \(3\) \(1\).docx](#) 

[JCA \(COOP\) Change of School or Assignment - Best Interests and Manifest](#)

H. 8:45pm Report our from the process observer

I. 8:50pm Non-Public

Motion to Enter RSA 91-A: 3II (a) Compensation and/or (c) reputation

J. 9:00pm Motion to Adjourn



June 2026
Nominations

| Name | Position | Location | Lane/Step | Salary | Degree/Credentials |
|----------------|----------|----------|-------------------|----------|--|
| Linda McMakin | Nurse | HBMS | Bachelors/Step 15 | \$76,833 | Bachelors in Nursing - Northeastern University |
| Clara Vorndran | Science | HBMS | Masters/Step 2 | \$61,270 | Bachelors in Cultural Anthropology - Case Western Reserve University; Masters in Secondary Education - Southern NH University |
| Emily Scannell | English | HBHS | Masters/Step 7 | \$69,322 | Bachelors in English & Psych - UNH; Masters in English Teaching - UNH |

Resignations/Retirements

| Name | Position | Location | Reason | Notes |
|------|----------|----------|--------|-------|
| | | | | |
| | | | | |
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Hollis Brookline Cooperative School District

Expendable Trust: Public Hearing

June 17, 2026

Maintenance Expendable Trust

Background

Building and SAU administration have identified several needed repairs/improvements for their respective buildings during the budget process. At the Budget Hearing for the FY27 budget, the Hollis Brookline Budget Committee recommended along with the Hollis Brookline School Board that the funding source for these particular items be the Hollis Brookline Maintenance Expendable Trust.

FY27 Requested Items/Estimated Cost

| | | |
|-------------|-------------------|---------------------------|
| HBMS | Roof Section | \$ 150,000 (Phase 3 of 5) |
| | Ductwork Cleaning | <u>\$ 20,000</u> |
| | | \$170,000 |
| HBHS | Track Resurfacing | \$130,000 |

Total Requested \$300,000

Maintenance Expendable Trust Status

| | |
|-------------------------|---------------------------------|
| Current Balance: | \$ 160,069 |
| To be added in FY27: | \$ 300,000 |
| FY26 Expenditures: | <u>\$ 300,000</u> |
| FY26 Available Balance: | \$ 160,069 (Anticipated) |

Special Education Expendable Trust

There are no plans at this time to use any of these funds in FY26.

Special Education Expendable Trust Status

| | |
|----------------------|---------------------------------|
| Current Balance: | \$ 291,079 |
| To be added in FY27: | \$ 0 |
| FY26 Expenditures: | <u>\$ 0</u> |
| FY26 Ending Balance: | \$ 291,079 (Anticipated) |

To: Gina Bergskaug, Superintendent
From: Brian Bumpus, District Athletic Director
Re: April 2026 Board Report

State Champions: The HBMS Baseball team won their 4th Tri County championships in a row! Congratulations to all of the student-athletes and coaches on their tremendous success.



HBHS Athletics Update: It's hard to believe, but another chapter of HBHS Athletics is about to close, with the ending of the Spring season. This season was highlighted by another state championship appearance for our Boys Tennis team, who fell to a strong Goffstown squad in the finals. The Baseball team, which went into the post-season with a 16-1 record, and the Girls Tennis team each fell in the quarter-final round of their respective tournaments. The Outdoor Track team will be our final team to compete, as Senior Grace Dow will represent Hollis Brookline at the New England Championships on Saturday 6/13. We are looking forward to celebrating the accomplishments of all of our teams and student-athletes throughout the year at our annual End of Year Sports Awards on Monday, June 15th.

HBMS Athletics Update: Like the high school, the year in middle school athletics seems to be over as quickly as it began. Along with the previously referenced Baseball championship, the Boys and Girls lacrosse teams, along with the Softball team, all earned spots in their respective tournaments. The Girls Lacrosse and Softball teams fell in the quarter-final round, while the Boys Lacrosse team won their first game, before ultimately falling to #1 Ross Lurgio in the semi-finals. The Outdoor Track teams also had tremendous seasons, with the Boys team finishing in 3rd and the Girls as the runner-up in their Tri County Divisional Championships.

Thank You: As the 2025-2026 year in Athletics comes to a close, and the start of the 2026-2027 campaign is just around the corner, the Athletic Department would like to extend our sincerest appreciation and gratitude to all of those involved in our athletic programs. Thank you to all of the coaches, parents, and student-athletes, as well as the Booster Club, for their support and dedication. And thank you to the COOP School board, as well as SAU and building-level administration for their continued support, which allows us to grow, improve, and provide positive experiences for our students, year in and year out.

District Coaching Openings: The HB Athletic Department is currently seeking qualified candidates for several positions at HBHS and HBMS for the 2026-2027 school year.

HBHS

Cross Country Assistant Coach
Field Hockey Assistant Coach
Golf JV Coach
Golf Assistant Coach
Fall Cheerleading Assistant Coach
Boys Soccer JV Coach
Girls Soccer JV Coach
Boys Basketball JV Coach
Girls Basketball JV Coach
Winter Cheerleading Head Coach
Winter Cheerleading Assistant Coach
Wrestling JV Coach
Wrestling Assistant Coach
Girls Lacrosse JV Coach
Girls Lacrosse Assistant Coach
Outdoor Track Assistant Coach

HBMS

Girls Soccer Coach
Girls Basketball Coach

Respectfully Submitted,



Brian Bumpus
District Athletic Director (7-12)

To: Hollis Brookline Cooperative School Board
From: Patrick West, Principal HBMS
Re: May Principal's Report
Date: June 11, 2026

Information Only

End of Year Celebrations

HBMS is excited to celebrate the final week of the school year with a variety of events, activities, and end-of-year traditions. Our 8th-grade students enjoyed the annual End-of-Year Luau Dance on Monday, June 15, 2026, held from 7:00–9:00 PM. A highlight of the evening is a special slideshow presentation created by a parent, featuring photos from students' earlier years alongside memorable moments from this school year. To further celebrate the end of the year, 8th grade students will attend a trip to Mel's Funway Park, while 7th grade students will participate in "The Outsiders Day," which includes an end-of-year BBQ. This event is supported by our local Police and Fire Departments, who generously volunteer their time to help grill and serve food to our 7th grade students.

To close out the year, we hosted the End-of-Year Awards Ceremony on the final day of school, June 17, 2026, from 7:45–9:00 AM. This event recognized outstanding student achievement, with approximately 115 students honored for their accomplishments. These celebrations provided a meaningful and memorable conclusion to the school year for our students and families.

Honors Music Festival

Hollis Brookline Middle School was proudly represented at the South Central District Music Festival held this past Saturday at Mountain View Middle School. Nine of our Band and Chorus students were selected to participate alongside other top student musicians from across the region. Throughout the day, students engaged in rehearsals led by guest conductors and collaborated with peers from neighboring districts, culminating in an evening concert performance for families.

This experience provided our students with a valuable opportunity to further develop their musical skills while representing HBMS with pride. We are incredibly proud of their dedication and performance, as well as the continued strength of our music program.

Participating students: Eli Ader, Essie Brady, Owen Conole, NJ Hajduk, Anja Jew, Salena Pepin, Olivia Robbins, Emma Vadney, Meredith Worthington



Spring Concerts

The Spring Choral Concert was held on Tuesday, June 10, followed by the Spring Band Concert on June 11. While our students consistently perform at a high level, both concerts highlighted a clear sense of growth and increasing musical maturity. Our Chorus and Music Teacher, Alyssa Costa, led another outstanding choral performance, showcasing the talents of approximately 125 students. The gymnasium was filled with over 400 family members, and the concert was both engaging and impressive.



The Spring Band Concert, conducted by Band Teacher Liz Nault, featured a dynamic and polished program that reflected the hard work and dedication of our student musicians. In addition, Mr. Wallis's Jazz Band performed during the concert and did an incredible job, further enhancing the evening with their energy and musical skill.



Congratulations to Ms. Costa, Ms. Nault, Mr. Wallis, and all of our talented student musicians for making these events such a success.

HBMS Code of Conduct

Please see one of the attachments for the HBMS Code of Conduct.

End of Year Dates

June 15th – 8th Grade Luau Dance and Celebration

June 15th – 7th & 8th Grade Step Up Day

June 12th – 7th Grade BBQ & *The Outsiders* day

June 12th – 8th Grade to Mel's Funway Park

June 16th – Last Day of School & Awards Ceremony (10:30am dismissal)

Next School Year Dates

8/25 & 8/26 - New Hire Orientation

8/24 & 8/27 - Student Open House Dates

9/2 - 7th Grade Orientation

9/3 - First Day of School and First Day of Athletics

9/10 - Parent Open House

9/14 – 8th Grade DC Meeting

Respectfully Submitted,

Patrick West

HBMS Principal

HBMS Student Code of Conduct

Policy JIC - Code of Conduct & Policy JICD (Student Discipline and Due Process)

Purpose

The Hollis Brookline Middle School (HBMS) Student Code of Conduct exists to ensure a safe, respectful, and productive learning environment for all members of the school community. Rooted in HBMS core expectations— (1) Take Responsibility for Your Actions, (2) Work Well with Others, (3) Respect Property, and (4) Make Healthy and Safe Choices—this Code establishes clear expectations for student behavior and a graduated framework for support, accountability, and growth.

This Code applies to all students during the school day, on school property, on school buses, and at any school-sponsored activity or event, whether on or off campus.

All students at HBMS have the right to:

- Learn in a safe, supportive, and respectful environment.
- Be treated with dignity by peers and adults.
- Express themselves respectfully and appropriately.
- Receive due process when disciplinary action is considered, in accordance with Policy JICD and RSA 193:13.

All students at HBMS are responsible for:

- Act respectfully toward peers, staff, visitors, and school property, using appropriate language and behavior at all times.
- Follow school rules, policies, and staff directions, and contribute positively to the learning environment.
- Attend classes regularly and on time,
- Uphold honesty and academic integrity.
- Keep hallways, classrooms, the cafeteria, and shared spaces clean, and walk safely in common areas.
- Refrain from behavior that disrupts teaching and learning.

Graduated System of Supports and Interventions

In alignment with Policy JIC - Code of Conduct, RSA 193:13 (Suspension and Expulsion of Pupils) and best practices in student discipline, HBMS will implement developmentally appropriate interventions prior to or alongside disciplinary action when appropriate.

Supports may include:

- Parent/guardian communication and conferences
- Individual conversations with teacher and/or administration
- School counseling services
- Peer mediation and restorative practices
- Instruction in conflict resolution and social-emotional skills
- Behavior intervention plans
- Schedule or placement adjustments
- Community service opportunities
- Referral to Multi-Tiered System of Supports (MTSS) Team (Policy JICH)

Graduated Disciplinary Consequences

When student behavior violates school expectations, consequences will be assigned based on the severity, frequency, and impact of the behavior, in accordance with Policy JIC - Code of Conduct and RSA 193:13.

Possible consequences include:

- Temporary removal from class (same day)
- Detention
- Restriction from extracurricular activities
- In-school suspension (ISS)
- Short-term out-of-school suspension (up to 10 days)
- Long-term suspension (up to 20 days, per RSA 193:13)
- Expulsion (School Board action)

Behavior Categories

Attendance and Punctuality (*Policies JH, JHBB*)

Students are required to attend school and all assigned classes daily, arrive on time, follow all procedures for absences, tardies, and dismissals, and remain on campus during the school day unless authorized by administration. Because the District's instructional program depends on regular attendance, continuity of instruction, and classroom participation, unexcused absences, skipping class, chronic tardiness, and leaving campus without permission are serious violations and may result in supports, interventions, or disciplinary consequences in accordance with Policy JH and other applicable Board policies.

RSA 193:1 states, "A parent of any child at least six (6) years of age, and under eighteen (18) years of age, shall cause such child to attend the public school to which the child is assigned in the child's resident district."

ABSENCES

The board considers the following to be excused absences:

- Illness
- Recovery from an accident
- Required court attendance
- Medical and dental appointments
- Death in the immediate family
- Observation or celebration of a religious holiday
- Such other good cause as may be acceptable to the Principal or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

If a student is going to be absent, **parent or guardian must call the school office (603-324-5997) or email the attendance line (hbms.attendance@sau41.org) prior to 7:35 am**. The communication should include the student's first and last name, the date(s) of absence(s), and the reason for the absence. The school will follow up with families of students for whom no calls have been received.

Absences due to a chronic illness may be exempted following verification from a physician (including specific dates to be excused) and a meeting with the Administration. Absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacation, provided written approval is given in advance. Administration reserves the right to request

documentation (including medical excusal notes, court documents, or other documents) related to student absences at any time. Parents/guardians may appeal decisions on attendance matters to the administration. A student may be considered truant if parental notification is not received upon their return to school.

Student attendance records are reviewed regularly. In situations where students are experiencing multiple absences, interventions are put in place. Strategies to assist students with improving their attendance may include, but are not limited to:

Teacher Responses

- Conference with student about continued tardiness or absence
- Document the concern and refer repeated incidents to administration
- Contact parents/guardians when appropriate

Administrative Responses

- Conference with student about continued tardiness or absence
- Contact parents/guardians when appropriate (truancy letters)
- Attendance/truancy letters
- Meeting with School Resource Officer (SRO)
- Home visits
- Detention
- In-school suspension
- Document

Academic Integrity & Honesty (*Policies IKL*)

All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect towards their instructors who develop assignments and assessments that value Human Intelligence and aim to create learning experiences for students. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of their educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.

Prohibited Behavior

In addition to individual classroom standards, the following behaviors violate academic integrity and are prohibited:

1. **Cheating:** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
2. **Improper Use of Technology:** Misusing technology tools (including AI tools) for assigned work or homework goes against the spirit of the assignment and specific instructions. Students can only use

such tools under teacher guidance and must disclose their use. Citing the use of AI tools and any information or product obtained through those tools is expected, when applicable. This includes but is not limited to the use of translators and math applications.

3. **Plagiarism:** Representing someone else's ideas or words as your own without proper citation. This includes paraphrasing or directly quoting published or unpublished work without acknowledging the source. Sources include books, articles, websites, work of others, and AI tools. Teachers will provide clear citation guidelines, but students should seek clarification if unsure.
4. **Academic Misrepresentation:** Having someone else complete a test or assessment for you.
5. **Academic Collusion:** Sharing test questions or answers with another student without the instructor's permission. This includes copying another's work or allowing someone to copy yours, as well as unauthorized group collaboration on individual assignments.
6. **Dishonesty in Academic Work:** Submitting work prepared by someone else, including writing services, AI tools, or another person. All submitted work must be your own original work unless properly cited or following the teacher's instructions.
7. **Self-Plagiarism:** Reusing work from a previous class to fulfill requirements in another class without permission does not promote new learning. Repurposing work may be allowed in some cases with prior teacher approval.
8. **Unfair Academic Advantage:** Intentionally hindering another student's academic performance. Examples include but not limited to hiding research materials, sabotaging another's work, or intimidation, or failure to contribute meaningfully to a group assignment.
9. **Facilitating Academic Dishonesty:** Completing work for another student or collaborating on work meant to be independent.
10. **Other Academic Dishonesty:** Any intentional act that violates the spirit of academic integrity and this policy. This includes stealing assessments, tampering with records, including false academic information on applications, altering academic records or grades, distributing materials for cheating, or unethical technology use (e.g., pre-programmed calculators).
11. **Consequences:** Disciplinary consequences for violations will follow Board policy and the Student Code of Conduct. Consequences may range from a zero on an assignment to more serious actions depending on the circumstances surrounding the violation.

Note: This policy uses the term "technology tools" to encompass all AI tools and allows for flexibility with their use under teacher guidance. It also clarifies citation expectations for information and products generated through AI tools.

Respectful Communication and Conduct (*Policies JICK, JICJ*)

This section includes bullying, cyberbullying, harassment, discrimination, insubordination, profanity, obscene language or gestures, public displays of affection that disrupt the school setting, and other disrespectful or disruptive behavior. Strategies to assist students with improving respectful communication and conduct may include, but are not limited to:

Teacher Responses

- Issue a warning and direct the student to put the device away.
- Send the device to the main office for the remainder of the school day
- Notify parents/guardians
- Refer repeated misuse to administration.

Administrative Responses

- Notify parents/guardians
- Investigate the incident in accordance with district procedure and applicable policy.
- Implement counseling as appropriate.
- Apply progressive discipline, which may include a behavior plan, detention, restriction from extracurricular activities, removal from class, in-school suspension

Safety and Physical Conduct (*Policies JICK, JICI*)

This section includes physical aggression, fighting, threats, unsafe physical contact, fire safety violations, and any conduct that endangers students or staff or impacts their overall health and wellness. Strategies to assist students with improving safety and physical conduct may include, but are not limited to:

Teacher Responses

- Intervene only as necessary to maintain safety.
- Separate involved students and summon administrative help immediately.
- Report the incident and preserve witness information.

Administrative Responses

- Investigate promptly.
- Apply suspension or other disciplinary action based on severity and history.
- Refer to the Superintendent when required.
- Notify law enforcement when conduct involves threats, violence, weapons, incendiary devices, or other criminal activity.

Property and School Resources (*Policies ECAC*)

This section includes theft, vandalism, destruction of property, misuse of school materials, and damage to student or district property. Strategies to assist students with responding to property and school resource damage may include, but are not limited to:

Teacher Responses

- Report the incident promptly to administration.
- Secure the area or item if possible.
- Preserve evidence and document the facts.

Administrative Responses

- Investigate the incident.
- Implement restitution when appropriate.
- Impose suspension or other discipline as warranted.
- Refer to law enforcement when applicable.

Substances and Prohibited Items (*Policies JICH, ADB, GBEC*)

This section includes tobacco, vaping, alcohol, drugs, drug paraphernalia, weapons, and incendiary devices. Strategies to assist students with addressing substance and prohibited items may include, but are not limited to:

Teacher Responses

- Refer the student immediately to administration.
- Do not conduct a search unless authorized under district procedure and law.
- Document observations carefully.

Administrative Responses

- Impose disciplinary consequences in accordance with policy and law.
- Notify parents/guardians.
- Refer to the Student Assistance Program or other supports when appropriate.
- Notify law enforcement when required.
- Recommend expulsion for distribution of drugs or alcohol and for weapons violations as required by policy and law, including the mandatory consequences for firearms

Technology and Electronic Device Misuse (*Policies IKL, JICJ*)

In accordance with the passed New Hampshire State Law, RSA 189:1-a , and the District's commitment to a focused, respectful, and engaging learning environment, student use of personal electronic communication devices (including but not limited to cell phones, smartwatches, earbuds, and headphones) is prohibited from when the first bell rings to start instructional time until the dismissal bell rings to end the school day.

This section includes misuse of cell phones, smartwatches, earbuds, headphones, and other unauthorized electronic devices during the school day, as well as recording, photographing, or posting without permission. Strategies to assist students with improving technology and electronic device misuse may include, but are not limited to:

Teacher Responses

- Provide an immediate correction and reteach expectations.
- Notify parents/guardians
- Send device to administration
- Detention
- Refer student to administration

Administrative Responses

1. Notify parents/guardians.
2. Implement counseling, restorative practices, peer mediation, conflict-resolution instruction, or other supports as appropriate.
3. Apply progressive discipline, which may include detention, restriction from extracurricular activities, removal from class, in-school suspension, suspension, or referral to law enforcement when warranted.
4. Detention
5. Refer student to administration

Repeated Offenses

A disciplinary referral will be issued, and a parent/guardian will be required to pick up the device from the principal's office at the end of the school day. Repeated offenses will result in a student being required to check in their device into the main office daily.

Insubordination/Refusal to Comply

Progressive disciplinary action will be taken in accordance with the HBMS Code of Conduct. A parent/guardian meeting with administration may be scheduled.

Exceptions to this law will be narrow and carefully reviewed, and may include medical needs (such as insulin pumps and glucose sensors), disability accommodations based on student learning and access, and language support for English learners who require translation assistance and only when other technology is not sufficient. These exceptions are intended to meet specific educational or health-related needs that cannot be met using another device or instrument and must be formally approved through the IEP or Section 504 process or in cases of language support, by school administration in advance.

If a student needs to make a phone call in a non-emergency situation, the student should go to the main office to contact their parents/guardians or family member. Further strategies to assist students with improving repeated offenses or refusal to comply may include, but are not limited to:

Teacher Responses

- Issue a warning.
- Direct the student to put the device away.
- Confiscate the device when authorized by district procedure.
- Refer repeated misuse to administration.

Administrative Responses

- Return devices according to district procedure.
- Notify parents/guardians for repeated violations.
- Apply progressive discipline for insubordination or repeated refusal to comply.

Bus Conduct (*Policies JICC*)

This section includes unsafe behavior, refusal to follow driver directions, repeated disruption, and other misconduct on school transportation. Strategies to assist students with improving their bus conduct may include, but are not limited to:

Teacher/Driver Responses

- Give a warning when appropriate.
- Reassign seating when needed.
- Report serious or repeated concerns to administration.

Administrative Responses

- Assign bus seating.
- Suspend bus privileges for repeated or serious misconduct.
- Notify parents/guardians.
- Apply additional consequences when warranted.

Dress Code (*Policies JICA*)

Students are expected to dress in a manner that is safe, age-appropriate, and not disruptive to the educational environment. Any appearance or dress which would cause a distraction from the learning process, infringe upon the rights of other students, or clothing that is unsafe will not be tolerated.

The following are not permitted:

- Clothing, jewelry, or accessories that contain obscene, vulgar, lewd, discriminatory, or indecent language or images.
- Clothing, jewelry, or accessories that display profanity, sexual innuendo, or messages promoting drugs, tobacco, alcohol, weapons, gangs, or violence.
- Clothing, footwear, hairstyles, or accessories that present a safety hazard during school activities, including physical education, laboratory work, art, or other hands-on instruction.
- Bare feet.
- Footwear with wheels or similar unsafe footwear.
- Sunglasses or hoods worn inside the building during the school day, except when approved for a documented need or by school administration.

*Hats are allowed in the building, however teachers have discretion on what is and is not allowed to be worn in their classroom.

- Perfumes, colognes, sprays, or aerosol products
- Students will refrain from self-imposed body art

The District will make reasonable accommodations to the dress code for religious, cultural, medical, disability-related, or other legally protected needs.

When a student's dress or appearance violates this policy, school staff will address the matter respectfully and privately whenever possible, and the student may be referred to administration and required to modify their attire to come into compliance. Students who refuse to comply may be subject to disciplinary action, up to and including out-of-school suspension. Other strategies to address dress code concerns may include, but are not limited to:

Teacher Responses

- Discreetly and respectfully direct the student to correct the issue when possible.
- Refer the student to administration if the student does not comply.

Administrative Responses

- Require the student to modify attire.
- Contact parents/guardians if needed.
- Impose disciplinary action for repeated refusal to comply.

Due Process (*Policies JIC, JICD*)

All disciplinary action shall comply with due process requirements. Students shall be informed of the alleged misconduct, given an opportunity to respond, and provided parent/guardian notice and appeal rights when applicable.

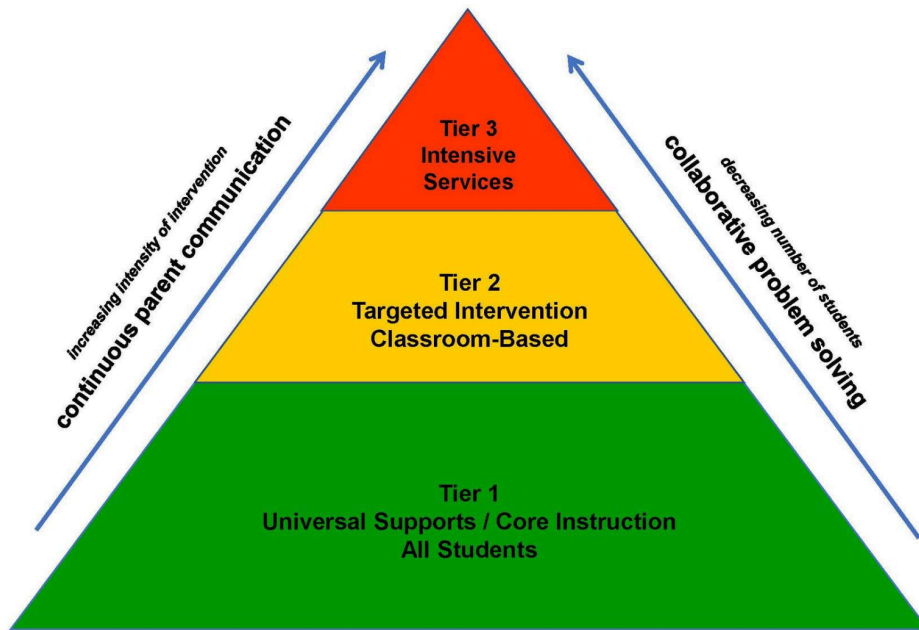
Removal, Suspension, and Expulsion (*Policies JIC, JICD, JICDD*)

Short-term suspension of 10 days or fewer may be imposed by the principal or designee. Long-term suspension and expulsion shall be imposed only in accordance with Board policy, applicable law, and required procedures. During any suspension, the student may not attend school activities or be on school property unless authorized by the principal or their designee.

MTSS & Commitment to Growth

At Hollis Brookline Middle School, our approach to discipline is aligned with our Multi-Tiered System of Supports (MTSS) and is designed to be educational, restorative, and developmentally appropriate. We emphasize helping students reflect on their choices, repair harm, and grow as responsible members of the school community.

