






















Hollis School Board - May 06 2026 Agenda

Wednesday, May 6, 2026 at 6:00 PM

Hollis Upper Elementary School

	Page
A. 6:00pm Call to Order	
1. Agenda Adjustments and Correspondence	
2. Consent Agenda FY26 Hollis May Consent Agenda.pdf 	3
3. Approval of Minutes	
B. 6:15pm Public Input	
C. 6:45pm Principal's Report	
1. HPS and HUES HSD May 26 Enrollment.pdf  HSD May 26 Board Report.pdf 	4
D. 7:00pm Discussion	
1. Suicide Prevention Plan Hollis School District Suicide Prevention Plan 2026.pdf  Suicide Prevention Response Presentation Hollis Elementary 2026.pdf 	7
2. Revenue/ Expense Report HSD Revenue Expense Report 4.28.2026.pdf 	31
3. Meal Price Adjustment Meal Price Memo.pdf 	33
4. Enrollment Committee Enrollment Committee Charge.pdf 	35
E. 7:30pm Deliberation	
1. To see what action the Board will take regarding reauthorizing the Enrollment Committee	

2. To see what action the Board will take regarding committee appointments proposed by the Board Chair
3. To see what action the Board will take to approve the recommendation of the Business Manager relative to the price increase for breakfast
4. To see what action the Board will take regarding the proposed policy memo 37
[5.6.26 HSB Policy Memo.pdf](#) 
[JICJ \(HSD\) Unauthorized Communication.docx](#) 
[BEDB \(HSB\) Agenda Preparation and Dissemination \(4\) \(1\).docx](#)  [JCA HSD Change of School or Assignment - Best Interests and Manifest Hardship \(1\).docx](#) 
[GBEBB \(HSD\) Employee Student Relations \(1\) \(1\).docx](#) 
[JLCE EBBC \(HSD\) Emergency Care and First Aid \(1\).docx](#) 
[EEAA-R \(HSD\) Use of Video and Audio Systems Administrative Use.docx](#) 
[EHB-R \(HSB\) Records Retention Schedule \(1\).docx](#) 
[IIB \(HSD\) Class Size.docx](#) 
[JICK \(HSD\) Pupil Safety and Violence Prevention - Bullying \(1\) \(AutoRecovered\) \(2\).docx](#) 
5. To see what action the Board will take regarding rescinding BEAA: Meeting Preparation with the adoption of BEDB 85
[BEAA \(HSD\) Meeting Preparation](#) 

F. 8:00pm Non-Public

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

G. 8:15pm Motion to Adjourn



School Administrative Unit #41

Hollis, Brookline & Hollis Brookline Cooperative School Districts

603 324 5999

4 Lund Lane, Hollis, NH 03049

May 2026

Nominations

Name	Position	Location	Lane/Step	Salary	Degree/Credentials
Aya Sugano	Grade 4	HUES	B+30/Step 17	\$84,865.00	Bachelors in Behavioral Science; California PolyTechnic; certified Elementary Ed (K-6)
Christy Ayer	School Psych	TBD	Masters/Step 20	\$95,053.00	Bachelors in Psych from LeTourneau University; Masters in School Psych from American International College; Certified School Psych (0046)

Resignations/Retirements

Name	Position	Location	Reason	Notes
Greg McHale	Grade 4	HUES	Resignation	Effective 4/13/2026
Jamie Gough	Case Manager	HUES	Resignation	

Hollis School District
Monthly Enrollment Breakout
May 2026

Grade	Class size Per District Policy	Number of classes	NESDEC Projections 25/26 SY	Number of students (4/24/26)	Change from last report	Actual class Enrollments
Pre – K 3/4 year olds		.5 (PM)	18	5	0	5
Pre - K 3/4 year olds		.5 (AM)		9	0	9
Pre – K 3/4 year olds		.5 (AM)		6	0	6
Prek Intensive Needs		1		4	0	4
<i>Drop in Speech Services Only</i>				<i>1</i>	<i>0</i>	<i>1</i>
Kindergarten	18	6	100	87	0	14, 14, 14, 15, 15, 15
Grade 1	18	5	75	76	0	15, 15, 15, 15, 16
Grade 2	20	6	99	95	0	15, 15, 16, 16, 16, 17
Grade 3	20	6	88	105	0	16, 17, 17, 18, 18, 19
HPS Totals		25.5 classes	380	388	0	
Grade 4	23	5	88	105	0	21, 21, 21, 21, 21
Grade 5	23	5	91	96	0	18, 19, 19, 20, 20
Grade 6	23	5	102	96	0	19, 19, 19, 19, 20
HUES Totals		15 classes	281	297	0	
HSD Totals		40.5 classes	661	685	0	