Through a collaborative partnership among students, families, and staff, we work to uphold a safe, respectful, and supportive learning environment where all students have the opportunity to succeed and thrive.



| | | |
|-------------|------------------|--------------------------------------|
| Tier | Academics | Social-Emotional / Behavioral |
|-------------|------------------|--------------------------------------|

| | | |
|--|--|--|
| <p>Tier 1 Universal Supports / Core Instruction</p> | <ul style="list-style-type: none"> ● Best teaching practices. ● Flexible grouping / ability grouping. ● Data collection and progress monitoring (DIBELS, i-Ready, etc.). ● Research-based core instruction. ● Differentiated instruction (centers, rotations, small groups). | <ul style="list-style-type: none"> ● Positive classroom norms and routines. ● Character education and citizenship lessons. ● Schoolwide behavior expectations (code of conduct) and recognition systems. ● Anti-bullying and prevention programming. ● Social-emotional learning and advisory lessons. ● Parent conferences. ● Rearranging class schedules when needed. |
| <p>Tier 2 Targeted Interventions</p> | <ul style="list-style-type: none"> ● In-class supports such as extra time, chunking assignments, repeated directions, and guided notes. ● Read plans or accommodations as needed. ● Intervention block instruction. ● Small-group testing or reteaching. ● Executive functioning support for teachers, parents, and students. | <ul style="list-style-type: none"> ● Check-in/check-out. ● Small counseling or skill-building groups. ● Peer mentoring. ● Peer mediation. ● Instruction in conflict resolution and anger management. ● Parent counseling and training. ● Community service. ● Temporary same-day removal from class or activity. ● Detention. |



To: Hollis Brookline Cooperative School Board

From: Jacob Hess, Principal HBHS

Re: Principal's Report

Date: June 17, 2026

INFORMATION ONLY

Commencement Ceremony - Class of 2026

We capped off our celebrations for the Class of 2026 with a wonderful commencement ceremony on Saturday, June 6th. We had some great weather (albeit maybe a little warm...) and some even better speeches from our students and staff. Ashley Disco, Ella Callahan, Kylee Sorrell did fantastic jobs addressing their fellow students and leaving them with heartfelt advice and challenges. The Key Note Speaker, social studies teacher Matt Portu, brought humor, kindness, and love to his speech. It was a great morning and a fitting celebration for the great HBHS Class of 2026. Good luck to you all!

English Elective Proposal - Senior Literature Seminar

The English department is looking to add a course to next year's Program of Studies that would be offered at HBHS starting in the 2027-2028 school year. Attached you will find a general course overview as well as a detailed course outline. Some of the driving ideas behind the creation of this course are being able to draw on materials that the department has acquired for other courses that run intermittently. Another goal of the development of this course is to consolidate senior electives into something that makes sense for the staffing of the department, while still bringing a modern approach to student learning that embraces student choice and literacy support. Also, the outcomes set in this course are designed to apply to any area of study, making the skills the same no matter the material the student elects to work with.

Spring Play (*Much Ado About Nothing*) and Jazz Night

We wrapped this school year and spring with two amazing performances in the HBHS Auditorium! On Friday, May 21st we had our Jazz Night concert. A great night and celebration of amazing music and talent from our students. One week later our students, with the help and support of our ITS (International Thespian Society) club put on a modern day production of William Shakespeare's *Much Ado About Nothing*. The costumes, the set, the music, and the control and understanding of the Shakespearian language was impressive across the board! Congratulations to all the students and adults involved with sets, lights, costumes, makeup, and acting! A great way to wrap up an amazing year of performances.

Spain Trip Proposal - April 2028 - And Rotation Plan

The World Language Department (specifically the Spanish teacher, Mr. Alex Basbas) is proposing a trip to Spain for April vacation 2028 for as many as 45 student travelers. The job of our World Language teachers is to provide our students with what is sometimes referred to as the "Five C's." They are: Communication, Cultures, Connections, Comparisons, and Communities. Simply put, the goal is to get students to be able to communicate with others in the target language, understand foreign cultures, find connections to other subject areas, compare and contrast our two cultures, and create a global community. This trip seeks to satisfy all of these goals in a way that the classroom just can't. No matter how



much we try to create an authentic foreign environment, there is just no way to completely capture what it would be like to travel to these places that we study. See all documents and request forms below.

Advisory and CAV Block

We have been looking at and assessing our Advisory Program and CAV Block this year. Feedback from students and staff continue to focus on the desire to keep both of these but still some improvements can be made. ALT continues to work hard improving their program year by year. Feedback from CAV Block shows the same: students and staff seeing the value in supporting student learning but acknowledging that it can improve. My proposal is to shift our timing a little with these two chunks of time to support each other better, setting up new structures, and creating a better flow to the week where Advisory will be for 25 minutes on Monday and Friday and CAV Block will be 40 minutes on Wednesday through Thursday. See the schedule below.

Student Code of Conduct -

Please see one of the attachments for the HBHS Code of Conduct.

The Rosen Publishing Northern New England School Librarian of the Month

Our very own librarian, Christine Heaton, has been selected as the Northern New England School Librarian of the month for June! This organization represents librarian associations in Maine, New Hampshire, and Vermont. They said this about Christine: *“Christine has gone above and beyond with the initiation, development, coordination, and follow-up with the NH Local Artifacts Boxes (NHLAB) Project. It is clear that she has spent an exorbitant amount of time and energy devoted to obtaining the boxes, creating the “welcome kit” with suggestions for materials to obtain (including folders, labels, plastic sleeves, envelopes, etc), distributing the boxes, working with historical societies, finding funding, communicating well to all stakeholders, finding online resources, creating an entire press kit, and hosting a zoom meeting to check-in with participants about their progress. This project is a wonderful collaboration between librarians across the state to benefit our students and the communities that we serve. It is without hesitation that Christine deserves this recognition!”*



Visual and Performing Art Sub-Committee

I’m proposing to start a sub-committee of the Instructional Practices Committee called: The Visual and Performing Arts Advisory Committee. This group will examine the current state of visual and performing arts education within the district and develop recommendations to strengthen student engagement, participation, enrollment, and program sustainability. The committee will focus on understanding student interests, identifying barriers to participation, evaluating existing programming, and exploring innovative opportunities that ensure the arts remain a vibrant and valued component of the educational experience. See full proposal attached.



Hollis Brookline High School

Hollis Brookline Cooperative School District | Grades 9-12

603 821 4477

24 Cavalier Court, Hollis, NH 03049

Important Dates:

Final Exams - 6/11 - 6/16

8th Grade Step Up Date - 6/15

Last day for Students - 6/16 9:40 dismissal time at the high school

Last Day for Staff - 6/18

Summer Vacation - 6/16 - 9/1

Attachments:

[HBHS 2025-2026 Bell Schedule](#) / [Proposed HBHS 2026-2027 Bell Schedule](#)

[Instructional Minute Breakdown](#)

[English Elective - Senior Literature Seminar](#)

[Visual and Performing Art Sub-Committee](#)

[Spain Trip Rationale](#) / [Spain Trip Request](#) / [Spain Trip Overview Packet](#)

[HBHS Code of Conduct](#)

Jacob Hess
HBHS
Principal

Yolanda Flaminio
HBHS
Assistant Principal

Cole Etten
HBHS
Assistant Principal

Traci Lane
HBHS Assistant Principal
of Student Services

Current Bell Schedule

Monday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 60 |
| 2 | 60 |
| 3 | 60 |
| 5 | 61* |
| 6 | 60 |
| 7 | 60 |

Tuesday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 60 |
| 2 | 60 |
| 4 | 61* |
| 5 | 60 |
| 6 | 60 |

Wednesday

| Period | Instructional Minutes |
|--------|-----------------------|
| 2 | 60 |
| 3 | 60 |
| 4 | 61* |
| 6 | 60 |
| 7 | 60 |

Thursday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 60 |
| 3 | 60 |
| 4 | 61* |
| 5 | 60 |
| 7 | 60 |

Friday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 46 |
| 2 | 46 |
| 3 | 46 |
| 4 | 54 |
| 5 | 47 |
| 6 | 47 |
| 7 | 47 |

Weekly Totals

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 226 |
| 2 | 226 |
| 3 | 226 |
| 4 | 237 |
| 5 | 228 |
| 6 | 227 |
| 7 | 227 |

Net total: 1,597

[Proposed HBHS 2026-2027 Bell Schedule](#)

Monday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 55 |
| 2 | 55 |
| 3 | 55 |
| 5 | 56* |
| 6 | 55 |
| 7 | 54 |

Tuesday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 65 |
| 2 | 65 |
| 4 | 61* |
| 5 | 65 |
| 6 | 66 |

Wednesday

| Period | Instructional Minutes |
|--------|-----------------------|
| 2 | 65 |
| 3 | 65 |
| 4 | 61* |
| 6 | 65 |
| 7 | 66 |

Thursday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 65 |
| 3 | 65 |
| 4 | 61* |
| 5 | 65 |
| 7 | 66 |

Friday

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 43 |
| 2 | 43 |
| 3 | 43 |
| 4 | 56* |
| 5 | 43 |
| 6 | 43 |
| 7 | 41 |

Weekly Totals

| Period | Instructional Minutes |
|--------|-----------------------|
| 1 | 228 |
| 2 | 228 |
| 3 | 228 |
| 4 | 239 |
| 5 | 229 |
| 6 | 229 |
| 7 | 227 |

Net total: 1,608

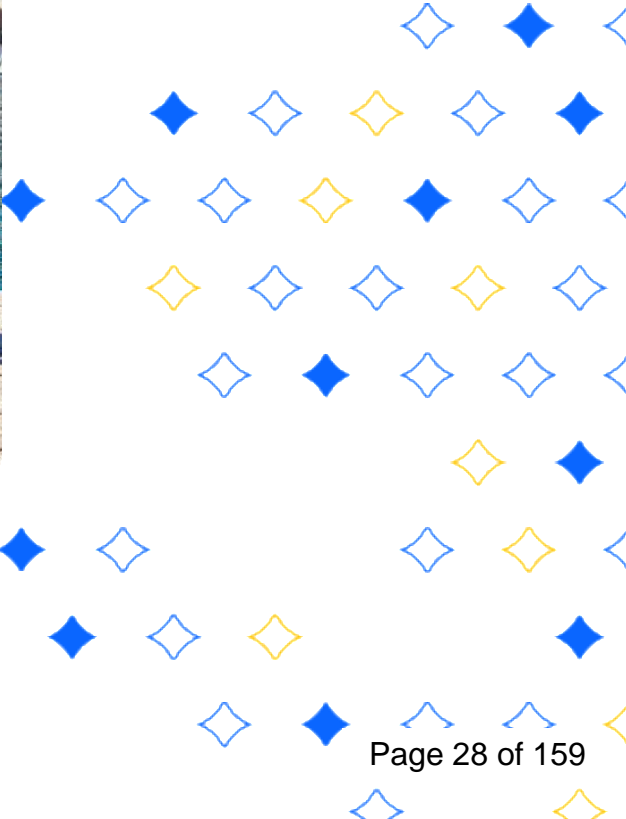
HBHS Bell Schedule

7:40 – 2:30

| Monday (miss per 4) | Tuesday (miss per 3 & 7) | Wednesday (miss per 1 & 5) | Thursday (miss per 2 & 6) | Friday (PLC 7:00 – 8:00) |
|--|--|--|--|--|
| Period 1 7:40 – 8:40 | Period 1 7:40 – 8:40 | Period 2 7:40 – 8:40 | Period 1 7:40 – 8:40 | Period 1 8:05 – 8:51 |
| Period 2 8:44 – 9:44 | Period 2 8:44 – 9:44 | Period 3 8:44 – 9:44 | Period 3 8:44 – 9:44 | Period 2 8:55 – 9:41 |
| Period 3 9:48 – 10:48 | Advisory 9:48 – 10:03 | Advisory 9:48 – 10:03 | Advisory 9:48 – 10:03 | Period 3 9:45 – 10:32 |
| Period 5 & Lunch 10:52 – 12:22 Lunch A 10:52 – 11:17 Lunch B 11:25 – 11:50 Lunch C 11:57 – 12:22 | CavBlock 10:07 – 10:51 Period 4 & Lunch 10:55 – 12:22 Lunch A 10:55 – 11:20 Lunch B 11:26 – 11:51 Lunch C 11:57 – 12:22 | CavBlock 10:07 – 10:51 Period 4 & Lunch 10:55 – 12:22 Lunch A 10:55 – 11:20 Lunch B 11:26 – 11:51 Lunch C 11:57 – 12:22 | CavBlock 10:07 – 10:51 Period 4 & Lunch 10:55 – 12:22 Lunch A 10:55 – 11:20 Lunch B 11:26 – 11:51 Lunch C 11:57 – 12:22 | Period 4 & lunch 10:36 – 11:57 Lunch A 10:36 – 11:01 Lunch B 11:04 – 11:29 Lunch C 11:32 – 11:57 Period 5 12:01 – 12:48 |
| Period 6 12:26 – 1:26 | Period 5 12:26 – 1:26 | Period 6 12:26 – 1:26 | Period 5 12:26 – 1:26 | Period 6 12:52 – 1:39 |
| Period 7 1:30 – 2:30 | Period 6 1:30 – 2:30 | Period 7 1:30 – 2:30 | Period 7 1:30 – 2:30 | Period 7 1:43 – 2:30 |

School Board *Presentation*

2028



SCHOOL BOARD PRESENTATION

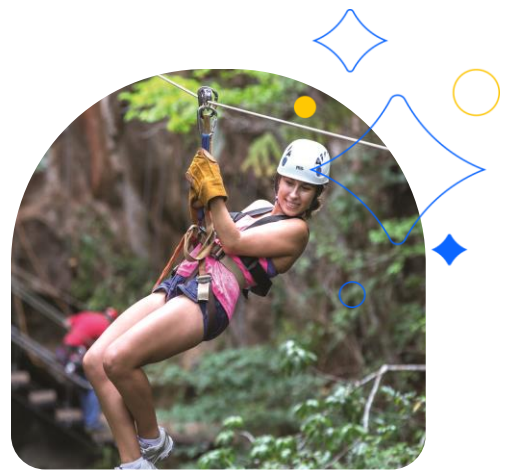
Northern Spain

April 20, 2028 - April 28, 2028

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Welcome to WorldStrides and thank you for your interest in student travel!



As a licensed tour operator, WorldStrides is proud to be able to give your students the opportunity of a lifetime! When your school travels with WorldStrides, classroom lessons come to life and offer your students valuable exposure to the world outside of their hometown. It's an educational adventure for all!

Before we begin, here's a little more about us:

WorldStrides has over 55 years of experience partnering with teachers to create authentic, interactive, and safe educational travel programs. We specialize in connecting teachers and students to new cultures, languages, and people on specialized tours across the globe.

We believe we can create a better world by immersing every student within new cultural experiences through travel. We are the industry leader in educational travel, helping teachers and students discover the wonders of the world through safe and reliable experiences.

Every WorldStrides program includes round-trip flight or bus transportation, accommodations, on-tour transportation, generally two meals daily and the services of an expert, full-time Tour Director dedicated to your group. As a member of the WorldStrides family, we enjoy a global network of our 27 offices. And with our veteran Program Consultants, Customer Care Representatives, and comprehensive, user-friendly website, we're always here to support you.

WorldStrides has helped change the lives of 10 million+ students through our educational experiences. Join us!

Happy travels!

Educational Excellence

Experience is the world's best teacher, which is why it's the core of our educational philosophy. As an internationally accredited institution, our immersive approach elevates learning, ignites growth, and sparks new passions in students of all ages. Education is the core of what we do. That's why WorldStrides became the first student travel company to be accredited in 1996. Ever since, we've been held to the same strict academic standards as schools across the world by international accrediting bodies including: Cognia, MSA-CESS, WASC, and NEASC.

Our expert team of in-house educators support students at every level, from creating all of our exciting educational materials to maintaining our accreditation status. Our commitment to educational excellence begins with our expert team of educators working together to design exciting, innovative approaches to learning.

Taking the LEAP®, which stands for Learning through Exploration and Active Participation®, is at the heart of everything we do. Our educational philosophy is built upon the hands-on, exploratory approach to learning that we know makes all the difference for your students. It increases student engagement, critical thinking, understanding of diverse perspectives, and personal growth.

WorldStrides Tour Directors get to know your students as individuals, fostering greater engagement and active participation. They are experienced education and destination professionals, trained in LEAP, and engage students with hands-on learning opportunities.

Students participating in a WorldStrides program are eligible to earn academic credit at no additional cost. Students in grades 6-12 can earn high school credit and students in grades 9-12 can earn college credit when they complete the travel program and WorldStrides online coursework post-program.

Traveling educators are eligible to receive professional development credit that can be used toward license recertification.

Accredited Like Your School

Education is the core of what we do. That's why WorldStrides became the first student travel company to be accredited in 1996. Ever since, we've been held to the same strict academic standards as schools across the world by international accrediting bodies including:



Cognia >



MSA-CESS >



WASC >



NEASC >

Travel with Confidence

Hotels

We put the most committed, expert team behind every trip and it shows in the cultural quality your students will feel. Our carefully-selected hotels are centrally located and three to four-star rated, so you and your group maximize time exploring the heart of each city and avoid wasting time in a bus commuting. Below is a sampling of the typical hotel quality and locations you will experience on a WorldStrides tour. Specific hotels listed below are not guaranteed.

Students have the option to upgrade to twin rooming for \$45 per night. Paying adults (23 or older) are roomed in twin/double accommodations and a \$45 per night double/twin rooming supplement is included in the adult total cost. Adults have the option to upgrade to a single room for an additional \$40 per night.

HOTEL SAMPLE SPECIFIC TO MADRID, SPAIN

Hotel Sterling Gran Via

Hotel description

Conveniently located just off Gran Via and 200 meters from Santo Domingo Metro station, Sterling offers simple accommodation in central Madrid. All spacious rooms have private bathrooms and air conditioning. Rooms in the Sterling all have TV, a safe, and a work desk. They also have sofas and can accommodate an extra bed. The Sterling has 24-hour reception and a tour desk to help you plan your visit. They can also store luggage. A daily breakfast is available, and gluten-free products are available on request. Both Puerta del Sol and the Royal Palace are just 10 minutes' walk away. Nearby Gran Via has a large selection of shops, bars, and entertainment, including theatres and cinemas.

Group leader evaluations

"We loved it. The rooms were clean & spacious. The breakfast was plentiful & the chocolate croissants were the best! The staff was very helpful. The location was fantastic since it was in the city and allowed us to explore independently."

Meals

WorldStrides provides breakfast and dinner daily on all tours, unless otherwise indicated on your itinerary. We make sure all travelers have the opportunity to experience local cuisine, whether that's paella in Madrid or pasta in Rome.

Health & Safety

WorldStrides has built a 55-year-old reputation for industry-leading commitment to health and safety. Expecting the unexpected is where we excel. Our experienced team is leading the way now in innovating and evolving to make sure your travel experience is safe, and full of fun, even in uncertain times. More than 500,000 students and teachers experience educational travel programs with us each year.

A Team Approach to Safety and Security

WorldStrides' in-house Health & Safety Team, led by our Head of Health & Safety, leverages decades of experience to continually assess the safety of our travel destination and the activities our students participate in. Our WorldAssist Team serves as our emergency response command center, staffed 24/7 by WorldStrides team members who are specially trained to handle any on program situation — no matter how big or how small. We also rely on a deep network of partnerships. Every program has a 24/7 Tour Director. WorldStrides Tour Directors are highly recommended professionals with years of experience and extensive training in emergency procedures.

We are a member of USTOA: United States Tour Operators Association's \$1 Million Travelers Assistance Program. As an Active Member of USTOA, WorldStrides is required to post \$1 million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of WorldStrides customers in the unlikely event of WorldStrides bankruptcy, insolvency or cessation of business. Further, the \$1 million posted by WorldStrides may be sufficient to provide only a partial recovery of the advance payments received by WorldStrides. Complete details of the USTOA Travelers Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, by email to information@ustoa.com, or by visiting their website at www.USTOA.com.

In addition to the USTOA, WorldStrides is affiliated with the following notable organizations: Student Youth Travel Association (SYTA), National Tour Association (NTA), European Tour Operators Association (ETOA), Better Business Bureau (BBB), International Air Transportation Association (IATA), World Youth Student & Educational (WYSE) Travel Confederation, British Educational Travel Association (BETA).

WorldStrides also offers each traveler the option to purchase the Travel Protection Plan or the Ultimate Protection Plan.

We've Got You Covered

The key to traveling safely is thorough preparation and we've had over 55 years to hone our approach. Our health and safety protocols are continually evolving to meet the needs of our changing world.

WorldAssist

Our emergency response command center is staffed 24/7 by our specially trained team members to help with any unexpected situations that may arise while you're traveling.

Doctors on Call

Our exclusive relationship with The George Washington University Medical Faculty Associates provides 24/7 access to medical care for all traveling participants. Through telehealth consultation, medical professionals are available to evaluate health related concerns and make recommendations for treatment accordingly.

AXA Behavioral Health

Our relationship with AXA Behavioral Health provides traveling participants telehealth access to a mental health professional from anywhere in the world.

Extensive Emergency Protocols

Our emergency manual contains detailed protocols for addressing a variety of emergency situations and all of our on-site team members receive extensive training in how to implement these plans.

"Safety is clearly a top priority, and WorldStrides has the experience and knowledge to make this trip go so smoothly time after time without a hiccup. Everyone is so thorough and kind, it

Liability policy

To Whom It May Concern,

We understand that many school officials have expressed concern about allowing their students to travel. We want to assure you that the safety of the tour participants is WorldStrides' number one priority and that we have policies and procedures in place to protect the school, school district, teachers and participants involved with this tour.

WorldStrides has a \$50 million liability policy that protects third parties and tour participants (students, teachers, chaperones) for injuries and damages resulting from WorldStrides' negligence. We can have your school information printed on the certificate before traveling.

We know that school officials should not have to assume responsibility for the safety of their students while on tour. WorldStrides has taken all precautions to best protect the students and other tour participants.

We of course share your concern for the students' safety and peace of mind. Our optional Cancel for Any Reason travel protection plan provides medical, baggage and cancellation insurance coverage for our travelers. We also have a network of support staff in the United States as well as a 24-hour emergency service for groups and their families.

If you would like to discuss this matter further, we would be happy to speak with you at any time. Please call us at 1.888.310.7120.

Sincerely,

Tim Sweeney

Chief Product Delivery Officer
WorldStrides

Payment Plans

FULL PAYMENT

Pay in full at time of enrollment.

MONTHLY AUTOMATED PLAN

Pay a \$99 deposit, plus any travel protection plan fees, with a credit card or checking account upon enrollment. The balance of the tour fee will be automatically charged to the card on file or debited from the linked checking account in equal monthly installments until 35 days prior to departure.

Please note: all payments must be made by credit card, debit card or checking account. If two consecutive payments are returned NSF or declined, payment plan will update automatically to the 4-Step Manual Plan.

4-STEP MANUAL PLAN

Pay a \$99 deposit upon enrollment. \$500 toward the balance is due 30 days later. At 110 days prior to departure, 75% of the balance is due. At 65 days prior to departure, the remainder of the balance is due. Each payment must be made manually.

GENERAL PAYMENT INFORMATION

We accept MasterCard, Visa, ACH checking account payments, money orders and personal checks. Monthly payment plans require the use of a credit card or ACH payment.

Please note: personal checks cannot be accepted within 75 days prior to departure. ACH payments cannot be accepted within 65 days prior to departure.

Participants not enrolled in an automatic payment plan will receive email reminders of payments due approximately two weeks in advance of the due date. Payment reminders are sent only through email. Late payments are subject to an additional \$50 fee. Participants that remain unpaid in full within 75 days prior to departure, or who do not meet the conditions of their payment plan, will have their reservation cancelled in keeping with our standard cancellation policy.

Payments rejected due to insufficient funds, returned to us by the bank—including bounced checks, returned due to a stop-payment order, or that are otherwise in dispute are subject to an additional \$35 non-refundable fee. We reserve the right to cancel reservations for any participant who does not meet their contractually obligated payment schedule.

Insurance

All WorldStrides programs include Basic Medical, Dental, Emergency Evacuation Insurance during overseas trips. Then for additional coverage, we offer the travel protection options described below.

Four out of every five WorldStrides travelers protect their investment through our partnership with Trip Mate, our third-party travel protection plan provider.

WORLDSTRIDES' TRAVEL PROTECTION PLAN

Our standard travel protection plan provides coverage for participants experiencing:

- The injury, sickness, or death of a student or family member
- Documented theft of a passport or visa
- Flight cancellations due to strike or bad weather
- Loss of luggage and personal effects
- Medical expenses incurred while traveling
- And much more...

ULTIMATE PROTECTION PLAN

Along with the benefits provided by the standard plan, you have the option to upgrade to the WorldStrides Ultimate Protection Plan which includes our exclusive **Cancel For Any Reason** waiver. With **Cancel For Any Reason**, participants that cancel their trip reservation for any reason not otherwise covered by the protection plan will receive reimbursement for 75% of trip fees, excluding certain non-refundable fees, provided:

- 1) Payment for this plan is received by WorldStrides within 14 days of the initial deposit/payment for the trip; and
- 2) The trip is cancelled at least 2 days prior to the scheduled trip departure date.

This **Cancel For Any Reason** waiver does not cover penalties associated with any air or other travel arrangements not provided by WorldStrides. This waiver is provided by WorldStrides and is not an insurance benefit underwritten by United States Fire Insurance Company.

Insurance

Our protection plans also provide coverage for on-tour contingencies, including:

TRIP INTERRUPTION

Participants that have their WorldStrides trip interrupted after departure due to a covered reason (see previous slide for examples) can be reimbursed for unused travel arrangements as well as the additional transport costs for participants either returning home or rejoining their group.

MISSED CONNECTION

Participants that are delayed from arriving at their scheduled destination by 3+ hours due to a covered reason can receive reimbursement for unused travel arrangements as well as the additional transport costs to join their group.

TRAVEL DELAY

Participants that experience significant travel delays (12+ hours) due to a covered reason will receive reimbursement for additional accommodation, meal, and local transportation expenses.

MEDICAL EXPENSE/EMERGENCY ASSISTANCE

Participants that require medical assistance while traveling will have the cost of transportation to an appropriate medical facility covered.

BAGGAGE & PERSONAL EFFECTS

Participants will receive reimbursement if their personal belongings or baggage are damaged, lost, or stolen while traveling.

BAGGAGE DELAY

Participants that experience a significant baggage delay (24+ hours) can be reimbursed for the purchase of necessities, including clothing and personal articles.

PRE-EXISTING CONDITIONS WAIVER

Participants that purchase a travel protection plan within 14 days of their initial deposit and/or trip payment and who are not disabled from travel at the time of protection plan payment can waive the plan exclusion for pre-existing conditions.