Enrollment History:

School Year	HPS September Starting Enrollment Numbers	HUES September Starting Enrollment Numbers
2025	386	298
2024	390	278
2023	394	289
2022	373	279
2021	351	291
2020	336	283
2019	344	299
2018	344	327
2017	344	323
2016	337	319
2015	345	295
2014	352	291
2013	358	292
2012	340	294
2011	340	297

Hollis School District
 Administrative Report
 May 2026

Follow us on instagram:
@hueshawks
@hpshawks

Calendar, Events, Programs:

- May 4th, 5th, and 6th - HPS - Fire Prevention Visits
- May 5th, 6th, 7th - HPS - 3rd Grade State SAS Testing
- May 7th - DARE Promotion for Grade 6 at HUES - 9am
- May 11th - 15th - HPS - Math Week
- May 11th - 15th = HUES NH State testing
- May 13th - Strings Concert at HUES - 6:30pm
- May 14th - HPS 5:00 - 7:00 - Art Show and Math Night
- May 18th - HPS - Spring Aimsweb Testing Begins
- May 19th - Gr 5 Math Placement Test for students
- May 19th - Incoming Grade 4 Parent Information Night
- May 21st - HPS - Kindergarten Celebration of Learning 1:15 Parents Only
- May 21st - HUES Memorial Day Assembly at 1:45pm
- May 25th - HPS/HUES - No School - Memorial Day
- May 22nd and 29th - HPS - Incoming Kindergarten Screenings
- May 26th - Gr 4 Band Concert at hUES - 6:30pm
- May 27th - HPS - 1:30 3rd Grade Concert
- May 28th - HPS - 9:00 3rd Grade Concert

Building & Grounds:

- HUES:
 - No new maintenance / facilities news
- HPS:
 - The administration is working on decisions for next year. Since the bond did not pass, there will need to be changes.

Staffing & Students:

- HPS - We are interviewing for open positions for next year, OT and School Psychologist
- HPS - All students participated in the My Booster (PTA fundraiser) fun run! Students enjoyed the morning running, skipping, jogging, and listening to fun music! There was a little rain but that didn't stop us! At HUES - we had an inside run with a glow dance party for our fundraiser! It was super exciting!
- HPS/HUES - Hollis raised over \$31,000 from the mybooster fundraiser for the PTA!
- HUES - Our annual talent show raised \$5048 for Nashua Children's Home - the show was amazing and we had a lot of fun supporting our community.
- HUES - we are interviewing for open positions for next year - case manager, school psychologist and support staff.

Enrollment Snapshot for April 2026:

HPS		HUES	
Grade	Enrollment	Grade	Enrollment
PreK Intensive	4	4	105 (+1)

Needs			
AM PreK 3/4	9	5	96
AM PreK 3/4	6	6	96
PM PreK 3/4	5		
K	87		
1	76		
2	95		
3	105		
Total Hollis School District Enrollment: 685 (+2)			

Suicide and Harm Prevention Plan

An Overview of Prevention, Intervention, and Postvention Practices

Candi Fowler, HUES Principal
Paula Izbicki, HPS Principal
Sarah Proulx, Special Education Administrator
Abby Diaz, Curriculum and Instruction Administrator

I. Suicide Prevention

A. District Suicide Prevention Coordinator

Lauren DiGennaro - SAU Director of Student Services
lauren.digennaro@sau41.org

B. Suicide Prevention Liaisons

1. Kathleen Turner - HPS School Counselor
kathleen.turner@sau41.org
2. Jessica Marois - HUES School Counselor
jessica.marois@sau41.org

C. Staff Training

1. At the outset of every school year, all staff are trained on Suicide Protocol: What to do when a student talks or writes about suicide.
2. In addition to the annual review of building procedures identified on the next page, staff members are trained annually in suicide prevention as required by RSA 193-J. The Hollis School District provides this required training through the NAMI Connect Program or through Vector Training, K-12 edition: "Youth Suicide: Awareness, Prevention and Postvention (Jason Flatt Act)", meeting the criteria of the RSA.
3. All staff are provided with the Suicide Protocol Chart highlighted (Appendix A) which is to be kept in an easily accessible place within their classroom.

D. Education for students

1. Focused on safe and healthy choice making, coping strategies, identification of risk factors, recognizing developmentally appropriate signs of struggle, and accessing resources at school and in the community. Counselors meet with students each year to build rapport, connection, and relationships.
2. School Counselors' lessons and presentations include friendship, the effects of bullying, anger management, problem solving, asking for help, challenging negative thoughts and social/self-esteem information.

3. Community resources are updated and provided to students and their families as needed and are available on the school websites under Resources>School Counseling Tab as well as on the Family Portal>Documents and Resources.
4. Building-wide social/emotional learning (SEL) initiatives are part of our regular practice.

II. Suicide Intervention

A. Intervention Team Meetings

1. MTSS meetings are held to identify struggling students. Counselors attend common planning time with grade levels for early interventions.

B. Response to Concerns of Self-Harm

1. It is important to note that faculty and staff are not individually responsible to determine whether self-harm threats are of a serious nature. All threats or comments are to be taken seriously and reported immediately to the administration every time they occur. The situation will then be reviewed according to the crisis intervention protocol to determine if further evaluation is needed by an outside provider. Under no circumstances are faculty and staff to provide counseling or risk-assessment services. When faculty or staff hear or see a self-harm threat, they are to contact administration or designee so the student can be accompanied to school counseling, nurse, or administrative offices. Under no circumstances is an email sufficient notification to administration and/or School Counseling. If a student has expressed an intent to harm oneself or others the student's counselor and an administrator meet with the student and follow the crisis intervention protocol accordingly.

E. Interventions: The School Counselor/Administrator will:

1. Meet with the student to determine the nature of the emergency.
2. Consult with the appropriate administrator and explain the situation. Any further action should be decided by the school counselor/school psychologist and administrator and protocol followed accordingly (Appendix B).
3. Call the parent/guardian of the student to provide them with the details of the case. When the parent/guardian cannot be contacted, the individual named on the student's emergency health card will be contacted. If parent/guardian or designee cannot be reached contact the appropriate administrator and transportation to the ACCESS program will be provided.
4. Inform parent/guardian or designee that it is the school policy that in cases of student self-reported suicidal intent, ideation or plan, the student will be picked up from school and released to the custody of the parent.
5. Provide parent/guardian or designee with information about community crisis intervention services. Explain to the adult that the student must have an assessment by a hospital/physician/community crisis team or licensed therapist to return to school and a reentry meeting with the school counselor/therapist and administrator will take place before the student returns to classes. Paperwork must be presented at the meeting indicating the student is safe to return to school. The student will be released to the

parent/guardian or designee with names and phone numbers for referral and assessment.

6. Given an obstructive parent/guardian or designee, the school counselor will make the parent/guardian or designee aware that DCYF Protective services will be notified of the crisis and that the police will be called to provide transportation. The counselor/therapist will report to DCYF.
7. NO STUDENT IN THIS SITUATION SHOULD BE SENT HOME ALONE OR LEFT ALONE AT ANY TIME WHILE IN THE SCHOOL BUILDING.
8. If the student has threatened harm with a lethal means and is in possession of this means: Secure the area and prevent other students from accessing this area. Lethal means must be removed without putting anyone in danger. Call the SRO immediately.
9. Complete accompanying paperwork for documentation (Appendix B)
10. Allegations of neglect/abuse will always be referred to the DYCF. Parent may be contacted by school personnel or contact may be initiated by the Division.

	On site	Off site	What this looks like
1 Private mental health practitioner	X	✓	<ul style="list-style-type: none"> • Same day appointment • In-person or telehealth • With a practitioner familiar to the individual and their needs
2 Mobile crisis response team	✓	✓	<p>Greater Nashua Mental Health (GNMH)</p> <ul style="list-style-type: none"> • A team will arrive within an hour to the caller's location and will conduct a comprehensive assessment
3 Walk-in and Urgent Care clinics, Emergency room	X	✓	<ul style="list-style-type: none"> • Within the local community • May make referrals to other practitioners • Highly stimulating environment