A **Certificate of Coverage** provides complete details of the travel protection plan, including conditions, exclusions, and limitations is available on our website or at any time by request to our team.

The WorldStrides Travel Protection Plan benefits are administered by: Trip Mate, Inc. (In **California**, dba Trip Mate Insurance Agency), 9225 Ward Parkway, Suite 200, Kansas City, Missouri 64114; tel. 1.800.888.7292.

The WorldStrides Travel Protection Plan is underwritten by United States Fire Insurance Company, Morristown, NJ.

The cost for WorldStrides' **Travel Protection Plan** and WorldStrides **Ultimate Protection Plan** is based on your program's total price and provided at enrollment. The estimated cost for your program will be provided in advance. This plan should be purchased at the time of enrollment. You have ten (10) days from the date of purchase to review and cancel your plan for a full refund. After that period, the cost of the plan is non-refundable.

From Our Program Leaders

After every tour, WorldStrides asks our Program Leaders to evaluate our overall pre-tour, during tour, and post-tour performance as a company.

“

“WorldStrides offers a top-tier travel program for students. Their attention to detail, clear communication, and thorough planning ensured a seamless experience. Our recent trip with WorldStrides was a seamless and enriching experience, thanks to the careful planning and expertise of their dedicated staff. From the thoughtfully crafted itinerary to the well-organized logistics, every detail was handled with care. The trip ran smoothly from start to finish, allowing students to fully enjoy every moment. Students enjoyed delicious breakfasts and authentic dinners at local restaurants, offering genuine taste of the culture. Accommodations were centrally located providing convenience and comfort throughout our stay. Our tour guide was highly knowledgeable and well-traveled – enhancing the educational value of each destination. WorldStrides truly leaves nothing to chance. Their professionalism and attention to detail make them a leader in student educational travel.”

From Brenda R., Program Leader

“

“As a director, I can’t speak highly enough about the experiences I have had with WorldStrides. They listen to what I want and deliver what they promise. The quality of every aspect, including transportation, accommodations, meals, performance venues, cultural experiences, and tour guides, are all fantastic. I have great confidence working with a company that is a leader in the industry and has a proven history of excellence and fair pricing.”

From RON V., PROGRAM LEADER

From Our Program Leaders

“

“The biggest advantage to Worldstrides is their customer service. The entire team is responsive to teacher leaders' requests - even while on tour. Time and time again, I am blown away by how much Worldstrides helps us - even when we are already in a country. Absolutely the best in the industry.” Kari K., Program Leader

From Kari K., Program Leader

“

“More than anything I value the experience and lessons that students gained traveling abroad. Worldstrides met expectations once again for smooth sailing during our Spring Break trip.”
Jaime S., Program Leader

From Jaime S., Program Leader

Northern Spain

April 20, 2028 - April 28, 2028

Experience the rich history, vibrant culture, and artistic heritage of Spain on this educational journey. From Barcelona's architectural wonders to Seville's flamenco traditions and Madrid's royal landmarks, this immersive tour showcases Spain's most captivating cities. Explore Gaudí's masterpieces, visit the historic Mezquita, and enjoy hands-on experiences like a flamenco class and a traditional Spanish cooking lesson. Optional excursions allow deeper discovery into Spain's artistic and historical legacy, creating an unforgettable travel experience.



Northern Spain



ITINERARY

Day 1 Overnight flight to Spain (Madrid)

Day 2 Hola Madrid

Meet your LEAP-trained Tour Director
Madrid city walk
Puerta del Sol, Plaza Mayor, Plaza de España

Day 3 Madrid

Madrid guided sightseeing tour
Gran Vía, Cibeles Fountain, Puerta de Alcalá, Columbus Square, Royal Palace visit
Optional Toledo guided excursion \$80
Toledo Cathedral visit, St. Mary's Synagogue visit, Sword factory visit
Flamenco evening

Day 4 Madrid--Burgos

Travel to Burgos via Segovia
Segovia Alcazar visit
Burgos tour director-led sightseeing
Burgos Cathedral visit, Cartuja de Miraflores visit

Day 5 Burgos--Basque Region

Travel to Basque Region via Bilbao
Guggenheim Museum visit
LEAP Spirit of Spain

Day 6 Basque Region

San Sebastián tour director-led sightseeing
Playa de la Concha, Palacio de Miramar, Hotel de Londres, Harbor & Old Quarter
Monte Igueldo Lighthouse visit

Day 7 Basque Region--Barcelona

Travel to Barcelona via Pamplona
Pamplona tour director-led sightseeing
Plaza del Castillo, Pamplona Cathedral

Day 8 Barcelona

Barcelona guided sightseeing tour
Plaza de España, Gaudí's Sagrada Família, Montjuïc Hill, Park Güell visit
Las Ramblas scavenger hunt
Paella dinner

Day 9 Flight home from Barcelona



Northern Spain

TOUR INVESTMENT:

Travelers under 23 years \$4,751.00

Travelers 23 and above \$5,191.00

*Sign up by **05/14/2026** and use voucher code **EarlySavings28** to receive this discounted price!

TOUR INCLUDES:

- › LEAP – Learning through Exploring and Actively Participating increases engagement, critical thinking, understanding of diverse perspectives, and personal growth.
- › WorldStrides Tour Director: An experienced education and destination professional, trained in LEAP, who engages students with hands-on learning opportunities.
- › Round-trip airfare and transportation to activities in the itinerary
- › Hotel accommodations
- › Breakfast daily except on arrival day
- › Dinner daily except on departure day
- › Guided sightseeing tours and city walks as per itinerary
- › Visits to select attractions as per itinerary
- › Discovery Journal (available upon request)
- › Traveling educators can earn professional development hours/CEUs.
- › Earn high school credit (grades 6–12) or college credit (grades 9–12) — available to travelers who complete the program and WorldStrides coursework.
- › Basic medical, dental, and emergency-evacuation insurance during the trip
- › WorldAssist staff members available 24/7/365 should your group need extra help



Supporting documents

This school board packet should be submitted with the following supporting documents:

- Official price quote**
- Student application**
- Student/parent agreement & release form**
- WorldStrides' terms & conditions**



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**HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT
TYPE II OVERNIGHT OR TYPE III FOREIGN TRAVEL REQUEST**

All overnight travel must be pre-approved by the Cooperative School Board. Requests for overnight travel should be submitted at least three months prior to travel to allow for the approval process and appropriate time to follow field trip procedures.

Name of Lead Chaperone: Alex Basbas

Date Request Submitted: _____

Names of Trip Chaperones: Kristen Roy, Erin Robbins, Matt MacFarline, & more
(One qualified employee chaperone is required for every six student travelers for foreign travel. Each chaperone must sign a Chaperone Expectations Form prior to approval.)

Chaperone CPR/First Aid Certified: All of them

Chaperone Expectations Forms submitted prior to departure: Yes

Proposed Destination: Northern Spain

Dates of Proposed Travel: April break 2028 (most likely 4/20/28-4/28/28)

Dates of School Days Included
Within Travel Dates: 4/20/28-4/21/28

Estimated or Maximum Number of Student Travelers 45
(Each student and parent must sign a Student Expectations Form prior to any commitment to travel.)

Date, time, and location of Student and Parent
Informational Meeting: October 2026 in rooms 221/222 of HBHS (specific date TDB)
(An Informational Meeting must be conducted prior to any student commitment to travel.)

Will any other persons travel with the students? If so, who? No

Have monies been budgeted by the district for the
Proposed trip? If so, how? No

Will funds be collected from or fundraised by students? Yes Cost per Student \$4800

Who is to be authorized to handle the Funds on the trip? Alex Basbas / World Stides-Explorica
(The designated person must follow school district policy regarding the receipt, deposit, and expenditure of cash payments for the trips.)

(Over)

(page 2)

What are the transportation arrangements? Private bus to be reserved for travel from HBHS to Logan Airport and back at an additional cost to the participants

If transportation is by private vehicle, original driver's license and proof of insurance must be submitted to the main office. Copies will be made and kept on file in the main office.

Transformation Information attached: Bus _____ Parent _____ Air _____

TRAVEL RATIONALE:

See "Rationale for Proposed Trip to Spain" attached

DETAILED ITINERARY:

See "Detailed Itinerary" attached

CURRICULAR GOALS:

See "Rationale for Proposed Trip to Spain" attached

Department Head Signature: _____ Date _____

It is the responsibility of the lead chaperone to present the student roster to be reviewed by the principal.

Approved:

Not approved:

Signature of Principal _____ Date _____

Submitted for School Board approval (date) _____

Approval of School Board _____ Date _____

Rationale for Proposed Trip to Spain

I have put together a trip to Spain for April vacation 2028 for as many as 45 student travelers. As a Spanish teacher, my job is to provide our students with what is sometimes referred to as the “Five C’s.” They are: Communication, Cultures, Connections, Comparisons, and Communities. Simply put, the goal is to get students to be able to communicate with others in the target language, understand foreign cultures, find connections to other subject areas, compare and contrast our two cultures, and create a global community. This trip seeks to satisfy all of these goals in a way that the classroom just can’t. No matter how much we try to create an authentic foreign environment, there is just no way to completely capture what it would be like to travel to these places that we study.

Just as I did in 2025, I am using the touring company “World Strides-Explorica” because they have an excellent safety record and great reviews. They will be taking care of nearly every aspect of the trip, including airfare, breakfasts and dinners, tour escorts, and all tickets for all excursions.

I have been outside of the country 7 times with Hollis Brookline High School, and for 4 of those, I was the lead chaperone. The trip will maintain the 6:1 student:teacher ratio, and will try to do so with teachers and staff from HBHS.

Safety is without question the overall goal of the trip. Students will count off before leaving, and upon arriving at destinations. All school policies as described in the most recent Student Handbook will be in effect during the trip, and any participant who breaks school rules while on the trip will be subject to disciplinary action up to and including being immediately sent home at the family’s expense.

The educational value of foreign travel is undeniable. Students with educational travel experience are more appealing to college admissions and employers, have higher average GPAs in college, and typically obtain higher degrees. After travel, teachers report that students demonstrate increased tolerance and cultural awareness, increased willingness to learn and explore, and increased independence, self-esteem and confidence.*

Just as I did for the last trip, I will start by requiring that each participant have successfully completed Spanish 2 by the end of the 2027-2028 school year to be eligible for this trip. In this way, I’ll be able to ensure that the students most likely to benefit academically from this trip will be prioritized. If there are additional spots remaining after the first wave of signups, I’ll have the option of allowing students beyond this requirement.

Sincerely,

Alex Basbas
Spanish Teacher
Hollis-Brookline High School
Alex.basbas@sau41.org
May 5, 2026

*Based on a comprehensive independent study examining the impact of school-sponsored educational travel. © 2016 Student & Youth Travel Digest, A Comprehensive Survey of the Student Travel Market

Hollis Brookline High School

Student Code of Conduct

Purpose

The Hollis Brookline High School (HBHS) Student Code of Conduct exists to ensure a safe, respectful, and productive learning environment for all members of the school community. Rooted in our Core Values—Integrity, Innovation, Individuality, Intellectual Curiosity, and Involvement—this Code outlines clear expectations for student behavior and establishes a framework for accountability, growth, and support.

This Code applies to all students during the school day, on school property, on school buses, and at any school-sponsored activity or event, whether on or off campus.

Student Rights and Responsibilities

All students at HBHS have the right to:

- Learn in a safe, supportive, and respectful environment
- Be treated with dignity by peers and adults
- Express themselves respectfully and appropriately
- Due process when disciplinary action is considered in accordance with Policy JICD and RSA 193:13

All students at HBHS are responsible for:

- Acting with respect toward others and school property
- Following school rules, policies, and staff directions
- Contributing positively to the learning environment
- Attending classes regularly and on time
- Upholding academic integrity and honesty

General Behavior Expectations

Students are expected to:

- Treat peers, staff, and visitors with courtesy and respect
- Follow all reasonable directions from school staff
- Use appropriate language and behavior at all times
- Walk safely in hallways and common areas
- Wait to be dismissed by an adult or the bell
- Maintain cleanliness in classrooms, hallways, the cafeteria, and common spaces
- Refrain from behavior that disrupts teaching and learning

No student has the right to interfere with the learning, safety, or well-being of others.

Attendance and Punctuality

(Policies JH, JHC; RSA 189:35-a, RSA 193:1)

Students are expected to:

- Attend school and all assigned classes daily
- Arrive to school and class on time
- Follow proper procedures for absences, tardies, and dismissals

- Remain on campus during the school day unless authorized by the administration

Unexcused absences, skipping class, chronic tardiness, or leaving campus without permission are serious violations and will result in disciplinary consequences.

Academic Integrity

(Policy IKL)

HBHS values honesty, effort, and original thinking. Students must:

- Complete their own work unless collaboration is explicitly permitted
- Properly cite sources, including digital and AI-based tools when allowed
- Follow teacher guidelines regarding assessments and assignments

Prohibited behaviors include, but are not limited to:

- Cheating or copying
- Plagiarism
- Unauthorized use of technology or AI tools
- Allowing others to complete work on one's behalf

Violations of academic integrity will result in consequences ranging from a zero on the assignment to suspension, depending on severity and frequency.

Respect, Safety, and Well-Being

(Policies JICK, JICFA)

Students are expected to contribute to a safe and inclusive school culture by:

- Refraining from bullying, harassment, intimidation, or discrimination
- Avoiding physical aggression, fighting, or threats
- Respecting personal boundaries and school-appropriate conduct
- Reporting safety concerns to a trusted adult

Bullying, harassment, or behavior that threatens the safety of others will result in serious disciplinary action.

Technology and Electronic Devices

(Policies JICD, Acceptable Use Agreement; RSA 189:1-a)

Students must:

- Use technology responsibly and for educational purposes
- Follow staff directions regarding device use during the school day
- Communicate electronically in a manner that is transparent, accessible, and professional

Students may not:

- Record, photograph, or post images or audio of students or staff without permission
- Use VPNs or bypass school network filters
- Use technology to harass, cheat, or disrupt learning

Dress Code Expectations

Students are expected to dress in a manner that:

- Is appropriate for a school setting

- Does not disrupt the educational process
- Is free from obscene, vulgar, or discriminatory language or images
- Does not promote drugs, alcohol, tobacco, weapons, or violence
- Meets safety and health standards

Failure to comply with the dress code may result in administrative intervention.

Prohibited Items and Substances

(Policies JICG, JICH, JICI; RSA 193-D, RSA 159)

Students may not possess or use:

- Alcohol, drugs, or drug paraphernalia
- Tobacco or vaping products
- Weapons or objects that could be used to cause harm
- Fireworks, firecrackers, or hazardous materials

Violations will result in disciplinary action up to and including suspension or expulsion, and may involve law enforcement.

Progressive Discipline and Due Process

(Policy JICD; RSA 193:13)

HBHS uses a graduated system of discipline designed to correct behavior and support student growth. Consequences may include:

- Informal interventions and conferences
- Teacher or PLC detentions
- After-school or Saturday detentions
- In-school or out-of-school suspension
- Behavior Intervention Plans

All disciplinary actions follow due process, including:

- An opportunity for the student to share their perspective
- Parent/guardian notification
- Clear communication of consequences and expectations

Commitment to Growth

Discipline at HBHS is intended to be educational and restorative whenever possible. Students are encouraged to reflect on their choices, repair harm, and grow as responsible members of the school community.

By working together—students, families, and staff—we uphold the values and standards that make Hollis Brookline High School a safe, respectful, and thriving place to learn.

HBMS Student Code of Conduct

Policy JIC - Code of Conduct & Policy JICD (Student Discipline and Due Process)

Purpose

The Hollis Brookline Middle School (HBMS) Student Code of Conduct exists to ensure a safe, respectful, and productive learning environment for all members of the school community. Rooted in HBMS core expectations— (1) Take Responsibility for Your Actions, (2) Work Well with Others, (3) Respect Property, and (4) Make Healthy and Safe Choices—this Code establishes clear expectations for student behavior and a graduated framework for support, accountability, and growth.

This Code applies to all students during the school day, on school property, on school buses, and at any school-sponsored activity or event, whether on or off campus.

All students at HBMS have the right to:

- Learn in a safe, supportive, and respectful environment.
- Be treated with dignity by peers and adults.
- Express themselves respectfully and appropriately.
- Receive due process when disciplinary action is considered, in accordance with Policy JICD and RSA 193:13.

All students at HBMS are responsible for:

- Act respectfully toward peers, staff, visitors, and school property, using appropriate language and behavior at all times.
- Follow school rules, policies, and staff directions, and contribute positively to the learning environment.
- Attend classes regularly and on time,
- Uphold honesty and academic integrity.
- Keep hallways, classrooms, the cafeteria, and shared spaces clean, and walk safely in common areas.
- Refrain from behavior that disrupts teaching and learning.

Graduated System of Supports and Interventions

In alignment with Policy JIC - Code of Conduct, RSA 193:13 (Suspension and Expulsion of Pupils) and best practices in student discipline, HBMS will implement developmentally appropriate interventions prior to or alongside disciplinary action when appropriate.

Supports may include:

- Parent/guardian communication and conferences
- School counseling services
- Peer mediation and restorative practices
- Instruction in conflict resolution and social-emotional skills
- Behavior intervention plans
- Schedule or placement adjustments
- Community service opportunities
- Referral to Student Assistance Program (Policy JICH)

Graduated Disciplinary Consequences

When student behavior violates school expectations, consequences will be assigned based on the severity, frequency, and impact of the behavior, in accordance with Policy JIC - Code of Conduct and RSA 193:13.

Possible consequences include:

- Temporary removal from class (same day)
- Detention
- Restriction from extracurricular activities
- In-school suspension (ISS)
- Short-term out-of-school suspension (up to 10 days)
- Long-term suspension (up to 20 days, per RSA 193:13)
- Expulsion (School Board action)

Behavior Categories

Attendance and Punctuality (*Policies JH, JHBB*)

Students are required to attend school and all assigned classes daily, arrive on time, follow all procedures for absences, tardies, and dismissals, and remain on campus during the school day unless authorized by administration. Because the District's instructional program depends on regular attendance, continuity of instruction, and classroom participation, unexcused absences, skipping class, chronic tardiness, and leaving campus without permission are serious violations and may result in supports, interventions, or disciplinary consequences in accordance with Policy JH and other applicable Board policies.

RSA 193:1 states, "A parent of any child at least six (6) years of age, and under eighteen (18) years of age, shall cause such child to attend the public school to which the child is assigned in the child's resident district."

ABSENCES

The board considers the following to be excused absences:

- Illness
- Recovery from an accident
- Required court attendance
- Medical and dental appointments
- Death in the immediate family
- Observation or celebration of a religious holiday
- Such other good cause as may be acceptable to the Principal or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

If a student is going to be absent, **parent or guardian must call the school office (603-324-5997) or email the attendance line (hbms.attendance@sau41.org) prior to 7:35 am**. The communication should include the student's first and last name, the date(s) of absence(s), and the reason for the absence. The school will follow up with families of students for whom no calls have been received.

Absences due to a chronic illness may be exempted following verification from a physician (including specific dates to be excused) and a meeting with the Administration. Absences other than for illness during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacation, provided written approval is given in advance. Administration reserves the right to request

documentation (including medical excusal notes, court documents, or other documents) related to student absences at any time. Parents/guardians may appeal decisions on attendance matters to the administration. A student may be considered truant if parental notification is not received upon their return to school.

Student attendance records are reviewed regularly. In situations where students are experiencing multiple absences, interventions are put in place. Strategies to assist students with improving their attendance may include, but are not limited to:

Teacher Responses

- Conference with student about continued tardiness or absence
- Document the concern and refer repeated incidents to administration
- Contact parents/guardians when appropriate

Administrative Responses

- Conference with student about continued tardiness or absence
- Contact parents/guardians when appropriate (truancy letters)
- Attendance/truancy letters
- Meeting with School Resource Officer (SRO)
- Home visits
- Detention
- In-school suspension
- Document

Academic Integrity & Honesty (*Policies IKL*)

All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect towards their instructors who develop assignments and assessments that value Human Intelligence and aim to create learning experiences for students. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of their educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.

Prohibited Behavior

In addition to individual classroom standards, the following behaviors violate academic integrity and are prohibited:

1. **Cheating:** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
2. **Improper Use of Technology:** Misusing technology tools (including AI tools) for assigned work or homework goes against the spirit of the assignment and specific instructions. Students can only use

such tools under teacher guidance and must disclose their use. Citing the use of AI tools and any information or product obtained through those tools is expected, when applicable. This includes but is not limited to the use of translators and math applications.

3. **Plagiarism:** Representing someone else's ideas or words as your own without proper citation. This includes paraphrasing or directly quoting published or unpublished work without acknowledging the source. Sources include books, articles, websites, work of others, and AI tools. Teachers will provide clear citation guidelines, but students should seek clarification if unsure.
4. **Academic Misrepresentation:** Having someone else complete a test or assessment for you.
5. **Academic Collusion:** Sharing test questions or answers with another student without the instructor's permission. This includes copying another's work or allowing someone to copy yours, as well as unauthorized group collaboration on individual assignments.
6. **Dishonesty in Academic Work:** Submitting work prepared by someone else, including writing services, AI tools, or another person. All submitted work must be your own original work unless properly cited or following the teacher's instructions.
7. **Self-Plagiarism:** Reusing work from a previous class to fulfill requirements in another class without permission does not promote new learning. Repurposing work may be allowed in some cases with prior teacher approval.
8. **Unfair Academic Advantage:** Intentionally hindering another student's academic performance. Examples include but not limited to hiding research materials, sabotaging another's work, or intimidation, or failure to contribute meaningfully to a group assignment.
9. **Facilitating Academic Dishonesty:** Completing work for another student or collaborating on work meant to be independent.
10. **Other Academic Dishonesty:** Any intentional act that violates the spirit of academic integrity and this policy. This includes stealing assessments, tampering with records, including false academic information on applications, altering academic records or grades, distributing materials for cheating, or unethical technology use (e.g., pre-programmed calculators).
11. **Consequences:** Disciplinary consequences for violations will follow Board policy and the Student Code of Conduct. Consequences may range from a zero on an assignment to more serious actions depending on the circumstances surrounding the violation.

Note: This policy uses the term "technology tools" to encompass all AI tools and allows for flexibility with their use under teacher guidance. It also clarifies citation expectations for information and products generated through AI tools.

Respectful Communication and Conduct (*Policies JICK, JICJ*)

This section includes bullying, cyberbullying, harassment, discrimination, insubordination, profanity, obscene language or gestures, public displays of affection that disrupt the school setting, and other disrespectful or disruptive behavior. Strategies to assist students with improving respectful communication and conduct may include, but are not limited to:

Teacher Responses

- Issue a warning and direct the student to put the device away.
- Send the device to the main office for the remainder of the school day
- Notify parents/guardians
- Refer repeated misuse to administration.

Administrative Responses

- Notify parents/guardians
- Investigate the incident in accordance with district procedure and applicable policy.
- Implement counseling as appropriate.
- Apply progressive discipline, which may include a behavior plan, detention, restriction from extracurricular activities, removal from class, in-school suspension

Safety and Physical Conduct (*Policies JICK, JICI*)

This section includes physical aggression, fighting, threats, unsafe physical contact, fire safety violations, and any conduct that endangers students or staff or impacts their overall health and wellness. Strategies to assist students with improving safety and physical conduct may include, but are not limited to:

Teacher Responses

- Intervene only as necessary to maintain safety.
- Separate involved students and summon administrative help immediately.
- Report the incident and preserve witness information.

Administrative Responses

- Investigate promptly.
- Apply suspension or other disciplinary action based on severity and history.
- Refer to the Superintendent when required.
- Notify law enforcement when conduct involves threats, violence, weapons, incendiary devices, or other criminal activity.

Property and School Resources (*Policies ECAC*)

This section includes theft, vandalism, destruction of property, misuse of school materials, and damage to student or district property. Strategies to assist students with responding to property and school resource damage may include, but are not limited to:

Teacher Responses

- Report the incident promptly to administration.
- Secure the area or item if possible.
- Preserve evidence and document the facts.

Administrative Responses

- Investigate the incident.
- Implement restitution when appropriate.
- Impose suspension or other discipline as warranted.
- Refer to law enforcement when applicable.

Substances and Prohibited Items (*Policies JICH, ADB, GBEC*)

This section includes tobacco, vaping, alcohol, drugs, drug paraphernalia, weapons, and incendiary devices. Strategies to assist students with addressing substance and prohibited items may include, but are not limited to:

Teacher Responses

- Refer the student immediately to administration.
- Do not conduct a search unless authorized under district procedure and law.
- Document observations carefully.

Administrative Responses

- Impose disciplinary consequences in accordance with policy and law.
- Notify parents/guardians.
- Refer to the Student Assistance Program or other supports when appropriate.
- Notify law enforcement when required.
- Recommend expulsion for distribution of drugs or alcohol and for weapons violations as required by policy and law, including the mandatory consequences for firearms

Technology and Electronic Device Misuse (*Policies IKL, JICJ*)

In accordance with the passed New Hampshire State Law, RSA 189:1-a , and the District's commitment to a focused, respectful, and engaging learning environment, student use of personal electronic communication devices (including but not limited to cell phones, smartwatches, earbuds, and headphones) is prohibited from when the first bell rings to start instructional time until the dismissal bell rings to end the school day.

This section includes misuse of cell phones, smartwatches, earbuds, headphones, and other unauthorized electronic devices during the school day, as well as recording, photographing, or posting without permission. Strategies to assist students with improving technology and electronic device misuse may include, but are not limited to:

Teacher Responses

- Provide an immediate correction and reteach expectations.
- Notify parents/guardians
- Send device to administration
- Detention
- Refer student to administration

Administrative Responses

1. Notify parents/guardians.
2. Implement counseling, restorative practices, peer mediation, conflict-resolution instruction, or other supports as appropriate.
3. Apply progressive discipline, which may include detention, restriction from extracurricular activities, removal from class, in-school suspension, suspension, or referral to law enforcement when warranted.
4. Detention
5. Refer student to administration

Repeated Offenses

A disciplinary referral will be issued, and a parent/guardian will be required to pick up the device from the principal's office at the end of the school day. Repeated offenses will result in a student being required to check in their device into the main office daily.