Obtaining a risk assessment

III. Suicide/Safety Post-Intervention (after send out protocol)

A. Return to School

1. Upon the student being found safe, a re-entry meeting occurs to develop a safety support plan.
2. The student, family, counselor, and an administrator develop this plan with input, as needed, by the licensed mental health practitioner. School counselor/student check-ins are scheduled.
3. The counselor works with the family to support them with resources to obtain outside therapeutic supports.
4. Counselor may provide a release of information form allowing collaboration between outside mental health practitioners and school.
5. If appropriate, a disabilities services referral may be made to determine whether a formal plan is necessary.
 - a. For students who may already have a 504 plan or IEP in place, a progress meeting may be scheduled to carryover student needs and services into the

student's formal plan.

B. Protocol for Suicidal Attempt in the School Building

1. Keep the student safe and under close supervision. The student should always be supervised by an adult. Contact an administrator immediately.
2. The school administrator will notify counselor/therapist, school nurse, emergency medical professionals, community/hospital crisis service provider, SRO and the superintendent of schools.
3. The administrator will notify the parents/guardians of what has occurred and arrange to meet them at the hospital.
4. Call the hospital/community crisis assessment provider for instructions on where to bring the student. Have the student transported by community medical personnel or police.
5. If the student does not require emergency treatment or hospitalization and the immediate crisis is under control, release the student to the parent/guardian with arrangements for needed medical treatment and/or mental health counseling. Explain to the adult that the student must have an assessment by a hospital/community crisis team to return to school and a reentry meeting with the counselor/therapist and administrator will take place before the student returns to classes. Release the student to the parent/guardian or designee with names and phone numbers. Paperwork indicating that the student is safe to return to school must be submitted prior to reentry.
6. In the event the situation requires transportation to a hospital emergency department, EMS and/or law enforcement should be contacted to assess the situation and expedite the transition to the hospital.
7. Parents will be given the HSD paperwork for continued instructions and information.

APPENDIX A
STUDENT SAFETY PROTOCOL – Suicide and Harm Prevention
When a Student Talks or Writes About Suicide or Harm

Hollis School District WHEN A STUDENT TALKS OR WRITES ABOUT SUICIDE:

Level #1 - CONCERN

You may become alarmed by student behaviors, comments, or writings such as:

1. Comments about death, wanting to die by suicide (even if expressed in joking manner).
2. Expressions of sadness, emptiness, hopelessness, pessimism, helplessness, worthlessness.
3. Evidence of self-mutilation, cuts, bruises.
4. Comments from other students about a classmate with these behaviors or feelings.
5. Withdrawal from friends, activities.
6. Marked changes in usual behavior such as losing interest/pleasure in usual activities, loss of energy or drive, falling asleep in class, restlessness/irritability, skipping class.
7. Evidence a student is having difficulty concentrating or remembering.
8. Marked changes in appearance such as weight loss or gain.
9. Evidence of psychomotor agitation, excessive energy.

Contact an Administrator Immediately for Concerns 1-4 (above)

The Administrator will immediately escort student to School Counseling.

Notify an Administrator and Counselor for Concerns 5-9 (above)

Level #2 - CRITICAL SITUATION

The student is distraught and tells you he/she wants to hurt him/herself.

EXPECTATIONS OF TEACHERS, STAFF, AND COACHES:

During school hours:

1. Tell the student you are not allowed to keep this information confidential, and you need to tell someone who can help.
2. **Call administrator to bring student to School Counseling.**
3. Accompany the student to the Counselor's office.
4. Arrange for the student to see the school counselor or school psychologist immediately.
5. If the student refuses to go with you, **do not allow the student to leave your space. IMMEDIATELY** telephone an available adult, (Administrator, main office staff person, School Psychologist, School Counselor, School Nurse).

1. Counselor will call an administrator to join in meeting with the student.
2. The Counselor will encourage the student to talk about what is happening.
3. The Counselor or Administrator will call the student's parents and make appropriate decisions along with administration regarding the need for further assessment outside of school, per protocol.
4. If parent is unavailable or refuses, contact the Police for support to transport for evaluation. Follow up with DCYF

After school hours:

1. Encourage the student to talk about what is happening and attempt to calm him/her.
2. Tell the student you are not allowed to keep this information confidential, and you need to contact his/her parents.
3. Inform the appropriate school administrator.
4. Call the parents and request that they come to pick up their son/daughter.
5. If the parents are unavailable, call the police or 911; the police can take the student to the nearest emergency room.
6. Remain with the student until parents or police come.