Insubordination/Refusal to Comply

Progressive disciplinary action will be taken in accordance with the HBMS Code of Conduct. A parent/guardian meeting with administration may be scheduled.

Exceptions to this law will be narrow and carefully reviewed, and may include medical needs (such as insulin pumps and glucose sensors), disability accommodations based on student learning and access, and language support for English learners who require translation assistance and only when other technology is not sufficient. These exceptions are intended to meet specific educational or health-related needs that cannot be met using another device or instrument and must be formally approved through the IEP or Section 504 process or in cases of language support, by school administration in advance.

If a student needs to make a phone call in a non-emergency situation, the student should go to the main office to contact their parents/guardians or family member. Further strategies to assist students with improving repeated offenses or refusal to comply may include, but are not limited to:

Teacher Responses

- Issue a warning.
- Direct the student to put the device away.
- Confiscate the device when authorized by district procedure.
- Refer repeated misuse to administration.

Administrative Responses

- Return devices according to district procedure.
- Notify parents/guardians for repeated violations.
- Apply progressive discipline for insubordination or repeated refusal to comply.

Bus Conduct (*Policies JICC*)

This section includes unsafe behavior, refusal to follow driver directions, repeated disruption, and other misconduct on school transportation. Strategies to assist students with improving their bus conduct may include, but are not limited to:

Teacher/Driver Responses

- Give a warning when appropriate.
- Reassign seating when needed.
- Report serious or repeated concerns to administration.

Administrative Responses

- Assign bus seating.
- Suspend bus privileges for repeated or serious misconduct.
- Notify parents/guardians.
- Apply additional consequences when warranted.

Dress Code (*Policies JICA*)

Students are expected to dress in a manner that is safe, age-appropriate, and not disruptive to the educational environment. Any appearance or dress which would cause a distraction from the learning process, infringe upon the rights of other students, or clothing that is unsafe will not be tolerated.

The following are not permitted:

- Clothing, jewelry, or accessories that contain obscene, vulgar, lewd, discriminatory, or indecent language or images.
- Clothing, jewelry, or accessories that display profanity, sexual innuendo, or messages promoting drugs, tobacco, alcohol, weapons, gangs, or violence.
- Clothing, footwear, hairstyles, or accessories that present a safety hazard during school activities, including physical education, laboratory work, art, or other hands-on instruction.
- Bare feet.
- Footwear with wheels or similar unsafe footwear.
- Sunglasses or hoods worn inside the building during the school day, except when approved for a documented need or by school administration.

*Hats are allowed in the building, however teachers have discretion on what is and is not allowed to be worn in their classroom.

- Perfumes, colognes, sprays, or aerosol products
- Students will refrain from self-imposed body art

The District will make reasonable accommodations to the dress code for religious, cultural, medical, disability-related, or other legally protected needs.

When a student's dress or appearance violates this policy, school staff will address the matter respectfully and privately whenever possible, and the student may be referred to administration and required to modify their attire to come into compliance. Students who refuse to comply may be subject to disciplinary action, up to and including out-of-school suspension. Other strategies to address dress code concerns may include, but are not limited to:

Teacher Responses

- Discreetly and respectfully direct the student to correct the issue when possible.
- Refer the student to administration if the student does not comply.

Administrative Responses

- Require the student to modify attire.
- Contact parents/guardians if needed.
- Impose disciplinary action for repeated refusal to comply.

Due Process (*Policies JIC, JICD*)

All disciplinary action shall comply with due process requirements. Students shall be informed of the alleged misconduct, given an opportunity to respond, and provided parent/guardian notice and appeal rights when applicable.

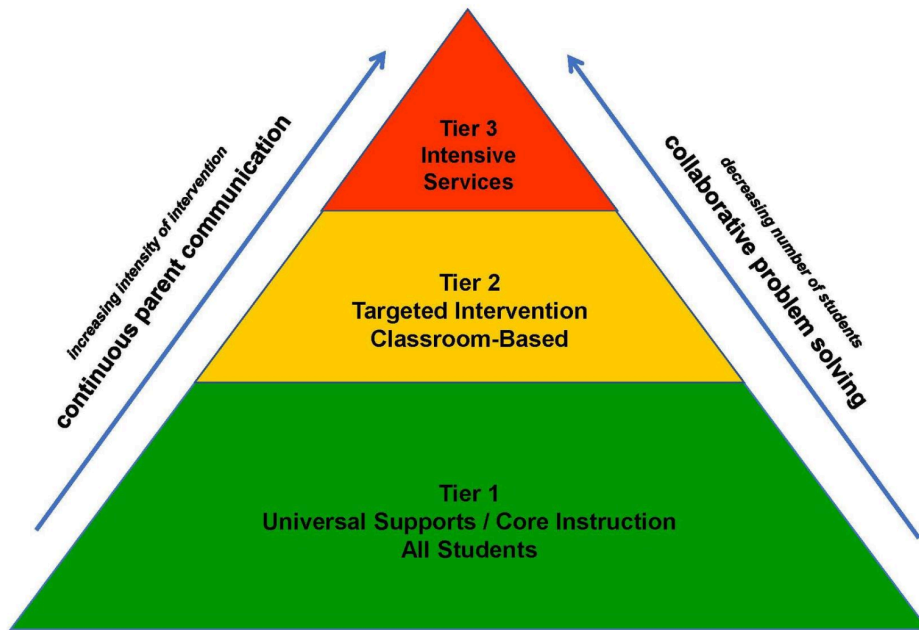
Removal, Suspension, and Expulsion (*Policies JIC, JICD, JICDD*)

Short-term suspension of 10 days or fewer may be imposed by the principal or designee. Long-term suspension and expulsion shall be imposed only in accordance with Board policy, applicable law, and required procedures. During any suspension, the student may not attend school activities or be on school property unless authorized by the principal or their designee.

MTSS & Commitment to Growth

At Hollis Brookline Middle School, our approach to discipline is aligned with our Multi-Tiered System of Supports (MTSS) and is designed to be educational, restorative, and developmentally appropriate. We emphasize helping students reflect on their choices, repair harm, and grow as responsible members of the school community.

Through a collaborative partnership among students, families, and staff, we work to uphold a safe, respectful, and supportive learning environment where all students have the opportunity to succeed and thrive.



| | | |
|-------------|------------------|--------------------------------------|
| Tier | Academics | Social-Emotional / Behavioral |
|-------------|------------------|--------------------------------------|

| | | |
|--|--|--|
| <p>Tier 1 Universal Supports / Core Instruction</p> | <ul style="list-style-type: none"> ● Best teaching practices. ● Flexible grouping / ability grouping. ● Data collection and progress monitoring (DIBELS, i-Ready, etc.). ● Research-based core instruction. ● Differentiated instruction (centers, rotations, small groups). | <ul style="list-style-type: none"> ● Positive classroom norms and routines. ● Character education and citizenship lessons. ● Schoolwide behavior expectations (code of conduct) and recognition systems. ● Anti-bullying and prevention programming. ● Social-emotional learning and advisory lessons. ● Parent conferences. ● Rearranging class schedules when needed. |
| <p>Tier 2 Targeted Interventions</p> | <ul style="list-style-type: none"> ● In-class supports such as extra time, chunking assignments, repeated directions, and guided notes. ● Read plans or accommodations as needed. ● Intervention block instruction. ● Small-group testing or reteaching. ● Executive functioning support for teachers, parents, and students. | <ul style="list-style-type: none"> ● Check-in/check-out. ● Small counseling or skill-building groups. ● Peer mentoring. ● Peer mediation. ● Instruction in conflict resolution and anger management. ● Parent counseling and training. ● Community service. ● Temporary same-day removal from class or activity. ● Detention. |

FACILITIES UPDATE

HOLLIS-BROOKLINE COOPERATIVE SCHOOL DISTRICT

2026

PRESENTATION GOALS:

- Inform and Discuss Status of Hollis Brookline Cooperative School District Facilities
- Begin Longer Term Discussion of Project Priorities
- Incorporate Capital Improvement Plan

EVALUATION METHODOLOGY

- Areas of Concern Result from Discussions with:
 - ✓ Building Administration
 - ✓ District Maintenance Personnel
 - ✓ Superintendent
 - ✓ COOP Facilities Committee
 - ✓ Outside Sources and Vendors
- Use of the Facility Audit Tool

COOP FACILITIES COMMITTEE

- CFC composed of SAU Administrators, School Committee members, Town Committee members, and Community members.
- Committee mission to evaluate COOP Facilities areas of concerns and create solutions to bring to both communities.
- Specific topics include Energy Efficiency, Alternative Energy solutions, and Enrollment/Capacity Discussions.
- Meet first Wednesday of each month in HBMS Library at 4:00pm.

COOP FACILITIES VISION

- **Phase I:** HVAC cooling/dehumidification upgrades in FY23 - Complete!
- **Phase II - FY25:**
 - Replace oil piping at HBHS.
 - Remove underground oil tank and install propane tanks underground.
 - Replace oil burners on existing boilers and install propane boilers.
 - Complete!
- **Phase III - FY26:**
 - Replace oil piping at HBMS.
 - Remove underground oil tank and install propane tanks underground.
 - Replace oil burning boilers and install new propane boilers.
 - Complete!
- **Phase IV - FY27 and beyond:**
 - Install LED Lighting at HBHS and HBMS.
 - Replace aging roof top units (RTU) with new dehumidification RTU's.
 - Install and continue Solar Panel system on rooftop of HBHS and HBMS.
 - Address Energy and Enrollment issues that may come up.

FACILITY AUDIT TOOL

- A Spreadsheet designed to capture the status of all the systems in each building
- The evaluator assigns points based on functional condition and safety/compliance concerns
- When sorted the final totals bring the highest priorities to the top

FACILITY AUDIT TOOL

| Hollis Brookline Cooperative School District Facility Audit Tool FY25 Review for FY27 Budget | | | | | Add lines if what you need to report is not on the list! | | | | | | | | | |
|--|--------------------|-------------------------------|----------------------|----------------------------|---|--|----------------|--|--------|--------|---------|---------|--------|-------|
| Facility: HBHS | | | | | Description should have LOTS of detail | | | | | | | | | |
| DEADLINE: 6/1/25 | | | | | Things with Total Points of 5 or less will be in Round 1 of the FY27 budget | | | | | | | | | |
| | | | | | <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th colspan="2">Scoring System</th> </tr> <tr> <td>Poor=1</td> <td>High=1</td> </tr> <tr> <td>Avg=2.5</td> <td>Med=2.5</td> </tr> <tr> <td>Good=5</td> <td>Low=5</td> </tr> </table> | | Scoring System | | Poor=1 | High=1 | Avg=2.5 | Med=2.5 | Good=5 | Low=5 |
| Scoring System | | | | | | | | | | | | | | |
| Poor=1 | High=1 | | | | | | | | | | | | | |
| Avg=2.5 | Med=2.5 | | | | | | | | | | | | | |
| Good=5 | Low=5 | | | | | | | | | | | | | |
| Item | System Type | Item to Inspect | Functional Condition | Safety/ Compliance Concern | Total Points | Description of Issue | | | | | | | | |
| 1 | HVAC | Air Handling Equipment | 3 | 4 | 7 | Replacement of majority RTU's in 2023. Existing aging Air Conditioned Units remain. | | | | | | | | |
| 2 | HVAC | Heating Equipment | 5 | 5 | 10 | Replaced oil burners with propane burners in Summer 2024 | | | | | | | | |
| 3 | HVAC | HVAC Piping | 4 | 3 | 7 | | | | | | | | | |
| 4 | HVAC | HVAC Controls | 4 | 4 | 8 | Heating s/w was recently updated. | | | | | | | | |
| 5 | HVAC | HVAC Valves | 4 | 4 | 8 | | | | | | | | | |
| 6 | HVAC | HVAC Pipe Insulation | 4 | 3 | 7 | Visually looks ok. Same as previous year. | | | | | | | | |
| 7 | HVAC | HVAC Fans | 4 | 4 | 8 | Replacement of majority RTU's in 2023. Existing aging Air Conditioned Units remain. | | | | | | | | |
| 8 | HVAC | Cooling Equipment | 5 | 5 | 10 | Dehumidification RTU's | | | | | | | | |
| 10 | HVAC | Hot Water Pumps | 4 | 3 | 7 | Rebuilt pumps in FY26 | | | | | | | | |
| 11 | Interior-Education | Classroom Floors | 3 | 3 | 6 | Library/Admin/Guidance/Rear Entrance area carpets are candidates for replacement in future | | | | | | | | |
| 12 | Interior-Education | Classroom Cabinetry | 3 | 3 | 6 | Avg. based on age. | | | | | | | | |
| 13 | Interior-Education | Classroom/Tables/Desks/Chairs | 3 | 3 | 6 | Avg. based on age. | | | | | | | | |
| 14 | Interior-Education | Hallways | 4 | 3 | 7 | No problems that I'm aware of. Same as previous year. | | | | | | | | |
| 15 | Interior-Education | Interior Doors | 3 | 3 | 6 | | | | | | | | | |

ATTENTION AREAS

- HVAC
 - Duct Work Cleaning
 - HVAC Components
 - Adding HVAC to specific areas
- Athletics Spaces
 - Gym upgrades
 - Track upgrades
 - Field upgrades
 - Storage
- Safety
 - Fire Safety Repairs
 - Emergency Lighting Upgrades
 - Camera installations
- ADA Upgrades
 - Exterior curbs/rampways
- Interior Renovations
 - Life Skills Kitchen renovations
 - Special Ed renovations
- Exterior Work
 - Roofing
 - Egress Roadway

THE CAPITAL IMPROVEMENT PLAN

- Updated annually using the same methodology
- Ballpark estimates refined annually as time permits

COOP FACILITY IMPROVEMENT PLAN

| Projects | School | 2027 | 2028 | 2029 | 2030 | 2031 |
|------------------------------------|--------|-----------|-------------|-------------|-----------|-----------|
| Tile Flooring-Phases | Both | | | \$45,000 | \$45,000 | \$45,000 |
| Painting-Phases | Both | | | \$6,000 | \$6,000 | |
| Ceilings-Phases | Both | \$9,000 | \$3,000 | \$3,000 | | |
| Duct work Cleaning | Both | \$30,000 | \$10,000 | \$30,000 | \$10,000 | |
| Exterior Doors-Phases | Both | | \$24,000 | \$12,000 | \$12,000 | |
| Main Office A/C | HBMS | | | \$300,000 | | |
| HW Circulator Pumps | HBHS | \$20,000 | | | | |
| ASHP - Weight Room | HBHS | \$20,000 | | | | |
| Roof Sections | HBMS | \$150,000 | \$150,000 | \$150,000 | | |
| Auditorium Work-Phase II | HBHS | | \$135,000 | \$180,000 | | |
| Water System Study | HBMS | | | \$250,000 | \$250,000 | |
| Paving-Back Parking Lot | HBHS | | \$375,000 | | | |
| Tennis Courts | HBHS | | \$500,000 | | | |
| Athletics/Facilities Complex | Coop | | | | | \$500,000 |
| Restroom Dividers-Phase II | HBHS | \$10,000 | \$10,000 | \$10,000 | \$10,000 | |
| Hand Dryers-Phase II and Final | HBHS | \$5,000 | | | | |
| Gym Backboard Replacement | HBMS | \$15,000 | | | | |
| Mini Gym Padding Replacement | HBHS | \$5,000 | | | | |
| Gym Floor Resurfacing | HBHS | \$36,000 | | | | |
| Access Control Upgrade | HBMS | | | \$75,000 | | |
| Access Control - Weight Room | HBHS | | \$9,000 | | | |
| Security Cameras | Both | \$30,000 | | | | |
| Fire Pump - Jockey Pump Replacment | HBHS | \$20,000 | | | | |
| Emergency Lighting | Both | \$6,000 | | | | |
| Soffits | HBMS | | | \$5,000 | \$5,000 | \$5,000 |
| Exterior Washing | HBHS | \$35,000 | | | | |
| Exterior Facing/EIFIS Repairs | HBHS | | | | \$150,000 | |
| Outdoor PE Storage Shed | HBHS | \$6,000 | | | | |
| Floor Machine | Both | \$15,000 | | | | |
| Snow Plow for Truck | HBHS | | \$5,000 | | | |
| Kubota Tractor | HBHS | | | | | \$52,000 |
| Additional Truck-Plowing, Grounds | Coop | | | | \$60,000 | |
| Korkoulis Track Resurfacing | HBHS | \$130,000 | | | | |
| Track Egress Roadway | HBHS | \$30,000 | | | | |
| ADA Exterior Updates | HBHS | \$50,000 | | | | |
| Special Ed Renovations | HBHS | \$75,000 | | | | |
| Life Skills Classroom Reno | HBMS | \$100,000 | | | | |
| | | \$797,000 | \$1,221,000 | \$1,066,000 | \$548,000 | \$602,000 |

As of 6-11-26

CAPITAL IMPROVEMENT PLAN TOTALS BY YEAR

FY 2027: \$797,000

FY 2030:

\$548,000

FY 2028: \$1,221,000

FY 2031:

\$602,000

FY 2029: \$1,066,000

THANK YOU

Hollis Brookline Cooperative School District
Expense & Revenue Report for Fiscal Year 2025-2026
as of 6/11/2026

| Expenses | | | | |
|-----------------------------|----------------------|----------------------|---------------------|---------------------|
| Description | Budget | YTD Expense | Encumbered | Balance |
| Regular Education | \$ 7,609,261 | \$ 6,054,802 | \$ 1,264,608 | \$ 289,850 |
| Special Education | \$ 4,554,546 | \$ 3,354,836 | \$ 802,311 | \$ 397,398 |
| Vocational Program | \$ 85,000 | \$ 63,182 | \$ 56,846 | \$ (35,028) |
| Co-curricular Program | \$ 1,002,187 | \$ 877,148 | \$ 85,262 | \$ 39,776 |
| Student Support Services | \$ 2,125,296 | \$ 1,564,118 | \$ 418,317 | \$ 142,861 |
| Instructional Staff Support | \$ 897,417 | \$ 750,968 | \$ 100,912 | \$ 45,537 |
| School Board/SAU assessment | \$ 1,389,728 | \$ 1,303,860 | \$ 13,519 | \$ 72,349 |
| School Administration | \$ 1,386,292 | \$ 1,231,398 | \$ 86,091 | \$ 68,802 |
| Facilities | \$ 2,191,218 | \$ 1,622,401 | \$ 514,778 | \$ 54,040 |
| Transportation | \$ 1,932,120 | \$ 1,573,605 | \$ 233,172 | \$ 125,343 |
| Benefits | \$ 7,404,079 | \$ 5,968,408 | \$ 1,197,564 | \$ 238,107 |
| Debt Service | \$ 625,665 | \$ 600,329 | \$ - | \$ 25,336 |
| Transfers | \$ 960,000 | \$ - | \$ 960,000 | \$ - |
| TOTAL FY26 EXPENSES | \$ 32,162,809 | \$ 24,965,055 | \$ 5,733,381 | \$ 1,464,373 |
| Plus FY25 Expense Carryover | \$ 460,359 | \$ 126,295 | \$ 306,900 | \$ 27,164 |
| TOTAL EXPENSES | \$ 32,623,168 | \$ 21,722,983 | \$ 9,502,538 | \$ 1,491,536 |

| Revenue | | | | |
|----------------------------------|----------------------|----------------------|---------------------|---------------------|
| Description | Budget | YTD Revenue | Expected | In Excess of Budget |
| Assessment Overview: | | | | |
| Local Property Tax | \$ 24,363,127 | \$ 26,342,995 | \$ (1,979,868) | \$ - |
| Adequacy and SWEPT Grant | \$ 5,417,979 | \$ 3,438,111 | \$ 1,979,868 | \$ (0) |
| State Sources: | | | | |
| Special Education Aid | \$ 328,918 | \$ 344,655 | \$ - | \$ 15,737 |
| Food Service | \$ 3,000 | \$ 5,643 | | \$ 2,643 |
| Other State Aid | | | | \$ - |
| Vocational Aid | \$ 7,000 | \$ 10,658 | \$ - | \$ 3,658 |
| Other State Aid | \$ - | \$ 2,142 | | \$ 2,142 |
| Federal Sources: | | | | |
| Grants | \$ 260,000 | \$ 148,034 | \$ 111,966 | \$ (0) |
| Food Service | \$ 38,000 | \$ 55,579 | \$ 5,000 | \$ 22,579 |
| Medicaid | \$ 5,000 | \$ 45,453 | \$ - | \$ 40,453 |
| Local Sources: | | | | |
| Tuition | \$ 30,000 | \$ 52,432 | \$ - | \$ 22,432 |
| Food Service Sales | \$ 425,000 | \$ 529,566 | \$ 45,000 | \$ 149,566 |
| Earnings on Investments | \$ 50,000 | \$ 65,128 | \$ 15,000 | \$ 30,128 |
| Impact Fees | \$ 16,000 | \$ 9,396 | | \$ (6,604) |
| Other | \$ 20,000 | \$ 17,524 | | \$ (2,476) |
| Other Revenue Adjustments | | | | |
| FY25 Expense Carryover | 460,359 | 126,295 | 306,900 | (27,164) |
| Contingency & Trusts | \$ 425,000 | | \$ 425,000 | \$ - |
| Fund Balance/Audit Adjustments | \$ 1,150,228 | | \$ 1,150,228 | \$ - |
| Less Retained Fund Balance | \$ (376,443) | | \$ (376,443) | \$ - |
| TOTAL REVENUE | \$ 32,623,168 | \$ 31,193,611 | \$ 1,682,651 | \$ 253,094 |

| | |
|---|---------------------|
| Total Expense Balance | \$ 1,491,536 |
| Plus Revenue Balance | \$ 253,094 |
| Less Txfr To Food Service Fund Balance | \$ (174,788) |
| Unreserved Fund Balance Before Funding Items Below | \$ 1,569,843 |

| Estimated Needs for FY27-PLACEHOLDERS | |
|--|-------------------|
| Maintenance Trust | \$ 300,000 |
| Retained Fund Balance | \$ 376,443 |
| Contingency Fund | \$ 125,000 |
| Total Reductions | \$ 801,443 |

| | |
|-------------------------------|-------------------|
| Projected Fund Balance | \$ 768,400 |
|-------------------------------|-------------------|

Explanation of budget balances on current expense report

| Description | Current Balance | Notes |
|------------------------------------|-----------------|--|
| Regular Education | \$ 289,850 | Hiring savings & Vacancies; fewer lane changes than budgeted |
| Special Education | \$ 397,398 | Savings in out of District tuition and contracted services |
| Vocational Program | \$ (35,028) | Increased enrollment |
| Co-curricular Program | \$ 39,776 | Savings in coaching and extra curricular stipends |
| Student Support Services | \$ 142,861 | Savings in special education contracted services |
| Instructional Staff Support | \$ 45,537 | Fewer hours & Hiring changes in IT dept; fewer professional development reimbursements |
| School Board/SAU assessment | \$ 72,349 | \$125K contingency not being used (but higher legal costs) |
| School Administration | \$ 68,802 | Savings in vendor contracts/hosting services |
| Facilities | \$ 54,040 | Savings in Oil costs and Maintenance upgrades |
| Transportation | \$ 125,343 | Savings in transportation services |
| Benefits | \$ 238,107 | Savings in employer paid benefits (taxes and retirement) due to vacancies and hiring savings |
| Debt Service | \$ 25,336 | Bond interest adjustment, termination of van lease |
| Transfers | \$ - | |
| | \$ 1,464,373 | |

General explanation of what is included in each account category

| Description | Includes |
|------------------------------------|--|
| Regular Education | Teacher salaries and teaching materials |
| Special Education | Teacher salaries, teaching materials, ESY, out-of-district tuition |
| Vocational Program | Vocational ed. Tuition |
| Co-curricular Program | Athletic program and other co-curricular activities |
| Student Support Services | Guidance, nurse, psychologist, OT, teaching/testing supplies, contracted services |
| Instructional Staff Support | Professional development, librarian, library supplies, computer equipment |
| School Board/SAU assessment | Assessment, school board expense, annual meeting expense, legal expense |
| School Administration | Administrator & secretarial salaries, copiers, telephone, hardware/software support contracts, site licensing, consulting, network services, office supplies |
| Food Service Bad Debt | Uncollectable student breakfast and lunch money |
| Facilities | Custodial/maintenance salaries, snow plowing, mowing, building repairs, heating oil, electric, janitorial supplies, property/liability insurance |
| Transportation | Bus and transportation, fuel |
| Benefits | Health and dental insurance, taxes, NHRS, Life/LTD, workers comp & unemployment |
| Debt Service | Principal and interest payments on bonds |
| Transfers | Accounting line to make total expenses match total revenue, and match the budget. |



May 26, 2026

To: Superintendent Bergskaug

From: Data Governance Team

Re: Proposed Changes to the Data Governance Plan

The SAU41 Data Governance Team presents the following summarized changes to the SAU41 Data Governance Plan for Board and Superintendent acknowledgement:

Maintenance

1. Edits to reflect the correct members of the Team and their associated titles
2. Mainstreaming formatting across the file
3. Updating and correcting hyperlinks

Content

1. Rephrasing or removing language referring to policies not adopted by or applicable to the SAU41 School Boards and District
2. Updating practices regarding Google Suite and account disposal/ maintenance (page 12)



Data Governance Plan

April 2026

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Introduction

School Administrative Unit 41 (SAU41) also referred to as the District, is committed to protecting our students' and staffs' privacy through maintaining strong privacy and security protections. The privacy and security of this information is a significant responsibility, and we value the trust of our students, parents, and staff.

SAU41's Data Governance Plan includes information regarding the data governance team, data and information governance, applicable School Board policies, District procedures, as well as applicable appendices and referenced supplemental resources.

This manual outlines how operational and instructional activity shall be carried out to ensure the District's data is accurate, accessible, consistent, and protected. The document establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it. Definitions of terminology can be found in Appendix A: Definitions.

SAU41's Data Governance Plan shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources. This document and any future modifications to this document will be posted on the District's website.

Data Governance Team

SAU41's Data Governance Team consists of the following positions: Assistant Superintendent of Curriculum, Business Administrator, Director of Technology, and the Compliance and Communication Specialist. ~~Systems Administrator~~. Members of the Data Governance Team will act as data stewards for all data under their direction. The Director of Technology, and Systems Administrator will act as the Information Security Officers (ISOs), with assistance from members of the full Technology team. All members of the district administrative team will serve in an advisory capacity as needed.

Purpose

The School Board recognizes the value and importance of providing a wide range of technologies for a well-rounded education, in order to enhance the educational opportunities and achievement of students. SAU41 provides its faculty, staff, and administrative staff access to technology devices, software systems, network and Internet services to support research and education. All components of technology must be used in ways that are legal, respectful of the rights of others, and protective of juveniles and that promote the educational objectives of the schools in SAU41 School District.

To that end, the District must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of all district stakeholders. All persons who have access to District data are required to follow state and federal law, district policies and procedures, and other rules created to protect the information.

It is the policy of SAU41 that data or information in all its forms, written, electronic, or printed, is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All staff and authorized district contractors or agents using confidential information will strictly observe protections put into place by the district.

Scope

The data security policies, standards, processes, and procedures apply to all students and staff of the District, contractual third parties and agents of the District, and volunteers who have access to district data systems or data. These policies apply to all forms of SAU41 data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, mobile devices.
- Data stored on any type of internal, external, or removable media or cloud based services.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.
- All involved systems and information are considered assets of SAU41 and shall be protected from misuse, unauthorized manipulation, and destruction.

The terms “data” and “information” are used separately, together, and interchangeably throughout the policies; the intent is the same.

Regulatory Compliance

The District will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems (see Appendix B: Laws, Statutory, and Regulatory Security Requirements). SAU41 complies with or exceeds the [NH Minimum Standards for Privacy and Security of Student and Employee Data](#) and standards applicable to data governance are addressed throughout this Data Governance Plan. SAU41 complies with all other applicable regulatory acts including but not limited to the following:

- Children’s Internet Protection Act ([CIPA](#))
- Children’s Online Privacy Protection Act ([COPPA](#))
- Family Educational Rights and Privacy Act ([FERPA](#))
- Health Insurance Portability and Accountability Act ([HIPAA](#))
- Payment Card Industry Data Security Standard ([PCI DSS](#))
- Protection of Pupil Rights Amendment ([PPRA](#))
- Individuals with Disabilities in Education Act ([IDEA](#))
- New Hampshire State RSA - Student and Teacher Information Protection and Privacy
 - [NH RSA 189:65](#) Definitions
 - [NH RSA 189:66](#) Data Inventory and Policies Publication
 - [NH RSA 189:67](#) Limits on Disclosure of Information
 - [NH 189:68](#) Student Privacy
 - [NH RSA 189:68-a](#) Student Online Personal Information
- [New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data](#)
- New Hampshire State RSA - Right to Privacy:
 - [NH RSA 359-C:19](#) - Notice of Security Breach Definitions

Data User Compliance

The Data Governance Plan applies to all users of SAU41's information including: staff, students, volunteers, and authorized district contractors or agents. All data users are to maintain compliance with School Board Policies and District administrative procedures, to include but not limited to: EH (Data Management), EHAB (Data Governance and Security), EHB (Data/Records Retention), EHB-R, (Records Retention Schedule), GBEF (Employee Use of District-Issued Computers, Devices and the Internet), GBEBD (Social Media and Acceptable Use), GBEF-R (Employee Computer/Device and Internet Responsible Use Rules), JICJ (Communication Devices), (JICL (Student Use of Computers, Devices and the Internet), ~~HCL-R (Student Technology Responsible Use)~~ and all policies, procedures, and resources as outlined within this Data Governance Plan and School Board Policies.

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Unless permission has been granted by the ISO or designee, no staff, vendor or other person may remove confidential or critical data from the District's premises or the district's network, District-owned Cloud storage, remove a device containing confidential or critical data from the District's premises, or modify or copy confidential or critical data for use outside the District. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN), or secure pathway. When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied or otherwise used in a manner that would compromise the security and confidentiality of the information.

Staff who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined up to and including termination. Volunteers may be excluded from providing services to the district. The District will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of a staff member's teaching certificate.

The District may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the district.

Any attempted or intended violation of district policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

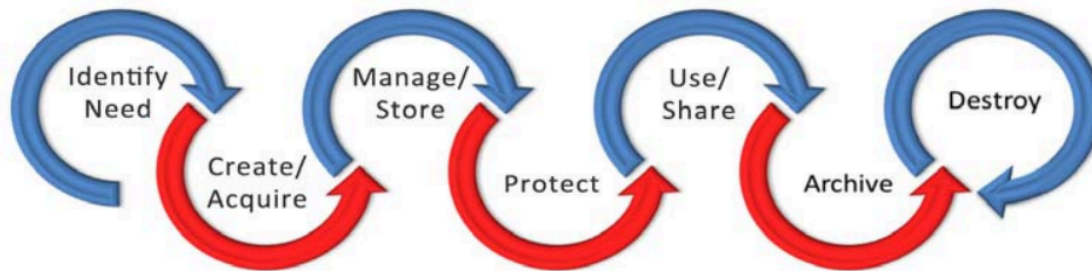
Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of PII or Confidential Information.
- Sharing your user IDs or passwords with others (exception for authorized technology staff for the purpose of support)
- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or staff privacy by examining records or information for which there has been no request for review.

- The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for district systems.
- The intentional unauthorized altering, destruction, or disposal of district information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to: laptops, internal or external storage, computers, security or video cameras, servers, backups or other media, that may contain PII or confidential information.
- The introduction of computer viruses, hacking tools or other disruptive or destructive programs.

Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.



Identifying Need & Assessing Systems for District Requirements

To accomplish the District’s mission and to comply with the law, the district may need to maintain confidential information, including information regarding students, parents/guardians, staff, applicants for employment and others. The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary.

New Systems

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or staff, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and School Board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge.

SAU41 has an established process for vetting new digital resources. Staff are required to complete steps outlined under the staff section of the SAU41’s Technology webpages, to ensure that all new resources meet business and/or instructional needs as well as security requirements.

Memorandums of understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the Data Governance Team prior to initiation.

All new resources shall be properly evaluated against the criteria identified in Appendix C. A current list of all vetted and approved software systems, tools and applications is published on SAU41s Technology webpage.

Review of Existing Systems

The District will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be regularly reviewed to ensure that only necessary data is being transmitted and collected.

Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for staff and students. The District must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The District will audit data imports. These audits should include:

- Review of provider's terms of service to ensure they meet the District's data security requirements.
- Verification that software imports are accurate and pulling the correct information.
- Verification that, when applicable, the staff, students and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for the intended purpose.

Acquisition and Creation

Staff shall complete an online request form (located on the District website's Staff Only Area) for any new digital tool or resource (see Appendix C: Webtools Request Form). All staff must adhere to the following guidelines regarding a new digital resource acquisition:

- Contracts for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the DGT prior to initiation.
- Prior to submitting the SAU41 Webtools Request Form, staff should speak with their building Technology Integrator or Administrator to evaluate the site's content, use, and funding source, if applicable. No new digital tool/resource may be used until it has been vetted and approved by the DGT.
- It is the responsibility of the DGT to properly vet the resource to ensure that it meets district business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use.
- Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the Data Governance Team (DGT) prior to purchase.

Management and Storage

Systems Security

The District will provide access to confidential information to appropriately trained District staff and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District (School Board Policy EHAB). Therefore, system access will only be given on an as-needed basis as determined by the ISOs for a predetermined length of time. Further information regarding Electronic Access Security Controls is contained in the Security/Protection section of this manual.

Data Management

The effective education of students and management of District personnel often require the District to collect

information, some of which is considered confidential by law and District policy. In addition, the District maintains information that is critical to District operations and that must be accurately and securely maintained to avoid disruption to District operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All district administrators are data managers for all data collected and maintained of which they have been assigned to manage. Data managers will:

- ensure that system account creation procedures and data access guidelines appropriately match staff member job function with the data on instructional and operational systems.
- review all staff with custom data access beyond their typical group's access.
- review district processes to ensure that data will be tracked accurately.
- ensure that staff are trained in the district's proper procedures and practices in order to ensure accuracy and security of data.
- assist the ISOs in enforcing district policies and procedures regarding data management.

Data Classification and Inventory

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (ie. source document, electronic record, report) have the same classification regardless of format (see Appendix E: Data Classification Levels).

The district will create and maintain a data inventory for all information systems. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements:

- Data Source
- What data is stored
- Where the data is stored
- Persons assigned to manage the data
- Staff or staff categories that have access to the files
- When the data is collected and received
- How the data is accessed
- Who has access
- Criticality/Sensitivity Rating

Security/Protection

Risk Management

A thorough risk analysis of all SAU41 School District's data networks, systems, policies, and procedures shall be conducted by an external third party ~~or~~ as requested by the Superintendent, ISOs or designee. An internal audit of District network security will be conducted annually by District Technology staff. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Multi-factor authentication is required for all staff Google Accounts. Additional security measures will be put in place as needed and determined by District Technology staff.

Security Logs

SAU41 will maintain a comprehensive list of critical system events that will be logged and monitored to ensure data security. These events will include, but are not limited to, access to critical systems and modification of critical data. When applicable, notifications will be established for critical event triggers.

Physical Security Controls

Technology closets are housed in secure locations. Access authorization is assigned through the Director of Technology. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix G: Physical Security Controls).

Technology systems shall be disposed of or moved according to the appropriate procedures (see Appendix H: Asset Management).

Inventory Management

SAU41 shall maintain a process for inventory control in accordance with Federal and State requirements and School Board policy. All district technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix H: Asset Management).

Virus, Malware, Spyware, Phishing and SPAM Protection

SAU41 uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/spyware software, group policy, gateways, firewalls, and content filtering software. Users shall not turn off or disable district protection systems or install other systems (see Appendix I: Virus, Malware, Spyware, Phishing and SPAM Protection).

Electronic Access Security Controls

District staff will only access personally identifiable and/or confidential information if necessary to perform their duties. This information will only be disclosed to authorized contractors or agents who need access to the information to provide services to one or more districts and who agree not to disclose the information to any other party except as allowed by law. All staff are required to read and acknowledge applicable district policies as well as the SAU41 Acceptable Use Agreement, and sign documents annually.

Mechanisms to control access to PII, confidential information, internal information and computing resources include, but are not limited to, the following methods:

- **Identification/Authentication:** Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared.
- **Authorization:** Access controls are maintained through a partnership between the technology department, human resources (HR) and data managers.

Additionally, only members of the Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Access security is audited annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

Staff Users

All new staff accounts are authorized through an HR hiring process (see Appendix J: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix K: Data Access Roles and Permissions). If a staff member requires additional access, a request must be made directly to the ISOs with a clear justification for access.

Educational and Facilities Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by the Business Administrator. All contractors doing business on district premises must comply with policy GBCD. All contractors/vendors accessing district data will be considered on premise users. Once the approval has been obtained, the technology department will create the account, only granting access to the server/application that the contractor/vendor supports.

Password Security

SAU41 will enforce secure passwords for all systems within their control (see Appendix L: Password Security).

Concurrent Sessions

When possible, the district will limit the number of concurrent sessions for a user account in a system.

Remote Access

Vendor or staff access into the District's network from outside the SAU41 network is strictly prohibited without explicit authorization from the ISOs and Business Administrator. Remote access will be granted through the firewall from specific IPs to specific internal IPs; no other method of remote access shall be granted. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within SAU41's network.

Securing Data at Rest and Transit

SAU41 data security applies to all forms of data, including data stored on devices, data in transit and data stored on additional resources. Regular transmission of student data to internal and external services is managed by the technology department using secure data delivery methods.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices. (see Appendix F: Securing Data at Rest and Transit). These guidelines are outlined in the following section.

Usage and Dissemination

A consistently high level of personal responsibility is expected of all users granted access to SAU41's technology resources. All district staff, volunteers, contractors and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store or access. Users are

expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with Board policies, including, but not limited to Employee and Student Technology Usage (GBEF, GBEF-R, JICL, JICL-R), Data Governance and Security (EHAB), and Student Records (JRA, ~~JRA-R~~).

SAU41 staff, contractors and agents will notify the ISOs or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

Data Storage and Transmission

All staff and students that log into a district-owned device will be provided with approved options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data locally and/or in the cloud. It is important to note that this data is not a part of SAU41's continuity plan, and thus will not be backed up by SAU41's backup solution.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with a Google G Suite for Education account that provides unlimited storage. Users are responsible for all digital content on their district provided Google G Suite for Education Drive (see Appendix F: Securing Data at Rest and Transit).

File Transmission Practices

Staff are responsible for securing sensitive data for transmission through email or other channels. Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without SAU41 approval. When possible, staff should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services is managed by the technology department using a secure data transfer protocol (see Appendix F: Securing Data at Rest and Transit).

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the appropriate level of PCI compliance when handling such data (see Appendix F: Securing Data at Rest and Transit).

Mass Data Transfers

Downloading, uploading or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent or designee. All other mass downloads of information shall be approved by the ISOs and include only the minimum amount of information necessary to fulfill the request.

Printing

When possible, staff should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately or left unattended and open to compromise.

Oral Communications

Staff shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Staff shall not discuss PII or Confidential

Information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

Training

SAU41 shall create and maintain a data security training program. This program will consist of the following:

- Training for all staff on technology policies and procedures, including confidentiality and data privacy.
- Additional training for new instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for all instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for SAU and District administration on federal regulations, data privacy and security.
- All training or professional learning that includes the use of data systems shall include data security.

Archival and Destruction

Once data is no longer needed, the ISOs or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record unretrievable.

District Data Destruction Processes

SAU41 will regularly review all existing data stored on district provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy **EHAB** ~~EHB and EHB-R~~. District data managers will regularly review systems and data to ensure that data that is no longer needed is destroyed. ~~The following exceptions will be made:~~

- ~~• Data in an active litigation hold will be maintained until the conclusion of the hold.~~
- ~~• Student G Suite for Education account will be suspended after the final day of enrollment and maintained for one school year after the student's final date of attendance.~~
- ~~• Staff G Suite for Education accounts will be suspended after the final work day, unless HR or the ISOs approves a district administrator to maintain access.~~

Asset Disposal

SAU41 will maintain a process for physical asset disposal in accordance with School Board Policy DN. The district will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix H: Asset Management).

Critical Incident Response

Critical Incident Response controls shall ensure that the District can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time based on when information is available, given that some systems are internal and others are external (cloud based). Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach and natural disaster) that damages/breaches data or systems.

Business Continuity

The District's administrative procedure EHB-R, delineates the timeline for data retention for all district data. The District will maintain systems that provide near-line and off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The district will test near-line and off-site backups of critical systems quarterly.

Disaster Recovery

The District's Technology Disaster Recovery Plan outlines critical staff, responsibilities, and processes in the event of a disaster or critical data loss. The District shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the District to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural disaster, or critical system failure (see Appendix M: Disaster Recovery Plan).

Data Breach Response

New Hampshire's data breach law (RSA 359-c:19, 20, 21) is triggered when a School District computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The Data Breach Response Plan enables the District to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (i.e. FERPA), district identifiable information and other significant cybersecurity incidents. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix N: Data Breach Response Plan).

Appendix A - Definitions

Confidentiality: Data or information is not made available or disclosed to unauthorized persons.

Confidential Data/Information: Information that the district is prohibited by law, policy or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) regarding students and staff.

Critical Data/Information: Information that is determined to be essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations. Critical data is not necessarily confidential.

Data: Facts or information. Data can be in any form; oral, written, or electronic.

Data Breach, Breach of Security or Breach: A security incident in which there was unauthorized access to or unauthorized acquisition of information maintained in computerized form that compromises the security, confidentiality or integrity of the information.

Data Integrity: Data is current, accurate and has not been altered or destroyed in an unauthorized manner.

Data Management: The development and execution of policies, practices, and procedures in order to manage the accuracy and security of district instructional and operational data in an effective manner.

Data Owner: User responsible for the creation of data. Per GBEBD-R, SAU41 is the owner of messages, documents and media created within the District's network. The "data" owner may be the primary user of that information or the person responsible for the accurate collection/recording of data. Ownership does not signify proprietary interest, and ownership may be shared. The owner of information has the responsibility for:

- knowing the information for which they are responsible.
- determining a data retention period for the information according to Board policy and state statute.
- ensuring appropriate procedures are in effect to protect the integrity, confidentiality, and availability of the data used or created.
- reporting promptly to the ISO the loss or misuse of data.
- initiating and/or implementing corrective actions when problems are identified.
- following existing approval processes for the selection, budgeting, purchase, and implementation of any digital resource.

Information Security Officer: The Information Security Officers (ISOs) are responsible for working with the Superintendent, Data Governance Team, data managers, data owners, and users to develop and implement prudent security policies, procedures, and controls. The ISOs will oversee all security audits and will act as an advisor to:

- data owners for the purpose of identification and classification of technology and data related resources.
- systems development and application owners in the implementation of security controls for information on systems, from the point of system design through testing and production implementation.

Systems: Any computer, laptop, Chromebook, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device, whether hosted by the district or provider.

Security Incident: An event that 1) actually or potentially jeopardizes the confidentiality, integrity or availability of an information system or the information the system processes, stores or transmits, or 2) constitutes a violation or imminent threat of violation of security policies, security procedures or acceptable-use policies.

Personally Identifiable Information (PII): Any information about an individual maintained by an agency, including (1) any information that can be used to distinguish or trace an individual's identity, such as name, social security number, State Assigned Student Identification, date and place of birth, mother's maiden name, or biometric records and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Risk: The probability of a loss of confidentiality, integrity, or availability of information resources.

User: The user is any person who has been authorized to read, enter, print or update information. A user of data is expected to:

- access information only in support of their authorized job responsibilities.
- comply with all data security procedures and guidelines.
- keep personal authentication confidential (user IDs, passwords, secure cards, PINs, access codes).
- report promptly to the ISOs the loss or misuse of data.
- follow corrective actions when problems are identified.

Appendix B - Laws, Statutory, and Regulatory Security Requirements

CIPA: The Children's Internet Protection Act was enacted by Congress to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program. Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies shall include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they shall provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

COPPA: The Children's Online Privacy Protection Act regulates operators of commercial websites or online services directed to children under 13 that collect or store information about children. Parental permission is required to gather certain information.

<https://www.ftc.gov/tips-advice/business-center/privacy-and-security/children%27s-privacy>

FERPA: The Family Educational Rights and Privacy Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. This regulation protects student information and accords students specific rights with respect to their data.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HIPAA: The Health Insurance Portability and Accountability Act applies to organizations that transmit or store Protected Health Information (PHI). It is a broad standard that was originally intended to combat waste, fraud, and abuse in health care delivery and health insurance, but is now used to measure and improve the security of health information as well.

<https://www.hhs.gov/hipaa/index.html>

IDEA: The Individuals with Disabilities in Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

<https://sites.ed.gov/idea/>

PCI DSS: The Payment Card Industry Data Security Standard was created by a consortium of payment brands including American Express, Discover, MasterCard, and Visa. It covers the management of payment card data and is relevant for any organization that accepts credit card payments. www.pcisecuritystandards.org

PPRA: The Protection of Pupil Rights Amendment affords parents and minor students' rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

<https://studentprivacy.ed.gov/topic/protection-pupil-rights-amendment-ppra>

New Hampshire State RSA 189:65-189:68: Student and Teacher Information Protection and Privacy as defined by the following sections:

- NH RSA 189:65 (<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-65.htm>) Definitions
- NH RSA 189:66 (<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-66.htm>) Data Inventory and Policies Publication
- NH RSA 189:67 (<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-67.htm>) Limits on Disclosure of Information
- NH 189:68 (<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-68.htm>) Student Privacy
- NH RSA 189:68-a (<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-68-a.htm>) Student Online Personal Information

New Hampshire State RSA Chapter 359-C Right to Privacy:

- NH RSA 359-C:19 (<http://www.gencourt.state.nh.us/rsa/html/SAU41i/359-c/359-c-19.htm>) Notice of Security Breach - Definitions
- NH RSA 359-C:20 (<http://www.gencourt.state.nh.us/rsa/html/SAU41i/359-c/359-c-20.htm>) Notice of Security Breach Required
- NH RSA 359-C:21 (<http://www.gencourt.state.nh.us/rsa/html/SAU41i/359-c/359-c-21.htm>) Notice of Security Breach Violation

Appendix C - Digital Resource Acquisition and Use

The purpose of the Digital Resource Acquisition and Use process is to:

- ensure proper management, legality and security of information systems,
- increase data integration capability and efficiency,
- and minimize malicious code that can be inadvertently downloaded.

New Resource Acquisition

Staff are required to complete steps outlined under the SAU41 Staff Technology page on the SAU41 website. An online cloud/website tool request form is required for any new digital resources to be used in SAU41. All staff must adhere to the following guidelines regarding digital resource acquisition:

- Contracts (including renewals) for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the Data Governance Team prior to initiation. This includes any online tool that a student interacts with where they may be accessing content and/or any site that requires any student login.
- It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets SAU41 business objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use.
- Digital resources that accompany adopted instructional and/or curriculum materials will be vetted by the Data Governance Team.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Curricular value
- NH Data Privacy Agreement
- Impact on technology environment including storage and bandwidth
- Impact on staff resources
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Terms of service, privacy policy, and MOU/contract that meet the following criteria:
 - o The district continues to own the data shared, and all data must be available to the district upon request.
 - o The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
 - o District data will be maintained in a secure manner by applying appropriate technical, ~~B3~~ physical and administrative safeguards to protect the data.
 - o The provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
 - o No API will be implemented without full consent of the district.

- o All data will be treated in accordance to federal, state and local regulations
- o The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISOs when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for district vetted and approved applications and tools.

Approved Digital Resources

In order to ensure that all digital resources used meet security guidelines and to prevent software containing malware, viruses, or other security risks, digital resources that have been vetted are categorized as Approved or Denied.

- A list of vetted software will be maintained on the SAU41 Software List on the website.
- It is the responsibility of staff to submit a request to use a new digital resource if a resource is not listed.
- Digital resources that are denied or have not yet been vetted will not be allowed on devices owned by SAU41 or used as part of district business or instructional practices.

Digital Resource Licensing/Use

All computer software licensed or purchased for district use is the property of the District and shall not be copied for use at home or any other location, unless otherwise specified by the license agreement.

All staff must adhere to the following guidelines regarding digital resource licensing/use:

- Only approved SAU41 resources are to be used.
- District software licenses will be:
 - o kept on file at SAU41.
 - o accurate, up to date, and adequate.
 - o in compliance with all copyright laws and regulations.
 - o in compliance with district, state and federal guidelines for data security.
- Software installed on SAU41 systems and other electronic devices will have a current license on file or will be removed from the system or device.
- Resources with or without physical media (e.g. downloaded from the Internet, apps, or online) shall still be properly vetted and licensed, if necessary, and is applicable to this procedure.
- Under no circumstances can staff act as a parental agent when creating student accounts for online resources; resources requiring this permission must be approved at the district level.

Appendix D - Data Security Checklist

A thorough risk analysis of all SAU41 School District data networks, systems, policies, and procedures shall be conducted as requested by the Superintendent, ISO or designee by an independent third party. The risk analysis will include internal and external vulnerability cybersecurity risk assessments and external penetration testing of the District network. An internal audit of District network security will be conducted annually by District Technology staff.

The Data Security Checklists examine the types of threat that may affect the ability to manage and protect the information resource. The analysis also documents any existing vulnerabilities found within each entity, which could potentially expose the information resource to threats. Finally, the analysis includes an evaluation of the information assets and the technology associated with its collection, storage, dissemination and protection.

From the combination of threats, vulnerabilities, and asset values, an estimate of the risks to the confidentiality, integrity and availability of the information is determined. The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Data Security Checklist for District Hosted Systems

- Inventory and classification of data on system
- Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- Physical security of system
- Location within network including network systems protection (firewall, content filter) and if system is externally facing or only allows for district network access
- Access controls including password security (can district password requirements be enforced)
- Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- Server/system security patch frequency
- Ability to access from mobile devices
- Ability to maintain critical system event logs
- Ability to receive notification for critical system events

Data Security Checklist for Provider Hosted Systems

- Inventory and classification of data on system
- Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- Contract, terms of service and privacy policy are current and meet district data security requirements
- Data Privacy Agreement,
- Provider has adequate data security measures including data management and incident response
- Ability to ensure proper access controls including password security (ie- can district password requirements be enforced)
- Authentication methods (LDAP/Active Directory, Single Sign On, District managed account, user managed account)
- Server/system security patch frequency
- Ability to access from mobile devices
- Notification practices in the event of a system compromise or security breach

Appendix E - Data Classification Levels

Personally Identifiable Information (PII)

PII is information about an individual maintained by an agency, including:

- Any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records.
- Any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Unauthorized or improper disclosure, modification, or destruction of this information could violate state and federal laws, result in civil and criminal penalties, and cause serious legal implications.

Confidential Information

Confidential Information is very important and highly sensitive material that is not classified as PII. This information is private or otherwise sensitive in nature and shall be restricted to those with a legitimate business need for access. Examples of confidential information may include: student records, personnel information, key financial information, proprietary information, system access passwords and encryption keys.

Unauthorized disclosure of this information to individuals without a business need for access may violate laws and regulations, or may cause significant consequences for the District, its staff, parents, students or other stakeholders. Decisions about the provision of access to this information shall always be cleared through the data manager and/or ISO.

Internal Information

Internal Information is intended for unrestricted use within the district and in some cases within affiliated stakeholders. This type of information is already widely-distributed within the district, or it could be distributed within the organization without advance permission from the information owner. Examples of Internal Information include internal policies and procedures and handbooks.

Unauthorized disclosure of this information to outsiders may not be appropriate due to copyright, legal or contractual provisions.