Post-event self-care: Hearing a student talk about suicide can trigger feelings in you. It is normal to feel helpless, angry, or an overwhelming sense of responsibility. After the crisis, take a moment to talk with someone you trust about your own feelings. You may wish to review what took place with a school Counselor.

Following a critical incident: A re-admit to school note is required from a health provider and a re-entry meeting will be scheduled with student, parent, counselor, and administrator.

The counselor will make every effort to follow up with you. Confidentiality requirements may prevent the Counselor from giving you complete feedback.

APPENDIX B
STUDENT SAFETY PROTOCOL FORMS

STUDENT SAFETY FORM

Date: _____ Student: _____

Counselor/School Psychologist/Social Worker: _____

Counselor/School Psychologist/Social Worker Contact Info: _____

Reporting Individual: _____

The following behaviors and/or statements were observed and reported as potential safety concerns:

The counselor/social worker/school psychologist, in conjunction with administration and parent(s), have deemed that safety concerns do not require external psychological evaluation or the student to be seen by outside services and can return to class.

The counselor/social worker/school psychologist, in conjunction with administration and parent(s), determine that safety concerns require external psychological evaluation and to be seen by outside services as listed below.*

***A re-entry meeting is required before returning to school. We require a document from the provider stating that your student was evaluated and is deemed safe to return to the school environment. Schedule this re-entry meeting with counselor/school psychologist/social worker and administrator after your student has been evaluated.**

The parent has been advised to seek medical, psychological, or psychiatric consultations to ensure their child's safety before they can return to school. Options are listed below.

- Student's outside counselor, therapist or doctor
- NH Rapid Response Mobile Crisis Unit 1-833-710-6477 or Visit NH988.com
- Greater Nashua Mental Health 603-889-6147
- ACCESS at SNHMC 603 -577-2728
- St. Joseph's Hospital (ER) Nashua, NH, 882-3000

Parent or Legal Guardian _____ Date: _____

School Personnel _____ Date: _____

School Personnel _____ Date: _____

Assessing Mental Health Clinician: _____ Date: _____

The information contained is for educational purposes only and is not intended as a substitute for professional diagnosis or treatment. Please consult a medical professional immediately if you suspect someone is suicidal.

**Hollis School District
Brookline School District
Hollis Brookline Cooperative School District**

**Information and Support for Parents of
Children Who Have Been Identified as at risk for Suicide**

So, what happens next?

After you receive the phone call from school staff informing you that your child is at risk, you will be provided with some recommendations and requirements for additional assessment. The safety of your child is our first priority.

If a student discloses suicidal thoughts along with a plan to act on these thoughts, it is district procedure that psychiatric professionals evaluate them to determine the level of risk to their safety. The assessment must be completed before your child will be allowed to return to school.

Protective Factors (not a complete list):

Protective factors are the positive conditions and resources that promote resiliency and reduce the potential for youth suicide. These include close family bonds, a strong sense of self-worth, personal control, a reasonably stable environment, best friends, responsibility to others, activities, pets, and lack of access to lethal means.

Suicide Warning Signs (not a complete list):

- Talking about death and dying in general.
- Talking about suicide or wanting to die; talking about means or methods to kill oneself; obtaining a weapon or other means.
- Feeling life is meaningless, feeling hopeless, helpless.
- Putting life in order or giving away possessions.
- Picking fights, arguing, irritability, increased anger.
- Refusing help, feeling beyond help.
- Sudden improvement in mood after being down or withdrawn. Neglect of appearance, hygiene, Sleep, and/or appetite changes. Dropping out of activities.
- Direct Verbal Clues such as "I wish I were dead," "You'll be better off without me," "I'm so tired of it all," "Pretty soon you won't have to worry about me," or "No one will miss me when I'm gone."

If you observe any of these signs or have other reasons to suspect your child may be at risk for suicide, ASK THEM. Say, "I'm concerned about you. You're not yourself lately. Are you thinking about killing yourself?" **DO NOT LEAVE YOUR CHILD ALONE.**

Other Considerations

Children are at far greater risk for suicide when medications or guns are accessible at home. Lock them up. Other factors such as previous suicide attempts, alcohol and substance abuse, mental illness, a family tragedy, and exposure to other young people who have experience with suicidal thinking/behavior may increase suicidal behaviors. Grief and loss issues such as the death of a relative, friend, or pet or the breakup of a relationship can trigger thoughts of dying. We also need to pay special attention to those young people who are exploring or questioning their sexual orientation because this can be a significant factor in assessing increased risk.