Directory Information

Directory Information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. SAU41 designates the following items as directory information:

- Student's name
- Address
- Parent Name and email address
- Telephone listing
- Participation and grade level of students in recognized activities and sports
- Height and weight of student athletes
- Years of attendance in the school district
- Honors and awards received
- Videos and photographs of student participation in school activities open to the public

This information may only be disclosed as permitted in School Board Policy JRA.

Public Information

Public Information has been specifically approved for public release by the Superintendent or appropriate district administrator. Examples of public information may include patron mailings and materials posted to the district's website.

This information may be disclosed outside of the district.

Appendix F - Securing Data at Rest and Transit

All staff and students that log into a district owned device will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students will be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution.

Confidential and critical information will be saved and maintained in a secure manner using encryption or other password-protected security measures. Likewise, when data is transmitted, the district will use encryption or password-protected security measures, when appropriate and feasible..

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with a G Suite for Education account that provides storage. Users are responsible for all digital content on their district provided G Suite for Education Drive. When using cloud storage, staff must adhere to the following guidelines:

- Staff and students may not access cloud storage through third party applications outside of approved Cloud storage providers. This will ensure that native operating systems do not replace cloud sharing security.
- Users need to be aware of default sharing settings on folders when they upload files. Users are required to limit sharing files to an as needed basis.
- Staff and students must ensure that any cloud storage providers used are approved by the district and meet district student data and data security standards.
- When exiting the district, students should responsibly copy their content to their own personal storage solution.
- When exiting the district, staff should ensure that they are only copying personal content that they created. Staff are prohibited from copying content that contains confidential information, student records or data.
- Data with personally identifiable information of staff or students may be posted to users' District-provided Google Drive with appropriate security settings. Users may not post this data to other cloud sharing platforms without consent of district administration.
- Staff should never post any documents labeled classified, confidential, or restricted to any cloud storage including district provided Google Drive accounts without district approval.
- All users shall immediately report any cloud storage security problems of the district's technology resources to a teacher, administrator, technology staff member.
- Attempting to gain or gaining unauthorized access to cloud storage or the files of another is prohibited.
- As with other forms of district technology, district staff, students, and other G Suite for Education drive users have no expectation of privacy on data stored on this platform.

The term “File Sharing” is used to define all activities that share access to digital information whether in the cloud or on district administered mapped drives. When file sharing, staff must adhere to the following guidelines:

- Users must abide by all policies and procedures regarding professional conduct and communication when sharing, reviewing, updating, commenting and re-sharing.
- When sharing content, users must ensure that other users accessing the information in the files have appropriate access to the information based on job function.
- All users shall immediately report any inappropriate sharing of the district’s technology resources to an administrator or technology staff member.

External Storage Devices

The term “External Storage Devices” is used to define all portable storage devices (including USB drives, memory cards, and external hard drives) used by staff and students. While the district recognizes the advantages for staff and students to maintain information on these devices, users are strongly encouraged to rely on their district provided G Suite for Education Drive account for all storage needs. When using external storage devices, staff must adhere to the following guidelines:

- Users are responsible for all content on external storage devices that have been connected to district technology resources.
- Users must ensure that they will not introduce harmful software including computer viruses, malware, non-district approved software, or hacking tools to district technology resources.
- Users must ensure that the data will remain secure through appropriate encryption or password protection when transferring files containing PII or protected information to an external storage device. Users should only keep the information stored on the external device for the duration of the project, and then promptly removed.
- Staff should never transfer any documents labeled classified, confidential, or restricted to any external storage device.
- Staff should never transfer or create confidential data or student records on personal storage devices.

File Transmission Practices

- Staff are responsible for securing sensitive data for transmission through email or other channels. When possible, staff should de-identify or redact any PII or confidential information prior to transmission.
- Staff should never include a password in any electronic communication unless directed to do so by Technology Staff.
- Staff should not transmit files labeled classified, confidential, or restricted through email or third party file transfer services without district approval.
- Regular transmission of student data to services such as the District Library Management system, Food Service Management system, Health Management System, is managed by the technology department using a secure data transfer protocol. All such services are approved by the ISOs.

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the following requirements and appropriate level of PCI compliance when handling such data:

- Never store cardholder data on district systems or in written form. All cardholder data may only be entered in secured payment systems approved by the district. Any cardholder data collected in written form must be shredded immediately after entry into the approved system.
- The district will never maintain a data system for payment information. All payment information will be stored and processed by a 3rd party accessible through a secure portal.
- Never request cardholder information to be transmitted via email or any other electronic communication system.
- Payment information shall be entered directly into the approved payment system by the individual making payment. If the individual is not able to directly input the payment, designated staff may gain verbal approval for the payment process either in person or via phone (after identification is verified). If verbal payment information is received, that information must be entered directly into the payment system and not written down during the process.

Appendix G - Physical Security Controls

The following physical security controls shall be adhered to:

- Network systems shall be installed in an access-controlled area. The area in and around the server room shall afford reasonable protection against fire, water damage, and other environmental hazards such as power outages and extreme temperature situations.
- Monitor and maintain data centers' temperature and humidity levels.
- File servers and/or storage containing PII, Confidential and/or Internal Information shall be installed in a secure area to prevent theft, destruction, or access by unauthorized individuals.
- Ensure network systems and network equipment are properly secured to prevent unauthorized physical access and data is properly safeguarded to protect from loss.
- Computers and other systems shall be secured against use by unauthorized individuals. It is the responsibility of the user to not leave these devices logged in, unattended, and open to unauthorized use.
- Monitor and control the delivery and removal of all data-storing technological equipment or systems. Maintain a record of all such items entering or exiting their assigned location using the district approved technology inventory program. No technology equipment regardless of how purchased or funded shall be moved without the explicit approval of the technology department.
- Ensure that technological equipment or systems being removed for transfer to another organization or being designated as surplus property is appropriately sanitized in accordance with applicable policies and procedures (see Appendix I: Asset Management).

Appendix H - Asset Management

Data security must be maintained through the life of an asset, including the destruction of data and disposal of assets. Any computer, laptop, tablet, interactive flat panel, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as a system, asset or device.

All involved systems and information are assets of SAU41 and are expected to be protected from misuse, unauthorized manipulation, and destruction.

Inventory

All technology devices or systems considered an asset are inventoried by the Technology Department. This includes, but is not limited to, network appliances, servers, computers, laptops, tablets, interactive flat panel, classroom audio system, and external hard drives. The Technology Department will conduct annual inventory verification of all district devices. It is the responsibility of the Technology Department to update the inventory system to reflect any in-school transfers, in-district transfers, or other location changes for district technology assets.

Disposal Guidelines

Assets shall be considered for disposal in accordance with state/federal regulations and School Board Policy DN. The following considerations are used when assessing an asset for disposal:

- End of useful life
- Lack of continued need
- Obsolescence
- Wear, damage, or deterioration
- Excessive cost of maintenance or repair
- Saleable value

The Director of Technology shall approve disposals of any district technology asset.

Methods of Disposal

Once equipment has been designated and approved for disposal (does not have saleable value), it shall be handled according to one of the following methods. It is the responsibility of the Technology Department to update the inventory system to reflect the disposal of the asset.

Discard

All technology assets shall be discarded in a manner consistent with applicable environmental regulations. Electronic equipment may contain hazardous materials such as mercury, lead, and hexavalent chromium. When possible, any re-usable hardware that can be used as parts to repair and/or maintain district technology assets shall be removed (motherboards, screens, adapters, track pads, memory). In addition, systems may contain Personally Identifiable Information (PII), Confidential, or Internal Information. Systems shall be wiped clean of this information prior to leaving the school district.

A district-approved vendor shall be contracted for the disposal of all technological systems/equipment. The vendor shall provide written documentation verifying the method used for disposal and a certificate stating that no data of any kind can be retrieved from the hard drive or any other component capable of storing data.

Under no circumstances should any technological systems/equipment be placed in the trash.

Donation/Gift

In the event that the district determines that an asset shall be donated or gifted, systems shall be wiped clean of Personally Identifiable Information (PII), Confidential, and/or Internal Information prior to leaving the school district. SAU41 will not support or repair any equipment that is donated. In addition, software licenses are not transferred outside the district. Therefore, systems must be returned to factory installation prior to donation.

Appendix I - Virus, Malware, Spyware, Phishing and SPAM Protection

SAU41 School District desktops, laptops, Chromebooks, and file servers are protected using enterprise virus/malware/spyware software. Definitions are updated daily and an on-access scan is performed on all “read” files continuously. A full scheduled scan runs weekly. A full scheduled scan is performed on all servers weekly during non-peak hours. All files and systems are scanned. SAU41 has adopted protections to prevent students and staff from installing third-party software.

Internet Filtering

To balance student learning resources and application use with student safety and network security, Internet traffic from all devices on the individual school’s network is routed through a firewall and content filter. Filtering levels are based on the role of the user, staff or student and student grade level. All sites that are known for malicious software, phishing, spyware, etc. are blocked.

Phishing and SPAM Protection

Email is filtered for viruses, phishing, spam, and spoofing using Google services.

Security Patches

Server patch management is performed regularly. Security patches are applied on an as needed basis, but at least biweekly.

Appendix J - Account Management

Access controls are essential for data security and integrity. SAU41 maintains a strict process for the creation and termination of district accounts. All new staff accounts are authorized through an HR hiring process prior to creation. Role-based permissions are used to establish access to all systems. Access security is audited at least annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

Staff

When a staff member is hired by SAU41, the following process ensures that each staff member has the correct access and permissions to the resources that are required for their position.

- Notification of a new staff member is sent from Human Resources to the Technology Department. This notification includes position, building assignment(s), and start date.
- Only after notification has been received from Human Resources, the Technology Department creates user accounts. The user is given access and permissions to the necessary resources based on their position and building assignment(s) (see Appendix K: Data Access Roles and Permissions).
- Any exception to permissions must be approved by the Director of Technology.

When a staff member's employment is ended, either by termination or resignation, account permissions are revoked in one of two ways.

- In the event of termination, HR will notify the Technology Department via email or phone call requiring accounts to be disabled at once, preventing any further access to district resources.
- In the event of resignation, HR will notify the Technology Department indicating the termination date. Accounts are disabled at the end of business on the termination date, preventing further access to district resources.
- In the event that a user having elevated permissions to any system separates from the district, additional measures are taken to ensure that all elevated accounts to those systems are secure.

Students

Are created upon completion of required enrollment forms and/or the beginning of the school year, as applicable.

Contactors

Approved contractor accounts are created based on role/need.

Local/Domain Administrator Access

Only members of the Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Remote Access

Access into the SAU41 network from outside is strictly prohibited without explicit authorization from the ISOs. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within the SAU41 network.

Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR, BA, and/or the ISOs. All contractors doing business on district premises must also pass a background check or employ other security measures that are defined by SAU41. Account access, when needed, will be set up by the Technology Department.

Appendix K - Data Access Roles and Permissions

Student Information System (SIS)

Staff demographics are entered into SAU41's student information system. Only staff whose roles require access are provided accounts for the system. The following minimum information is entered for each staff member:

- Building/site location
- Status
- Staff type/position
- SAU41 email address
- Primary phone number

Access accounts for the SAU41's SIS are set up based on staff role/position, building and required access to student data and are assigned by the Director of Technology. Teacher accounts are created for all staff responsible for taking student attendance and entering and maintaining grades. Teacher accounts login to the SIS Teacher Portal. Staff assigned a Teacher account only have access to students they teach or provide services. Administrative accounts are created based on the staff member's role/position and function and further restrictions to data are controlled through security groups and role-based permissions.. Security groups control access to certain data sets such as attendance, demographic data, grades, health records, discipline etc. Additional page level permissions are assigned to the security groups. Administrative accounts log into the SIS Admin Portal.

SIS Security Groups*

- Administrator
- Athletics
- Counselor
- Technology Staff
- Office Staff
- Principal
- Registrar
- Nurse
- Secretary II
- Unassigned - no access

* A complete list of permissions is kept on file in the technology department.

Financial System

All staff members are entered into the District's financial system for the purpose of staff payroll and HR tracking. Staff access to their individual payroll information is granted through the employee portal. Only staff requiring access are provided accounts for the financial/personnel system.

After basic information and user ID are created, a security role is assigned to the account granting them access to designated areas of the financial system to complete their job responsibilities.

Financial System Security Roles

- Accounting Specialist
- Administrators
- HR Staff
- Maintenance
- Spec Ed Coordinator
- Spec Ed Secretary
- Sr. Secretary

* A complete list of permissions is kept on file in the Business Office.

Special Education System

The State of New Hampshire provides the District access to the NH Special Education Information System (NHSEIS) that houses all student IEP information. Access to accounts in NHSEIS is maintained by the Director of Student Services office through the MyNHDOE single sign-on portal. A user role determines the user's authority and applicable permissions within the NHSEIS system. The established roles are as follows:

- Case Manager
- District Administrator
- District IT Administrator
- General Ed Teacher
- IEP Team Member
- SAU Authorized Official
- SAU District Administrator
- SAU System Administrator
- School Administrator

Food Services System

SAU41 uses a Food Services software management system to track data and perform functions necessary for the efficient operation of the Food Service Program. Food service staff are granted accounts with access to only the parts of the system that are necessary to complete their job functions. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system and cash registers. Strict security roles and permissions are in place to ensure that confidential information is only viewable by authorized staff. The established roles are as follows:

Security Roles

Software Application Roles

- Administrator
- Manager

Register Roles

- Administrators
- POS Cashier
- Manager

* A complete list of permissions is kept on file in the food service department.

Appendix L - Account Security

The District requires the use of strictly controlled passwords and multi-factor authentication for network access and for access to secure sites and information. All passwords to district systems shall meet or exceed the below requirements.

- Passwords shall never be shared with another person.
- New users will have a set period of time to enable multi-factor authentication on their accounts.
- When possible, user created passwords should adhere to the same criteria as required for district network access as outlined below.
- Passwords shall never be saved when prompted by any application systems as approved by the Technology Department.
- Passwords shall not be programmed into a computer or recorded anywhere that someone may find and use them.
- When creating a password for secure information or sites, it is important **not** to use passwords that are easily guessed due to their association with the user (i.e. children's names, pets' names, or birthdays).
- Users and staff who have reason to believe a password is lost or compromised must notify the technology department staff as soon as possible. The technology department will verify the identity of the person requesting the change before resetting the password.

District network access to resources managed through Lightweight Directory Access Protocol (LDAP).

- Passwords must be "strong," and must be a minimum of 8 characters long, must include at least one uppercase character, one number and one special character (! @ # \$ % & ?)
- Passwords must not contain usernames.
- District passwords should never be used for any non-district systems.

Where possible, system software should enforce the following password standards:

- Passwords routed over a network shall be encrypted.
- Passwords shall be entered in a non-display field.
- System software shall enforce the changing of passwords and the minimum length.
- System software shall disable the user password when more than five consecutive invalid passwords are given.

Appendix M - Technology Disaster Recovery Plan

Objectives

The primary purpose of the Technology Disaster Recovery Plan (TDRP) is to enable SAU41 (SAU41) to respond effectively and efficiently to a natural disaster or critical failure of the district's data center and/or core systems. The objectives during a natural disaster or critical failure are the following:

- Minimize the loss or downtime of core systems and access to business critical data.
- Recover and restore the district's critical systems and data.
- Maintain essential technology resources critical to the day to day operations of the district.
- Minimize the impact to the staff and students during or after a critical failure.

Planning Assumptions

The following planning assumptions were used in the development of SAU41's TDRP:

- There may be natural disasters that will have a greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a disaster.
- There is the possibility of complete loss of the current data center.
- We will utilize existing storage to recover systems.
- District data is housed at district data centers and backed up in the cloud.
- District data is hosted by 3rd party providers.
- In the event of a critical failure to network infrastructure in the datacenter, District networking may be significantly impacted.

Disaster Recovery/Critical Failure Team

The SAU41 has appointed the following people to the disaster recovery/critical failure team; Director of Technology, Network Manager, Database Manager, Systems Administrator, Assistant Superintendent of Curriculum, and Business Administrator.

In the event the TDRP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determining the impact of the natural disaster/critical failure.
- Communication of impact and or loss, and updates of progress to the Superintendent.
- Communication of outages and updates to district staff.
- Oversight of the TDRP implementation and restoration of critical systems and data.
- Allocation and management of technology staff during the event.
- Working with manufacturers and/or vendors during the recovery and restoration of critical systems and data.
- Oversight of TDRP implementation debrief.

Activation

The TDRP will be activated in the event of the following:

- A natural disaster has occurred and affects the operation of the District's data centers. A natural disaster includes but is not limited to the following: tornado, earthquake, lightning, and floods.
- A fire has impacted the data center.
- Water or flooding has impacted the data center.
- Critical system failure.

The Information Security Officers (ISOs) will act as the incident response managers (IRMs). If the ISOs are not able to act as the IRMs, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the Incident Response Team (IRT).

Notification

The following groups will be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication is available at the time. This could include any one or combination of the following:

- Phone
- Email
- Social Media/Website

The TDRP team will work with the Superintendent on which information will be conveyed to each above group and what means will be used.

Implementation

The TDRP team has the following in place to bring the District back online in the least amount of time possible:

- Maintained spreadsheet listing all server names, physical and virtual, and their function. An electronic version will be housed on Google Drive.
- Maintained a secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's data backup solution includes the use of a backup manager and off-site file storage, which backs up data locally in the datacenter and the cloud. The District's critical virtual servers are backed up to an image file.
- In the event of a critical system failure, the District can restore that server back to our current environment from the backup solution.

Deactivation

The TDRP team will deactivate the plan once services are fully restored.

Evaluation

An internal evaluation of the SAU41's TDRP response will be conducted. This will entail gathering documentation from the response and feedback from all stakeholders and incorporate into an after action report and corrective action plan. The result will be an update to the TDRP and other emergency response plans as appropriate.

Appendix N - Cyber Incident Response Plan

Objectives

SAU41's Cyber Incident Response Plan is on file.

The purpose of the Cyber Incident Response Plan (CIRP) is to enable SAU41 (SAU41) to respond effectively and efficiently to an actual or suspected ~~data breach~~ incident involving unauthorized disclosure of confidential district information and/or other significant cybersecurity events. The objectives of the CIRP are:

- Convene the Incident Response Team (IRT) as necessary.
- Validate and contain the incident.
- Analyze the incident to determine scope and composition.
- Minimize impact to the staff and students after an incident has occurred.
- Notification of relevant parties.

Planning Assumptions

The following planning assumptions were used in the development of SAU41's CIRP:

- There may be incidents that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during an incident.
- District data is backed up.
- Some District data is hosted by 3rd party providers.

Cyber Incident Response Team

SAU41 has appointed the following people to the Cyber Incident Response Team (CIRT): Director of Technology, Systems Administrator, Assistant Superintendent, and Business Administrator.

In the event the CIRP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determine the nature of the incident and its impact to staff, students and the district itself.
- Communicate impact, the number of affected individuals, the likelihood information will be or has been used by unauthorized individuals and updates of progress to the Superintendent.
- Coordinate with the Superintendent to ensure communication with district staff and or parents as deemed appropriate.
- Oversight of the CIRP implementation and incident resolution.
- Allocate and manage technology staff resources during the event.
- Work with vendors, 3rd party providers, manufacturers, legal counsel, district risk management provider, state/federal agencies and law enforcement while correcting the data breach and its repercussions.
- Oversight of CIRP implementation debrief with Data Governance Team.

Activation

The CIRP will be activated in the event of the following:

- An incident has occurred and affects the district itself. A cyber incident includes but is not limited to an incident in which sensitive, protected or confidential data has potentially been viewed, stolen or used by an individual unauthorized to do so.
- Personal Health Information (PHI) has been compromised.
- Personally Identifiable Information (PII) has been compromised.
- Confidential or sensitive data has been compromised.
- Network hack/intrusion has occurred.

The incident response and reporting process will be documented according to state and federal requirements. The Director of Technology, Systems Administrator will work with the Superintendent to dispense and coordinate the notification and public message of the incident.

Notification

The following groups will be notified in the event the plan has been activated, as deemed necessary per the scope of the incident:

- Legal counsel
- Risk management provider
- State and Federal agencies
- Law Enforcement
- Superintendent
- School Boards
- Superintendent's Leadership Team
- Technology Staff
- District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication deemed appropriate. This could include any one or combination of the following:

- Email
- Social Media/Website
- Written Notice
- Phone/SMS

The CIRP team will work with district leadership on which information will be conveyed to each above group, timing of that communication and what means will be used.

Implementation

The CIRP team has the following processes in place to address the incident in the least of amount of time possible:

- Data inventory of all systems containing sensitive data. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Departments Team Drive.
- Data dictionary of all district hosted information systems. A hard copy of this document will be secured at the technology office. Due to non-disclosure agreements, this data may not be available in other locations/formats. The appropriate vendor(s) can be contacted for this information.
- Maintained spreadsheet listing all server names, physical and virtual, and their function. An electronic version will be housed on the Technology Information Team Drive.
- Maintained secure document to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The District's data backup solution includes the use of a backup manager and off-site file storage, which backs up data locally in the datacenter and offsite.

The following will take place during the incident response:

- The members of the IRT will be assembled once an incident has been validated. The IRT will be comprised of the Director of Technology, Systems Administrator Assistant Superintendent, Business Administrator. Additional members of SAU41's administrative team and technology department may be designated to assist on the IRT.
- The IRT will determine the status of the incident, ongoing, active, or incident. For an active and ongoing incident, the IRT will initiate appropriate measures to prevent further data loss. These measures include, but are not limited to, securing and blocking unauthorized access to systems/data and preserving any and all evidence for investigation.
- The IRT will work with applicable outside agencies to determine the scope and composition of the incident, secure sensitive data, mitigate the damage that may arise from the incident and determine the root cause(s) of the incident to devise mitigating strategies and prevent future occurrences.
- An outside party may be hired to conduct the forensic investigation of the ~~breach~~ incident. When the investigation has concluded, all evidence will be safely stored, recorded or destroyed (where appropriate).
- All affected data, machines and devices will be identified and removed from the network as deemed appropriate for the investigation. Interviews will be conducted with key personnel and facts of the incident will be documented and the evidence preserved for later examination.
- The IRT will work with the Superintendent's office to outline the notification of the data owners and those affected. Communication will be sent out as directed by legal counsel and advised by the data governance team. The types of communication will include, but not limited to, email, text message, postal mail, substitute notice and/or phone call.
- The IRT, legal counsel and the Superintendent will determine if notification of affected individuals is necessary. Once the determination is made to notify affected individuals, a letter will be written in accordance with all federal and state statutes, and local procedures. If it is determined that identity theft or other fraud is not reasonably likely to occur as a result of the incident, such a determination shall be documented in writing and filed at the Superintendent's office.

Deactivation

The IRT will deactivate the plan once the incident has been fully contained.

Evaluation

Once the incident has been mitigated an internal evaluation of the SAU41's CIRP response will be conducted. The IRT will review the incident and all mitigation steps to determine the probable cause(s) and minimize the risk of a future occurrence. Feedback from the responders and affected entities may result in an update to the CIRP and other emergency response plans as appropriate. Information security training programs will be modified to include countermeasures to mitigate and remediate previous incidents so that past incidents do not recur. The reports and incident review will be filed with all evidence of the incident.

Adoption History

Adopted: 2019

Re- Adopted: 2019

To: Gina Bergskaug, Superintendent
From: Brian Bumpus, District Athletic Director
Re: June 2026 Stipend Committee Update

Update: The stipend committee met on Wednesday, June 10th, in order to review collected data from a survey that was sent to all club advisors and coaches across the district. The nature of this survey was to collect data relating to the overall time commitment, as well as participation numbers, associated with the various clubs and sports offered at both the high school and middle school. This data gave us the framework to provide the recommendations attached to this report, as we head into the FY28 budget cycle. The Stipend Committee feels that these recommendations are necessary changes, additions, and adjustments to support those that give their time to providing a wide-range of extracurricular opportunities to our students. All calculations are based on the FY27 base salary according to the Collective Bargaining Agreement.

New Clubs: The Stipend Committee has spent much time discussing ways to incentivize the formation and sustainability of new clubs within our district, particularly at the middle school level. As it currently stands, new club advisors are not able to receive payment for their services until year 3 of the club being in existence. This is particularly difficult for new clubs in the middle school, given that students are only housed there for 2 years before moving on to the high school. As such, in addition to the proposed changes for FY28, the stipend committee is also recommending that we add three Tier 1 stipends (\$543.74 each) to each budget line, in addition to establishing a process whereby the principals of each school are able to evaluate the operation of a new club and determine whether the advisor is eligible to receive a stipend at the end of Years 1 and 2. During Year 2 of operation, the stipend committee would review any pertinent information in order to determine a proper placement on the table so that the appropriate budgeting can occur for Year 3.

Respectfully Submitted,



Brian Bumpus
HBCSD Stipend Committee, Chair

| FY27 Extracurricular Stipends | | | | | | |
|-------------------------------|------|-----------------------------------|-------------|-------|------------|---------------------|
| School | Tier | Position | Base Salary | % | Stipend | Note |
| HS | 1 | Baking Club | \$54,374.00 | 1.00% | \$543.74 | New FY27 |
| HS | 1 | Chess Club | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Choreographer | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Costume - Fall Play | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Costume - Musical | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Costume - Spring Play | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Dungeons and Dragons Club | \$54,374.00 | 1.00% | \$543.74 | New FY27 |
| HS | 1 | Gay Straight Alliance | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Girls Up | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Green Group | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Her Story | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Home Front Heroes | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Rotary Interact | \$54,374.00 | 1.00% | \$543.74 | New FY27 |
| HS | 1 | Ultimate Frisbee | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 1 | Young Writer's Club | \$54,374.00 | 1.00% | \$543.74 | |
| HS | 2 | French Club | \$54,374.00 | 1.50% | \$815.61 | |
| HS | 2 | Science Olympiad | \$54,374.00 | 1.50% | \$815.61 | |
| HS | 2 | Spanish Club | \$54,374.00 | 1.50% | \$815.61 | |
| HS | 3 | Art Club | \$54,374.00 | 2.00% | \$1,087.48 | Shifted 1 to 3 FY27 |
| HS | 3 | Class Advisor Fresh. 1 | \$54,374.00 | 2.00% | \$1,087.48 | |
| HS | 3 | Class Advisor Fresh. 2 | \$54,374.00 | 2.00% | \$1,087.48 | |
| HS | 3 | Class Advisor Soph. 1 | \$54,374.00 | 2.00% | \$1,087.48 | |
| HS | 3 | Class Advisor Soph. 2 | \$54,374.00 | 2.00% | \$1,087.48 | |
| HS | 3 | Community of Caring | \$54,374.00 | 2.00% | \$1,087.48 | |
| HS | 3 | Latin Club | \$54,374.00 | 2.00% | \$1,087.48 | |
| HS | 3 | Quiz Bowl/Granite State Challenge | \$54,374.00 | 2.00% | \$1,087.48 | |
| HS | 4 | Class Advisor Jr. 1 | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Class Advisor Jr. 2 | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Debate Club | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Guitar Night 1 | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Guitar Night 2 | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Red Cross | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Theater Tech Crew Advisor | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Thespian Society | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 4 | Tri-M | \$54,374.00 | 2.50% | \$1,359.35 | |
| HS | 5 | Class Advisor Sr. 1 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | Class Advisor Sr. 2 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | Climbing Club | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | HB the Change 1 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | HB the Change 2 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | Math Team | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | National Honor Society 1 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | National Honor Society 2 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | Ski and Snowboard Club | \$54,374.00 | 3.50% | \$1,903.09 | Shifted 3 to 5 FY27 |
| HS | 5 | Student Council 1 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 5 | Student Council 2 | \$54,374.00 | 3.50% | \$1,903.09 | |
| HS | 6 | Musical: Musical Director (pit) | \$54,374.00 | 5.00% | \$2,718.70 | |
| HS | 6 | Newspaper Cav Chron | \$54,374.00 | 5.00% | \$2,718.70 | |
| HS | 7 | Play - Fall | \$54,374.00 | 5.00% | \$2,718.70 | Shifted 6 to 7 FY27 |
| HS | 7 | Play - Spring | \$54,374.00 | 5.00% | \$2,718.70 | Shifted 6 to 7 FY27 |
| HS | 8 | Choral Director | \$54,374.00 | 7.50% | \$4,078.05 | |
| HS | 8 | Robotics | \$54,374.00 | 7.50% | \$4,078.05 | |
| HS | 8 | Yearbook | \$54,374.00 | 7.50% | \$4,078.05 | |
| HS | 9 | Musical Director | \$54,374.00 | 8.30% | \$4,513.04 | Shifted 8 to 9 FY27 |
| HS | 10 | Band Director | \$54,374.00 | 9.25% | \$5,029.60 | |
| MS | 1 | Costume / Makeup / Drama | \$54,374.00 | 1.00% | \$543.74 | |
| MS | 1 | Game Club | \$54,374.00 | 1.00% | \$543.74 | |
| MS | 1 | Gay Straight Alliance | \$54,374.00 | 1.00% | \$543.74 | |

| | | | | | | |
|----|----|-----------------------------|-------------|--------------|---------------------|----------------------|
| MS | 1 | Sound / Stage / Drama | \$54,374.00 | 1.00% | \$543.74 | |
| MS | 2 | Art Club | \$54,374.00 | 1.50% | \$815.61 | |
| MS | 2 | Debate | \$54,374.00 | 1.50% | \$815.61 | |
| MS | 2 | Math Counts | \$54,374.00 | 1.50% | \$815.61 | |
| MS | 2 | National History Day Club | \$54,374.00 | 1.50% | \$815.61 | |
| MS | 2 | Props / Drama | \$54,374.00 | 1.50% | \$815.61 | |
| MS | 2 | Video Game Club | \$54,374.00 | 1.50% | \$815.61 | |
| MS | 3 | Choral Director | \$54,374.00 | 2.00% | \$1,087.48 | New FY27 |
| MS | 3 | Climbing Club | \$54,374.00 | 2.00% | \$1,087.48 | |
| MS | 3 | Jazz Band | \$54,374.00 | 2.00% | \$1,087.48 | |
| MS | 3 | Mountain Biking | \$54,374.00 | 2.00% | \$1,087.48 | |
| MS | 3 | Student Council 1 of 2 | \$54,374.00 | 2.00% | \$1,087.48 | |
| MS | 3 | Student Council 2 of 2 | \$54,374.00 | 2.00% | \$1,087.48 | |
| MS | 3 | Yearbook | \$54,374.00 | 2.00% | \$1,087.48 | |
| MS | 4 | DC Stipend 1 | \$54,374.00 | 2.50% | \$1,359.35 | |
| MS | 4 | DC Stipend 2 | \$54,374.00 | 2.50% | \$1,359.35 | |
| MS | 5 | Academic Support - Fall 1 | \$54,374.00 | 3.50% | \$1,903.09 | |
| MS | 5 | Academic Support - Fall 2 | \$54,374.00 | 3.50% | \$1,903.09 | |
| MS | 5 | Academic Support - Spring 1 | \$54,374.00 | 3.50% | \$1,903.09 | |
| MS | 5 | Academic Support - Spring 2 | \$54,374.00 | 3.50% | \$1,903.09 | |
| MS | 5 | Academic Support - Winter 1 | \$54,374.00 | 3.50% | \$1,903.09 | |
| MS | 5 | Academic Support - Winter 2 | \$54,374.00 | 3.50% | \$1,903.09 | |
| MS | 5 | Band Director | \$54,374.00 | 3.50% | \$1,903.09 | New FY27 |
| MS | 5 | Ski Club | \$54,374.00 | 3.50% | \$1,903.09 | |
| MS | 6 | Garden Club | \$54,374.00 | 5.00% | \$2,718.70 | |
| MS | 6 | Summer Math Coach | \$54,374.00 | 5.00% | \$2,718.70 | |
| MS | 9 | Drama Club | \$54,374.00 | 8.30% | \$4,513.04 | |
| MS | 10 | Robotics | \$54,374.00 | 9.25% | \$5,029.60 | Shifted 7 to 10 FY27 |
| | | | | TOTAL | \$132,726.93 | |

FY28 EXTRACURRICULAR STIPEND RECOMMENDATIONS

| School | Position | Current Tier | Current Stipend | Action | Adjusted Tier | Adjusted Stipend | Budget Change | Justification |
|--------|---------------------------|--------------|-----------------|--------|---------------|------------------|-------------------|--|
| HS | Outdoor Club | 0 | \$0.00 | ADD | 6 | \$2,718.70 | \$2,718.70 | FY27 will be year 3 with no pay, Commitment in line with other Tier 6 stipends |
| HS | Pickleball Club | 0 | \$0.00 | ADD | 3 | \$1,087.48 | \$1,087.48 | FY27 will be year 3 with no pay, Commitment in line with other Tier 3 stipends |
| HS | Theater Tech Crew Advisor | 4 | \$1,359.35 | SHIFT | 8 | \$4,078.05 | \$2,718.70 | Time commitment is more in line with Tier 8 positions |
| HS | Costume - Fall Play | 1 | \$543.74 | SHIFT | 3 | \$1,087.48 | \$543.74 | Time commitment is more in line with Tier 3 positions |
| HS | Costume - Musical | 1 | \$543.74 | SHIFT | 3 | \$1,087.48 | \$543.74 | Time commitment is more in line with Tier 3 positions |
| HS | Costume - Spring Play | 1 | \$543.74 | SHIFT | 3 | \$1,087.48 | \$543.74 | Time commitment is more in line with Tier 3 positions |
| MS | Spanish Club | 0 | \$0.00 | ADD | 1 | \$543.74 | \$543.74 | FY27 will be year 3 with no pay, Commitment in line with other Tier 1 stipends |
| | | | | | | | \$8,699.84 | |

FY28 ATHLETICS STIPEND RECOMMENDATIONS

| School | Position | Current Tier | Current Stipend | Action | Adjusted Tier | Adjusted Stipend | Budget Change | Justification |
|--------|------------------------------|--------------|-----------------|--------|---------------|------------------|---------------|---|
| HS | Football Assistant | 0 | \$0.00 | ADD | 4 | \$2,600.00 | \$2,600.00 | Increased participation numbers require additional support |
| HS | Fall - Weight Room Manager | 0 | \$0.00 | ADD | 4 | \$2,600.00 | \$2,600.00 | To meet desire for a more developed strength and conditioning program |
| HS | Winter - Weight Room Manager | 0 | \$0.00 | ADD | 4 | \$2,600.00 | \$2,600.00 | To meet desire for a more developed strength and conditioning program |
| HS | Spring - Weight Room Manager | 0 | \$0.00 | ADD | 4 | \$2,600.00 | \$2,600.00 | To meet desire for a more developed strength and conditioning program |
| MS | Girls Volleyball B-Team | 0 | \$0.00 | ADD | 3 | \$2,500.00 | \$2,500.00 | FY27 will be Year 3 of running a B-team |
| | | | | | | | TOTAL | \$12,900.00 |



Policy: IIB

Section: Section I - Instruction

(COOP) Class Size

IIB

CLASS SIZE

Classes shall have a minimum of 12 students at the time of initial scheduling to be held for the coming school year. Classes shall have a maximum of 24 students with a preferred class size of 20 students unless specified below. If the class exceeds the specified maximum size or falls below the recommended minimum outlined in this policy, the Principal shall consult with the Superintendent. Any exceptions to these limits must be approved in advance by the Superintendent or their designee.

| Course | Maximum |
|-----------------------------|--------------------------------|
| Band | 40-30 |
| Choir/Chorus | 40-30 |
| Computer-Based Courses | Number of computers in the lab |
| Family and Consumer Science | 16 |
| Physical Education | 30 |

Classes may have fewer than 12 students if one or more of the following are met:

- † The class is one specifically designed to be small, i.e., remedial classes, special education classes, etc.
- † The class is designed to meet state minimum standards.
- † The class is a capstone course in a series, i.e., Spanish 4 in the Spanish 1-4 program.
- † **The class is an AP Course.**

In determining the sections, the Board and the administration will consider the needs of learners, current best practices, and the demands of the programs and standards.

~~Preferred maximum class size for Mathematics, Science, Language Arts, Social Studies, and Foreign Languages should be targeted at 20 students.~~

The Superintendent will notify the School Board each school year of the projected course enrollment numbers in May and the current course enrollment numbers by December. ~~in October.~~

This policy should be reviewed and evaluated annually by the School Board.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.17, Class Size

1st Reading: 9-21-2005 / Adopted 5-21-2008/Amended and Approved 4-16-2014

1st Reading of Amendment: January 21, 2015

2nd Reading of Amendment: February 18, 2015

Adopted: February 18, 2015

1st Reading: November 13, 2019 (as amended)

2nd Reading: December 11, 2019

3rd Reading: January 22, 2020

4th Reading and Adopt: February 12, 2020

1st Reading: May 13, 2026 (as amended)

2nd Reading: June 17, 2026



School Administrative Unit #41

Hollis, Brookline & Hollis Brookline Cooperative School Districts

603 324 5999

4 Lund Lane, Hollis, NH 03049

June 8, 2026

To: Superintendent Bergskaug

From: COOP Policy Committee

Re: 6.8.26 Policy Memo

The Cooperative School Board Policy Committee makes the following policy recommendations for the May 13, 2026 Hollis Brookline Cooperative School Board meeting:

Present for 3rd read and adopt with no changes:

1. EHB-R: Local Records Retention Schedule

Present for a 1st read:

1. JICK: Pupil Safety and Violence Prevention- Bullying
2. JCA: Change of School or Assignment- Best Interests and Manifest Hardship

EHB-R LOCAL RECORDS RETENTION SCHEDULE

See Board Policy: EHB
Related Policies: EH, EHAB, JRA, and GBJ

| Type of Record | Statute, Rule, or other legal authority – if none listed the retention period is a recommendation | Retention Period |
|--|---|---|
| Business Records | | |
| Accident Reports: | | |
| • Employee | | Term of employment, plus 6 20 years |
| • Student | | Age of majority, plus 6 years |
| Accounts Receivable | RSA 33-A:3-a | Until audited, plus 1 year |
| Annual Audit | RSA 33-A:3-a (10 years) | Permanent |
| Annual Report (District), Warrants, Annual Meeting Minutes, Budgets (District & SAU) | RSA 33-A:3-a | Permanent |
| Application for Federal Grants | 20 U.S.C. 1232f., (three years after the completion of the activity for which the funds are used) other authorities may apply | 5 years |
| Architectural Plans | | Permanent |
| Asbestos Removal | | Permanent |
| Bank Deposit Slips | RSA 33-A:3-a | 6 years |
| Bonds and continuation certificates | RSA 33-A:3-a (expiration plus 2 years) | Permanent |
| Budget Worksheets | | End of budget year, plus 1 year |
| Cash receipts, disbursement records, checks | RSA 33-A:3-a | Until Audited and at least 6 years after last entry |
| Child Labor Permits | | 1 year |
| Work-study | 29 C.F.R. §570.37 | 3 years from date of enrollment |
| • Construction Contracts, Capital projects, fixed assets that require accountability after acquired* | RSA 33-A:3-a (Life of project/asset) | Life of contract, building, asset plus 20 years |

EHB-R LOCAL RECORDS RETENTION SCHEDULE

| | | |
|---|--|--|
| <ul style="list-style-type: none"> Engineering Surveys | | Permanent |
| <ul style="list-style-type: none"> Unsuccessful bids | RSA 33-A:3-a (Completion of project, plus one year) | Life of contract plus 3 years |
| Certified Educator | | Permanent |
| COBRA Notices | 42 U.S.C. 300bb-1, et. seq.(3 years) ERISA 29 U.S.C. §1027 (6 years) | 6 years from date of issue |
| Collective Bargaining Agreements | | Permanent |
| Correspondence for Business transactions* | | Life of subject matter plus 4 years |
| Correspondence - General | | 3 years or longer when historic/useful |
| Correspondence Transitory | RSA 33-A:3-a | As needed for reference |
| Deeds | | Permanent |
| District Meeting Minutes & Warrant | | Permanent |
| Insurance policies | RSA 33-A:3-a | Permanent |
| Notes (loan documents) | RSA 33-A:3-a | Until paid, Audited, plus 3 years |
| Student Activities Records/Accounts | RSA 33-A:3-a (bank deposit slips and statements 6 years) | Until Audited, plus 6 years |
| Enrollment Reports: | | |
| <ul style="list-style-type: none"> Fall Reports A12A (RSA 189:28) | | Permanent |
| <ul style="list-style-type: none"> Pupil Registers | RSA 189:27-b | Permanent |
| <ul style="list-style-type: none"> Resident Pupil Membership Forms | | 14 years |
| <ul style="list-style-type: none"> School Opening Reports | | 3 years |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> Statistical Report A-3 (RSA 189:28) | | Permanent |
| Federal Projects Documents | Review specific project/grant program requirements. 20 U.S.C. 1232f, (three years after the completion of the activity for which the funds are used), other authorities may apply | 5 years after submission of final audit report and documentation for expenditures, unless there is an ongoing audit |
| FICA Reports – monthly | | 7 years |

EHB-R LOCAL RECORDS RETENTION SCHEDULE

| | | |
|---|---|----------------------------|
| Fixed Trip Requests/Confirmation | | 1 year |
| Fixed Assets Schedule | | Permanent/as updated |
| Form C-2 Unemployment | | 6 years |
| Wage Report (DES 100) | | 6 years |
| Invoices* | Until Audited, plus 1 year | 3 years* |
| MS-22 Budget Form | | 6 years |
| MS-23 Budget Form | | 6 years |
| MS-25 Budget Form | | Permanent |
| Minutes of Board Meetings, Board Committees | RSA 91-A:2, II, RSA 33-A:3-a | Permanent |
| Purchase Orders* | | Until Audited, plus 1 year |
| Request for Payment Vouchers* | | Until Audited, plus 1 year |
| Requisitions* | | Until Audited, plus 1 year |
| Retirement Reports – Monthly | | 1 year |
| Time Cards: | | |
| • Bus Drivers | Lab 803.03. Notification and Records no less than 4 years | 5 years |
| • Custodial | Lab 803.03. Notification and Records no less than 4 years | 5 years |
| • Secretarial | Lab 803.03. Notification and Records no less than 4 years | 5 years |
| • Substitute Teachers pay slips | Lab 803.03. Notification and Records no less than 4 years | 5 years |
| Payroll Records | RSA 33-A:3-a Audited, plus 2 year 29 C.F.R. §1627.3 (3 years) ADEA: 29 U.S.C. §626, 29 CFR Part 1602 (2 years from job action); 29 C.F.R § 825.500 FMLA, 29 U.S.C.§2616, 3 years | 6 years |
| Travel Reimbursements* | Until Audit, plus 1 year | 3 years* |
| Treasurer’s Receipts – canceled checks | | 6 years |
| Treasurer’s Report | | 6 years |
| Vocational Education: | | |
| • AVI Forms | | 1 year |
| • Vocational Center Regional Contracts | | 20 years |
| • Federal Vocational Forms* | | 6 years |

EHB-R LOCAL RECORDS RETENTION SCHEDULE

| | | |
|---|--|-----------------------------------|
| Vouchers Manifests* | | Until Audit, plus 1 year |
| Tax Forms: | | |
| <ul style="list-style-type: none"> W-2's, 1099 * | Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2)(tax advisors say 7 years) | 7 years |
| <ul style="list-style-type: none"> W-4 Withholding Exemption Certificate | RSA 33-A:3-a. Retirement or termination, plus 20 years | Term of Employment, plus 20 years |
| <ul style="list-style-type: none"> W-9 | Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years) | 7 years |
| <ul style="list-style-type: none"> 941-E Quarterly Taxes | Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years) | 7 years |
| Personnel Records | RSA 33-A:3-a. Retirement or termination, plus 20 years | Term of Employment, plus 20 years |
| Application for employment - Successful | RSA 33-A:3-a Unsuccessful applicants: current year, plus 3 years. | Term of Employment, plus 20 years |
| Attendance Records: | | |
| <ul style="list-style-type: none"> Leaves | Family Medical Leave Act –RSA 33-A:3-a. Retirement or termination, plus 20 years | Term of Employment, plus 20 years |
| <ul style="list-style-type: none"> Request for Leaves | | 1 year |
| Class Observation Forms | | 1 year |
| Criminal Record Check: | | |
| <ul style="list-style-type: none"> No criminal record | RSA 189:13-a (Superintendent only) | Destroy immediately after review |
| <ul style="list-style-type: none"> Criminal record | RSA 189:13-a (Superintendent only) | Destroy within 30 days of receipt |

| | | |
|---|---|---------|
| Civil Rights Forms, Discrimination claims, accommodation under ADA, information used for EEO-5 report, EEO-5 report | 29 C.F.R. §1602.40; 42 U.S.C. 12117; 42 U.S.C. § §§ 2000e-8-2000e-12; 42 U.S.C. § 2000ff-6; (final disposition, 2 years, 3 years) | 6 years |
| Deferred Compensation plans | RSA 33-A:3-a | 7 years |

EHB-R LOCAL RECORDS RETENTION SCHEDULE

| | | |
|---|--|-----------------------------------|
| Dues Authorization | RSA 33-A:3-a. – Personnel record | Term of Employment, plus 20 years |
| Employment test papers with results | 29 C.F.R. §1627.3 | Term of Employment, plus 20 years |
| Evaluations | RSA 33-A:3-a. – Personnel record | Term of Employment, plus 20 years |
| HIPPA Documentation | RSA 33-A:3-a. – Personnel record HIPPA: 45 C.F.R. §164,316(b) & .530(j) – 6 years. HITECH 42 U.S.C. §17938 | Term of Employment, plus 20 years |
| Labor-PELRB actions | RSA 33-A:3-a | Permanent |
| Labor Negotiations | RSA 33-A:3-a | Permanent |
| Legal Actions - lawsuits | RSA 33-A:3-a | Permanent |
| Medical Benefits Application | RSA 33-A:3-a. – Personnel record | Term of Employment, plus 20 years |
| Medical exams, Physical examinations used for personnel action | 29 C.F.R. §1627.3(One year from date of personnel action) RSA 33-A:3-a. – Personnel record 29 C.F.R. §1910.1020 (term of employment plus 30 years) | Term of Employment, plus 20 years |
| Oaths of Office | RSA 33-A:3-a Term, plus 3 years | Permanent |
| Promotion, demotion, transfer, selection for training, layoff, recall, or discharge | 29 C.F.R. §1627.3 (1 year from date of action) RSA 33-A:3-a. – Personnel record | Term of Employment, plus 20 years |
| Recruitment Documents | 29 C.F.R. §1627.3 | Term of Employment, plus 20 years |
| Re-employment Letter of Assurance | RSA 33-A:3-a. – Personnel record | Term of Employment, plus 20 years |
| Retirement application | RSA 33-A:3-a. – Personnel record | Term of Employment, plus 20 years |

| | | |
|---|--|---------|
| School Bus Driver Drug Tests – positive results & records of administration of test | 49 C.F.R. §382.401; 49 C.F.R. § 40.333 | 5 years |
| School Bus Driver Drug tests – negative & cancelled | 49 C.F.R. §382.401 | 1 year |

EHB-R LOCAL RECORDS RETENTION SCHEDULE

| | | |
|---|---|---|
| Separation from Employment Form/Letter | RSA 33-A:3-a. – Personnel record | Term of Employment, plus 20 years |
| Settlement agreements, even if in anticipation of a lawsuit | RSA 91-A:4, VI (10 years) | Permanent |
| Staff Development Plan | Term of Employment, plus 20 years | Term of Employment, plus 20 years |
| Substitute Teacher Lists | | 7 years |
| Student Records: | | |
| Applications for Free/Reduced Lunch | | 6 years |
| Assessment Results | Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. | Permanent |
| Attendance | Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. | Permanent |
| Disciplinary Records | | Term of Enrollment, plus 3 years |
| Early Dismissal | | 1 year |
| Emergency Information Form | | 1 year/as updated |
| Grades | Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. | Permanent |
| Health and Physical Records | | Term of Enrollment, plus 3 years |
| Immunization Record | | Term of Enrollment, plus 3 years |
| Log of requests for access to education records | FERPA 20 U.S.C. §1232g (b)(4)(A) | As long as the education record is retained |

| | | |
|-------------------|--|----------------------------------|
| Medical Reports | | Term of Enrollment, plus 3 years |
| Registration Form | | Term of Enrollment, plus 3 years |

EHB-R LOCAL RECORDS RETENTION SCHEDULE

| | | |
|---|---|-----------------------------------|
| Student Handbook | | 1 copy of each edition, Permanent |
| Transcripts | Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. | Permanent |
| Internal Records: | | |
| Child Abuse Reports/Allegations | | Permanent |
| Criminal Investigation | | Permanent |
| Personnel Investigations | | Permanent |
| Sexual Harassment | | Permanent |
| Records Management, transfer to storage or disposal | RSA 33-A:3-a (summary report of what category of records, for what range of dates, was put in storage or destroyed) | Permanent |
| Vehicle maintenance | RSA 33-A:3-a | Life of vehicle, plus 3 years |

| | | |
|---|---|---|
| <u>Google Accounts</u> | As approved in March 2024 by Superintendent Corey with reference to the Data Governance Plan and policy EHAB. | |
| Custodial and Kitchen Staff | | 30 days after the final day of employment |
| Other Support Staff (i.e. ParaEducators, Secretaries, Substitutes, Contractors, School Boards, Coaches) | | 1 year after the final day of employment |
| Professional Staff | | 1 year after the final day of employment |
| School Administrators | | Archived 1 year after the final day of employment and stored for an additional 5 years |
| District Administrators/ Leadership | | Archived 2 years after the final day of employment and stored for additional time at the discretion of the Superintendent |

EHB-R LOCAL RECORDS RETENTION SCHEDULE

| | | |
|--------------------|--|--|
| Graduated Students | | 90 days after the student's last day |
| Transfer Students | | Disabled upon withdrawal and deleted 1 year after last day |

Asterisks indicate fields that may have federal implications that will be considered by the Superintendent or designee before any action is taken.

1st Reading: September 27, 2023

2nd Reading & Adopt: November 29, 2023

1st Reading: April 8, 2026 (as amended)

2nd Reading: May 13, 2026 (as amended)

PUPIL SAFETY AND VIOLENCE PREVENTION - BULLYING

Category: Priority/Required by Law

See also [JBAA](#), [JIC](#), [JICD](#), [IHBA](#)

A. **Purpose and Intent:** The Brookline School District is committed to providing a safe and respectful learning environment for all students. Through education, prevention, and consistent enforcement, we aim to eliminate bullying and promote positive peer relationships for all of our students.

1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a): This policy is intended to comply with and implement RSA 193-F. Bullying, in any form—whether physical, verbal, social, or cyber—is strictly prohibited and will not be tolerated. This policy defines bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.
2. Protection of all School Aged Children - RSA 193-F:4, II(c): This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the District and regardless of their status under the law. District staff will coordinate with staff from other districts, if an allegation of bullying involves a student who is not a resident of the District.

Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b): This policy prohibits retaliation or false ~~threats~~ accusations against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying. An unsubstantiated allegation of bullying, without more, will not constitute a false accusation against an alleged perpetrator.

I. B. Definitions (RSA 193-F:3)

1. Bullying: Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- a. Physically harms a pupil or damages the pupil's property;
- b. Causes emotional distress to a pupil;
- c. Interferes with a pupil's educational opportunities;
- d. Creates a hostile educational environment; or
- e. Substantially disrupts the orderly operation of the school. ~~;-or~~and

f. ~~Oeeurs~~ occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property; or

~~g. Oeeurs~~ occurs off of school property or outside a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly

operations of the school or any school-sponsored activity or event.

Bullying shall ~~also~~ include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Commented [GG1]: RSA 193-F:3, I(b) does not include "also", the inclusion of "also" arguably makes this definition broader than the statutory one

As used throughout this or other Board policies, and unless the context indicates otherwise, the term "bullying" as used in this policy will include cyberbullying.