Resuming the School Routine

Once your child is determined to no longer be at imminent risk of harming themselves, creating a sense of routine and structure is helpful. It is also helpful to keep the school informed so your child may return to their coursework and activities as soon as possible. With this in mind, we require a re-entry meeting after the assessment and before your child begins their next school day. It is imperative that you attend this meeting.

Acting as your child's advocate, the school counselor, and the school nurse can be of tremendous support. The school nurse can regularly assess for any medical complications or medication side effects. District policy states that all medications a child uses are to be kept under the supervision of the nurse to ensure their appropriate application and monitor safe usage. We want to assist in coordinating care between your health providers and HBHS. Let us know what your child needs and how we can help. We'll do our best to support your child and you during this challenging time.

Additional Information

A number of resources are available to you.

The National Suicide Prevention Lifeline
1-800-273-8255
www.988lifeline.org
NH National Alliance on Mental Illness
www.namih.org

The American Association of Suicidology
www.suicidology.org
The American Foundation for Suicide Prevention
www.afsp.org

In NH: Dial 911 (medical) or 988 (mental health) For Emergencies

Hollis School District
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STUDENT RE-ENTRY MEETING

Date:

Student:

Stakeholders Present:

Information Received From:

Intervention/Treatment Received:

Continued Treatment Recommendations:

Student Signature Date

Parent Signature Date

Administration Signature Date

School Counselor/School Psychologist/School Social Worker Signature Date

Permission granted to share confidential information with teachers? ___yes ___no

****Hollis, Brookline and Hollis-Brookline Cooperative Schools have an ethical obligation to ensure that appropriate counseling services are secured, and treatment recommendations followed. Failure to follow treatment recommendations may require notification to the Division for Children and Youth Services.****

**Hollis School District
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Student Mental Health Safety Plan

Members of the student, Mental Health Safety Plan Team, may include:
Student, family/guardian, Administration, School Counselor, School Social Worker,
School Nurse

What would you like us to share with your teacher and school team? We are all here to support you.

Let's talk about some things that will help you feel safe and secure in the school environment. For example: Regular check-ins with a trusted adult, access to a quiet space for decompression.

What are some things your teacher or team may see or notice to show them you may be experiencing a difficult time?

For example: Increased visits to the Nurse's Station, not participating in work.

What helps you or do you think would help you when you are having a difficult time?

For example: Breathing exercises, listening to music, or engaging in physical activities.

Please provide copies of this document to the student, their family/guardian, and save a copy for your records

**Hollis School District
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Safety Intervention Protocol Checklist

- Staff Member _____ notified the School counselor and/or the designee of potential suicidal risk.
- Risk interview conducted by _____
- Safety screening interview complete
- Parent/Guardian contacted and contact form complete
- Student referred for emergency assessment if needed
- Release of information signed
- Return to school form completed by treating physician
- Return to school meeting
- Support plan developed

*Notify Attendance of student absence

Hollis School District

Suicide Prevention and Response

An Overview of Prevention, Intervention, and Postvention Practices 2026

Guided by **RSA 193-J** and District policy JLDBB, the Hollis School District (HSD) provides and continues to develop a variety of education and support services for its staff and students to address suicide prevention in our schools and community. Elements of suicide prevention addressed, as directed by the RSA include:

- **Annual training** for faculty, staff, and volunteers
- **Education for students** focused on safe and healthy choice making, coping strategies, identification of risk factors, recognition of signs of mental illness and suicide in self and others, and accessing resources at school and in the community
- **Crisis prevention resources** available for students, families, faculty, and staff
- **Partnerships** with community suicide prevention personnel

Suicide Prevention - Training

- At the August staff meetings, the School Counselors review the building Suicide Protocol with staff - WHEN A STUDENT TALKS OR WRITES ABOUT SUICIDE OR HARM
 - Should intent to harm oneself or others be expressed, even in a joking manner, the protocol must be followed
 - Teachers should always notify a School Counselor if anything is ever “off” with a student
- Staff members are trained annually in suicide prevention as required by RSA 193-J. HSD currently uses the Vector Training, K-12 edition: “Youth Suicide: Awareness, Prevention and Postvention meeting criteria of the RSA.
- All staff have the Suicide Protocol Chart in an easily accessible place within their classroom.
- Ongoing professional development for School Counselors about the most recent research and best practices to educate and support our school community.