2. ~~"Cyberbullying:" Cyberbullying~~ is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.
3. ~~"Electronic devices:" Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. includes, but is not limited to, telephones, cellular or smartphones, computers, pagers, or any other device which is used for or~~ can transmit: voice calls or messages; electronic mail; text/instant or other verbal messaging; images or videos; and websites.
4. ~~School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans and any school sponsored activity.~~

Any reference in this policy to "parent" shall include parents or legal guardians.

Any reference in this policy to "Superintendent" or "Principal" shall include their designee.

4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent", shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.
5. "Perpetrator" means a student who engages in bullying or cyberbullying.
6. "Principal" shall mean and include the building Principal or other senior building administrator of a school, as well as any qualified person appointed by the Principal to carry out all or some Principal functions as described in this policy. References to "Principal" throughout this policy refer to the Principal or designee.
7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or in an effort to prevent) a victim, alleged victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.
8. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
9. "Staff" means and includes all district, school or SAU employees, designated volunteers (as defined in Board policy GBCD), or other volunteers who are regularly on school property, or who have significant contact with students, and any employees of a company under contract to the District or SAU and who have significant contact with students.

10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.
11. "Superintendent" means the Superintendent (Senior Education Official) or other person designated by the Superintendent to carry out all or some Superintendent functions as described in this policy. References to "Superintendent" throughout this policy refer to the Superintendent or designee.
12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA [193-F:4](#), II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) ~~Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or~~
- (2) ~~Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.~~

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA [193-F:4](#), II(b))

False Reporting

~~A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.~~

~~A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.~~

Reprisal or Retaliation

~~The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.~~

- ~~1. The consequences and appropriate remedial action for a student, teacher, administrator, volunteer, or other employee who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.~~
- ~~2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.~~
- ~~3. Any teacher, administrator, volunteer, or other employee found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.~~
- ~~4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.~~

Process to Protect Pupils from Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that they believe they may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences for Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be made aware and provided access to a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, electronically, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be made aware and provided access to a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, electronically etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be made aware and provided access to a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, hard copy, electronically, etc.). Parents will be informed of the process and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should:

1. Encourage their children to report bullying when it occurs and to cooperate fully with school personnel in identifying and resolving incidents
2. Take advantage of opportunities to talk to their children about bullying;

3. Inform a member of the school staff immediately if they think their child is being bullied or is bullying other students;

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes they have been the victim of bullying should report the alleged acts immediately to the Principal or if the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying.
3. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible and within 48 hours.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal shall retain a copy for themselves and shall forward one copy to the Superintendent and may forward one copy to the local authority. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted consistent with the developmental needs of the students in mind and shall be confidential.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed or electronic copies of e-mails, text messages, website pages, or other similar electronic communications.
4. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password, or other authenticating information to a student's personal social media account. However, the District may request to a student or a student's parent/guardian that the student voluntarily shared printed or electronic copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.
5. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
6. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:
 - Description of incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The characteristics of parties involved, (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - The date, time and method in which parents or legal guardians of all parties involved were contacted.

~~7. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.~~

~~8. 7. A determination of whether a particular action or incident constitutes a violation of this policy shall be based on all facts and surrounding circumstances. If the determination is that there has been a substantiated incidence of bullying, the Principal shall include recommended remedial steps necessary to stop the bullying within in a written final report submitted to the Superintendent.~~

~~9. 8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.~~

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- ~~Admonishment~~
- ~~Temporary removal from classroom~~
- ~~Deprivation of privileges~~
- ~~Classroom or administrative detention~~
- ~~Referral to disciplinarian~~
- ~~In-school suspension~~
- ~~Out-of-school suspension~~
- ~~Expulsion~~

Examples of remedial measures may include, but are not limited to:

- ~~Restitution~~
- ~~Mediation~~
- ~~Peer support group~~
- ~~Corrective instruction or other relevant learning experience~~
- ~~Behavior assessment~~
- ~~Student counseling~~
- ~~Parent conferences~~

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with

all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication with Parents upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of their findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain their findings and reasons for their actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students to the parents of other students involved in a bullying incident.

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within ten (10) calendar days. Upon receipt of the appeal, the Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) calendar days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy, the Superintendent may establish further administrative rules or regulations.

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XIII. Use of Video or Audio Recordings in Student Discipline Matters

Commented [AM2]: If you engage in audio recordings on school buses, this section must be in this policy and should not be deleted.

Commented [AM3]: This section does not need to be in this policy, as long as it is contained in another district policy.

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

- C. Retaliation - RSA 193-F:4, II(b).** Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy, and students engaging in retaliation or making false accusations may be subject to disciplinary action. Upon receiving any report of bullying or cyberbullying, the Principal will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying investigation.

Reports of retaliation or false accusations relating to a bullying/cyberbullying report may be made in the same manner as for reports of bullying/cyberbullying as provided in this policy.

Investigations, and responses (i.e., interventions, supportive measures, disciplinary consequences) to reports of retaliation or false accusations may be made as provided in the same manner as provided in the applicable sections below for reports or incidents of bullying/cyberbullying, or in accordance with procedures and provisions set forth in the student handbook

- D. Procedures for Reporting Bullying, Cyberbullying, Retaliation or False Accusations - RSA 193-F:4, II(f).** At each school, the Principal is responsible for receiving reports or complaints of bullying or cyberbullying.

1. Student Reporting: Any student who believes he or she has been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the Principal, or to a school district employee or volunteer that the student feels more comfortable making the report.
2. Staff Reporting: Any school employee or volunteer who receives a report of, witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the Principal as soon as possible, but no later than the end of that school day.
3. Parent Reporting: Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the Principal.
4. Report Forms: The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Anonymous Reports: The Principal may develop a system or method for receiving anonymous reports of bullying within the building. Although students, parents, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary

verification.

E. Actions Upon Receipt of Report of Bullying or Cyberbullying

1. Receipt of Report: Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section F of this policy and shall assess:
 - a. the need for a plan to protect students against retaliation,
 - b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy AC (if so, the Principal shall confer with the District staff member(s) charged with handling such discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations)); and
 - c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193-D:4 and Ed 317.05.

2. Parental Notice of Bullying Report — RSA 193-F:4, II(h). Within 48 hours of receiving a report of bullying, the Principal will notify the parents of any student reported as a victim of bullying, as well as the parents of any student who has been reported as a perpetrator of bullying. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be included in the investigative report. Notifications shall be consistent with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) relative to the student privacy rights of each student indicated in the report.

The Principal may request of the Superintendent ~~designee~~ a waiver of the parental notification requirement, which may be granted only if the Superintendent deems such a waiver to be in the best interest of either the alleged victim or alleged perpetrator. If the waiver is granted, it shall be documented in writing. ~~Details of any request for a waiver and any grant of such request will be included in the investigative report.~~

- 2.3. Bullying Across School Districts — RSA 193-F:4, I(j). In cases of bullying and/or cyberbullying across multiple school districts, the Principal shall commence an investigation and contact the other involved school district(s) to collaborate investigation efforts. In cases of bullying and/or cyberbullying across multiple states, the Principal shall also inform the New Hampshire attorney general's office.

F. Investigative Procedures - RSA 193-F:4, II(j)

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.

2. The investigation should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, and shall be confidential to the extent permitted by law. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

Commented [AM4]: The statute requires that the waiver be granted in writing, but does not require that the waiver be included in the investigation report, and including it in the report may be contrary to the purpose of the waiver.

3. The investigation should include review of any available surveillance recordings subject to the provisions of applicable Board policies.

4. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of the e-mails, text messages, website pages, or other similar electronic communications, consistent with Board policy JIH and RSA 189:706, RSA 189:70, II(d). The Principal may not, however, ~~require or request a student~~ take any of the following actions:

- i. Require or request a student or prospective student to disclose or to provide access to a personal social media account through the student's or prospective student's user name, password, or other means of authentication that provides access;
- ii. Require or request a student or prospective student to access a personal social media account in the presence of any employee of the educational institution in a manner that enables the employee to observe the contents of the personal social media account;
- iii. Compel a student or prospective student to add anyone to his or her list of contacts associated with a personal social media account or require, request, suggest, or cause a student or prospective student to change the privacy settings associated with a personal social media account;
- iv. Take or threaten to take any action against a student or prospective student to discipline or prohibit such student or prospective student from participation in curricular or co-curricular activities for refusal to disclose information or to take the above actions. ~~to disclose or to provide access to a personal social media account through the student's user credentials.~~

4. RSA 189:70, I(a)-(d). The Principal may, however, monitor the usage of the District's computer network. In addition, the Principal may take any of the above listed actions if the social media account was created or provided by the District, if the student was provided advance notice that the account may be monitored at any time by District employees. RSA 189:70, III.

5. ~~Factors the~~ The Principal or other investigator ~~may~~ shall consider all relevant facts and circumstances during the course of the investigation, including but not limited to:

- a. Description of incident, including the nature of the behavior;
- b. How often the conduct occurred;
- c. Whether there were past incidents or past continuing patterns of behavior;
- d. The characteristics of parties involved, (name, grade, age, etc.);
- e. The identity and number of individuals who participated in bullying behavior;
- f. Where the alleged incident(s) occurred;
- g. Whether the conduct adversely affected any student's education or educational environment;
- h. Whether the conduct physically harmed the alleged victim;
- i. Whether the conduct damaged the alleged victim's property;

g.j. Whether the conduct caused emotional distress to a pupil;

h.k. Whether the alleged victim felt or perceived an conduct was motivated by an imbalance of power based on the pupil's actual or perceived personal characteristics, behaviors, or beliefs, and/or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs. ~~imbalance of power as a result of the reported incident;~~

Commented [GG5]: Reworded as the statutory reference to an imbalance of power refers to the perpetrator's motivation, not the victim's subjective experience

i.l. Whether the conduct violated any District or school policies or rules; and

j.m. The date, time and method by which parents or legal guardians of all parties involved were first contacted.

6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

Without limiting what might constitute sufficient cause for an extension under this paragraph, the Superintendent may consider the interests of the victim or alleged perpetrator related to any investigation into some or all of the same alleged conduct which other investigation includes procedures and timelines mandated by a regulation or statute other than RSA 193-F (e.g., Title IX, criminal investigations, etc.). Before waiving the time requirement on account of such other investigation, the Superintendent should confer with counsel and or the District's Title IX Officer.

G. Completion of Investigation and Report

1. Investigative Determination and Report: Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation, shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the school. -
2. Communication with Students and Parents Upon Completion of Investigation - RSA 193-F:4, II(m).
 - a. The Principal will meet promptly with each student (alleged victim and alleged perpetrator) directly involved in the incident(s) and communicate the general investigative determination as to whether the allegations of bullying/cyberbullying were substantiated, and any initial consequences or interventions appropriate to the determination.
 - b. Within 10 school days of the completion of the investigation, the Principal will notify the parents of the alleged victim and of the alleged perpetrator of the outcome of the

investigation and regarding the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the Principal will also send a letter confirming earlier determination to the parents within 2 school days confirming the earlier notification.

- c. If the parents request, the Principal shall schedule a meeting with them to further explain the investigative determination.
 - d. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the District will not disclose educational records of students, including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.
3. Appeals: A parent aggrieved by the investigative determination of the Principal may appeal the determination in accordance with the standards and procedures set forth for Level II and Level III appeals in Board policy ACA.
4. Additional Reporting Requirements.
- a. Reporting Substantiated Incidents - RSA 193-F:4, II(l): The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.
 - b. Department of Education Reports - RSA 193-F:4, II(g): The Principal shall be responsible for completing such reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with NHED, the report/form or the information required for the report/form shall be completed/compiled within 10 school days following an investigative finding of a substantiated bullying/cyberbullying report. The Principal or designee shall retain a copy and shall forward one copy to the Superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.
 - c. Reporting to NH Department of Education - RSA 193-F:6, I. The Superintendent shall annually report the District's substantiated incidents of bullying to the New Hampshire Department of Education. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.

H. Substantiated Instances of Bullying/Cyberbullying, or Retaliation or False Accusations: Interventions, Remedial Measures and Disciplinary Consequences — RSA 193-F:4, II(k).

While students who have been found to have committed an act of bullying/cyberbullying, or engaged in retaliation or made a false accusation, can face disciplinary consequences, the Board encourages the administration and school district staff to explore alternative or additional measures and interventions to address the substantiated instances of bullying/cyberbullying, and prevent their reoccurrence.

1. Interventions and Other Remedial Measures: Examples of interventions and remedial measures include, but are not limited to:
 - a. Restitution,

- b. Parent conferences,
- c. Student counseling,
- d. Behavior assessment,
- e. Corrective instruction or other relevant learning experience,
- f. Peer support group, and
- g. Mediation (but only after the investigation has been completed).

Interventions and other remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

A finding that an allegation of bullying/cyberbullying ~~or~~ retaliation, or a false accusation is unsubstantiated does not preclude the District from implementing interventions and other remedial measures, when appropriate to do so.

~~2. Disciplinary Consequences - RSA 193-F:4, II(d)- Disciplinary consequences for students shall be consistent with District policies and the student handbook for the conduct that constituted bullying/cyberbullying violated this policy. Disciplinary consequences should be varied according to specific circumstances such as: the nature of the behavior, the developmental age of the student, the student’s prior disciplinary history, performance. Students will be afforded any due process applicable to the level of consequences as provided in Board policy JICD, RSA 193:13 and Ed 317.~~

~~Consequences and appropriate remedial actions for a staff member who commits one or more acts of bullying/cyberbullying or retaliation may range from up to and including dismissal from employment for staff members, with additional reports, if appropriate, in accordance with the Code of Conduct for New Hampshire Educators.~~

~~2.~~

I. Dissemination of Policy and Bullying Prevention Education - RSA 193-F:4, II(e) and 193-F:5.

1. Staff and Volunteers: All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website, workshops, etc.). The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related Board policies, consistent with RSA 193-F:5.
2. Students: All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, website, etc.).

Each year, all students will participate in programming that includes anti-bullying/cyberbullying materials presented in age-appropriate language. The materials and information should, among other things, describe expectations for student behavior, emphasize an understanding of what bullying/cyberbullying, harassment and intimidation is and looks like, the District’s prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and how and when

Commented [AM6]: I recommend removing this and having staff “bullying” be handled as a personnel matter - RSA 193-F pertains to bullying by students, and this policy adopts the definition of “perpetrator” contained in the statute (“a pupil who engages in bullying”).

the conduct can lead to disciplinary consequences.

The Superintendent, in consultation with staff, will, to the extent reasonably possible, integrate student anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

3. Parents: The Superintendent will ensure that all parents are annually provided with a copy of this policy or informed in writing where a copy of the policy may be located on the District and/or school's website. Student/family handbooks will include information of the District/school's anti-bullying program, as well as the means for students to report bullying acts either experienced or witnessed, and how parents, themselves, may inform/report to the school when they believe their child is being bullied or is bullying other students and encourage their children to report bullying when it occurs.
4. Additional Notice and School District Programs: The Board may, from time to time, host or schedule public forums in which it will address this anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals, including teachers, administrators, guidance counselors, school psychologists and other interested persons.

J. Summary of School Officials' Duties to Implement Policy - RSA 193-F:4, II(n)

The Superintendent, as the person charged with supervision of all employees of the District, is responsible for the implementation of this policy and the provisions of RSA 193-F. The School Principal(s) are expected and required by statute to implement this policy within their respective school buildings and ensure the procedures are followed.

Consistent with this Policy, the Principal(s) shall receive reports of alleged bullying or retaliation, investigate the alleged conduct, and communicate with the parties involved (including their parents) consistent with privacy laws, and communicate/report to the Superintendent. The Superintendent shall oversee the Principal(s) in their duties relative to this policy and shall ensure each school is compliant with this policy. Additionally, the Superintendent, will receive reports of substantiated incidents, review waivers and time extension requests, and communicate with the Principal(s), the School Board, and the NH Department of Education, all as provided in this policy.

K. Immunity and Liability – RSA 193-F:7 & 9

Under 193-F:7, employees, volunteers, students, parents and any other person covered by this policy will be immune from civil liability for **good faith** conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy or RSA 193-F. (Note – civil liability could arise, (including for attorney fees) in the event of gross negligence or willful misconduct for violations of this policy.)

Legal References:

~~[RSA 187:70, Educational Institution Policies on Social Media](#)~~

[RSA 193-F:3, Pupil Safety and Violence Prevention Act](#)

~~[RSA 187:70, Educational Institution Policies on Social Media](#)~~

RSA [570-A:2](#), Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(~~ab~~)(~~87~~), Student Harassment

1st Reading: September 15, 2010
2nd Reading: November 17, 2010
Adopted: November 17, 2010

1st Reading: December 11, 2019
2nd Reading: January 22, 2020
Adopted: February 12, 2020

1st Reading: June 17, 2026

See Also *JFAA, JFAB & JG*

CHANGE OF SCHOOL OR ASSIGNMENT – BEST INTERESTS AND MANIFEST HARDSHIP

The Superintendent or their designee is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the ~~class or~~ school to which a student ~~might be~~ is assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a ~~change~~ (referred to in this policy as "reassignment") in the ~~student's class or~~ school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate. Under specified conditions and procedures as set forth below, reassignment may be made to another public school, public academy or "approved private school" within or outside the District.

Commented [AM1]: The reference to "class" is not required - a classroom reassignment can occur without going through this process.

As used in this policy, "approved private school" means a school that has been approved by the State Board of Education as a nonpublic school and contracted by the school board to provide a student or students with the opportunity to acquire an adequate education (see RSA 193:3, VII). ~~The term also includes schools that the Board has "approved as a school tuition program." (See NH Dept. of Education Rule Ed 307.01(a).~~

A. Best Interest Re-Assignment - Determination by Superintendent or their designee.

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent or their designee is authorized to reassign a student residing in the District ~~to another class within the school, to another public school or public academy in another district or approved private school, or to another~~ public school, public academy, or approved private school in another district.

Authorization granted to the Superintendent or their designee to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent or their designee that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

This policy, however, does not limit the Superintendent or their designee's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

~~1. Procedure for Best Interest Assignments to a School/ Academy Within the District
a. Request for Change of Assignment Within District: In order to initiate consideration of a reassignment within the current school district based upon the child's best interests, the parent/guardian shall submit to the Superintendent or their designee a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent or their designee at the email address provided on the District's website. The parent/guardian is encouraged, but not required, to provide information as to how the child's interests are served by the change in assignment.~~

Commented [AM2]: This section is only necessary when you have more than one school available that covers the same grade range, within the same district. This does not apply in the Coop.

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b. Upon such request, the Superintendent or their designee shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.

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c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, or to a public school, public academy, or approved private school in another district.

-
d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.

-
e. The Superintendent or their designee may present such information as he or she deems appropriate.

-
f. In determining whether reassignment is in the student's best interest the Superintendent or their designee shall consider the student's academic, physical, personal, or social needs.

NOTE: The request by the parent should be delivered to the Superintendent no later than July 1. Requests following that date will require a meeting with the Superintendent and may require the parent/guardian to provide relevant evidence supporting the parent/guardian's belief that it is in the best interest of the student to change the current assignment.

b. Reassignment Determination: In determining whether to grant a request to change a student's current assignment within the current school or to another public school/academy or approved private school within the District, the Superintendent will only consider whether the school has the ability to accommodate the student based upon "existing school capacity." For purposes of determining existing school capacity, the Superintendent will consider the District's Board policy IIB, the Enrollment Projections for that school year, and shall consult with the Assistant Superintendent of Student Services for special considerations relating to the student's educational program.

If the Superintendent determines that the requested school within the District **does not** have the ability/capacity to accommodate the student and therefore denies the request, the Superintendent will give written notice to the parent/guardian with the reason the request was denied. The parent/guardian is encouraged to provide a supplemental written statement to the Superintendent with any additional information that the parent/guardian believes is relevant to the initial request. The Superintendent will review the additional information and inform the parent/guardian of the decision within 5 school days.

If the Superintendent **grants the request** to change the student's school or assignment, the Superintendent shall initiate the student's transfer within the current school, or to the other school/academy within the District.

If the Superintendent **does not find that it is in the best interest and does not approve the request** to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

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2. Finding Reassignment Is or Is Not in Best Interest.

- a. Within five school days of the reassignment meeting, the Superintendent or their designee shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
- b. If the Superintendent or their designee finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent or their designee shall initiate:
 - i. A change of assignment within the student's current assigned school;
 - ii. The student's transfer to another public school, public academy, or approved private school within the district of residence which can reasonably meet the student's educational needs; or
 - iii. The student's transfer to a public school, public academy, or approved private school in another district which can reasonably meet the student's educational needs.
- e. If the Superintendent or their designee does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

2. Procedures for Best Interest ~~Assignments~~ Reassignments to a School Outside the District.

A change in assignment to a school/academy outside of the District under this section requires a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

- a. Change of Assignment Request. In order to initiate consideration of a reassignment to a public school, a public academy or approved private school outside of the District ("school outside the district") based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant the change. To facilitate a determination, such application should also include any additional information described in paragraph Ab.1iii below. The written request should be mailed or hand-delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.
- b. Reassignment Meeting and Review of Request.
 - i. Upon receiving a request to change assignment to a school outside the District, the Superintendent will schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the written request.

- ii. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to a specific school outside the District.
 - iii. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent/guardian's belief that reassignment is in the best interest of the student.
 - iv. The Superintendent may present such information as he or she deems appropriate.
 - v. In determining whether reassignment is in the student's best interest, the Superintendent shall consider the student's academic, physical, personal, or social needs.
- c. Determination Whether Reassignment is in Best Interest

Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination explaining whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).

- i. *Finding that Change is in Student's Best Interest:* If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate the process to implement the student's transfer to a school outside the district. This shall (requires agreement of the other school/district).
- ii. *No Finding that Change is in Student's Best Interest:* If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy. The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting, or at a meeting convened for the purpose of acting on the request for a manifest educational hardship reassignment.

3.2. Tuition Determination

If a student is to be reassigned to another school district or approved school as a result of a best interest determination, the Superintendent or their designee shall work with the Superintendent or their designee or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent or their designee has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.

If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The Superintendent or their designee shall consult with counsel regarding tuition obligations in such an instance. Any such Agreement shall be subject to approval by the school board on behalf of the School District and shall be at the sole Discretion of the School Board with due consideration given to the fiscal impact of such approval of the District, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.

The Superintendent or their designee shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

- a. Public School or Academy Outside the District: If a student is to be reassigned to a public school or academy in another school district following a best interest determination, the Superintendent shall work with the Superintendent or senior education official of the receiving school district/academy to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment; such approval shall be consistent with the Board's ordinary manifest approval procedures.
- b. Approved Private School Either Outside of the District: If the student is reassigned to an approved private school under this policy, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition District in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance. Any such Agreement shall be subject to approval by the school board on behalf of the School District and shall be at the sole discretion of the School Board with due consideration given to the fiscal impact of such approval of the District, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.
- c. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

4. **Transportation:** Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian. Transportation within the District will be consistent with the transportation policies of the District for the public, charter, and private schools located within the District.

~~5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent or their designee, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).~~

~~5. **Annual Review of Decision:** A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the Superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at his/her discretion waive the review when he/she deems such to be appropriate.~~

~~5.6.~~

~~6.7. **Review/Appeal of Decision:** The decision of the Superintendent relative to best interest reassignments shall be final and any appeal shall be limited to the process set forth in Section B, below.~~

~~6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent or their designee to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.~~

~~a. **Review/Appeal of Decision.** The decision of the Superintendent shall be final and any appeal shall be limited to the process set forth in Section B, below.~~

~~b. **Annual Review of Decision.** A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the Superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at their discretion waive the review when they deem such to be appropriate.~~

B. Manifest Educational Hardship - Determination by School Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the Superintendent or their designee did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined: As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in their current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to

receive an education.

2. Procedure for Determination of Manifest Educational Hardship.

- a. Within thirty (30) days after receipt of the Superintendent or their designee's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.C, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent or their designee detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
 - b. The Superintendent or their designee shall duly notify the school board that the parent/guardian has requested a manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent or their designee. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
 - c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent or their designee a specific request in writing that the student attend a public school, public academy, or approved private school in another school district which can reasonably meet the student's educational needs. The Superintendent or their designee shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
 - d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent or their designee may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent or their designee will assure the means for the Board to establish an adequate record of the hearing.
 - e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule [RSA 193:3, II and Ed 32017\(e\)-\(e\)](#).
3. **Finding of Manifest Educational Hardship:** If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student to a public school, public academy, or approved private school in another district which can reasonably meet the student's educational needs.
 4. **Finding that Manifest Educational Hardship Was Not Established- Appeal to the New Hampshire State Board of Education:** If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the

Board's written decision in accordance with NH Dept. of Ed. Rule Ed 204.01(g). It is within the state board's discretion to decide whether or not to accept the appeal. RSA 193:3, III(g). ~~If a parent/guardian believes that denial of a re-assignment under this policy upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.~~

5. **Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship:** If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

6. **Transportation:** Transportation for a student reassigned to schools in another district under this section B (manifest educational hardship) shall be the responsibility of the ~~District-Parent~~ unless otherwise ordered by the SBOE.
7. **Annual Review of Manifest Hardship Determination:** A reassignment on the basis of manifest educational hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the manifest educational hardship still exists, with the understanding that the Board may, at its discretion, waive the review when it deems such to be appropriate

C. Admission Requirements

Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

D. Statutory Reassignment Limit

~~The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.~~

Pursuant to RSA 193:3, III-a(d), the total reassignments or transfers made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.

E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation.

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

F. Notice to the Department of Education.

The Superintendent or their designee of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

G. Special Education Placements.

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Legal References:

Ed RSA 193:3, ~~HH~~-Change of School Assignment
RSA 193:14-a, Change of School Assignment; Duties of State Board of Education
N.H. Dept. of Education Administrative Rule Ed. 31720 [Pending revision]

1st Reading: November 3, 2005
Adopted: May 21, 2008

1st Reading: January 19, 2022 (as amended)
2nd Reading: February 16, 2022
3rd Reading: February 16, 2022 (Waived)
Adopted: February 16, 2022

1st Reading: June 19, 2024 (as amended)
2nd Reading: August 21, 2024
3rd Reading: September 18, 2024
Adopted: September 18, 2024

1st Reading: June 17, 2026