Suicide Prevention

Positive relationships with students will increase the likelihood that we can recognize and respond to youth at risk.

- MTSS meetings are held regularly to identify struggling students. Counselors attend weekly common planning time with both teams for early interventions.

Suicide Prevention

School Counselors work with students each year to build rapport, connection and relationship.

Lesson plans and curriculum include:

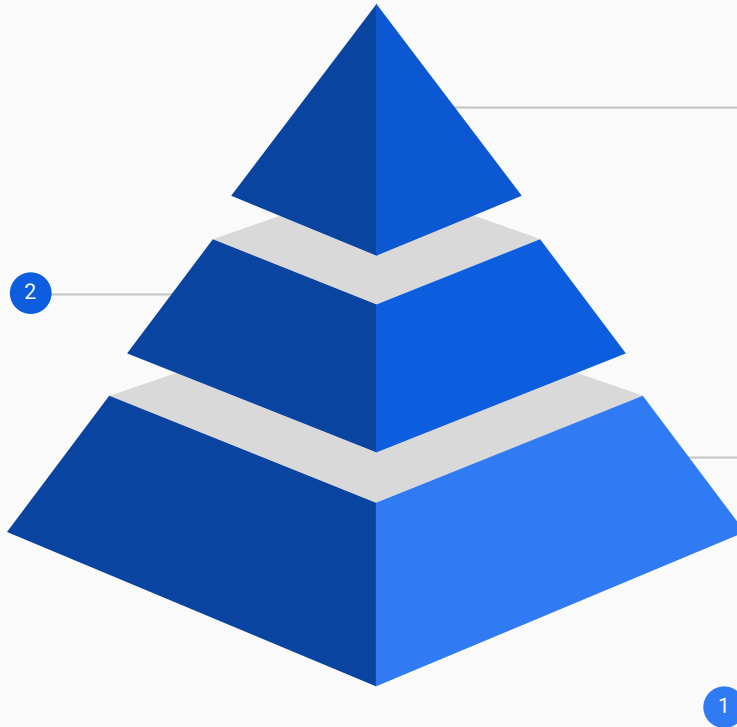
- Friendship
- Mindfulness
- Anger management
- Problem solving
- Challenging negative thoughts

Suicide Prevention

- Theme days
- School climate and culture
- School-wide assemblies
- Morning announcements
- Community resources are available to students and their families on district website
- Resource sheet is provided as needed to families

Tier 2 Prevention

- Weekly/ biweekly scheduled counseling check-ins
- Quiet lunch options and peer lunch options



Tier 3 Prevention

- School psychology services
- Section 504 or IEP supports/ programming

Tier 1 Prevention

- Positive relationships
- School culture and climate
- After school activities
- Counseling presentations and events
- New student orientation, Student Open House Days
- Annual training for staff



Hollis Primary School

[Our School](#) [Learning](#) [Enrichment](#) [Resources](#)



- [School Counseling](#)
- [Food Services](#)
- [School Menus](#)
- [Hollis Student Handbook](#)
- [Volunteer](#)
- [Hollis Elementary Bus Routes](#)

School Counseling

HPS



Kathleen Turner, School Counselor

kathleen.turner@sau41.org

603-324-5995

[Website!](#)

HUES



Jessica Marois, School Counselor

jessica.marois@sau41.org

877-465-5474

Resources

[Hollis School District Suicide Prevention Plan](#)

[Safety Prevention Resources](#)

The National Suicide Prevention Lifeline: 1-800-273-8255 | www.988lifeline.org

NH National Alliance on Mental Illness: www.naminh.org

The American Association of Suicidology: www.suicidology.org

The American Foundation for Suicide Prevention: www.afsp.org

In NH: Dial 911 (medical) or 988 (mental health) for Emergencies

Intervention

1. If a student expresses intent to harm self or others the student's counselor and an administrator meet with the student and conduct a safety assessment
2. If risk is determined, the suicide prevention protocol is followed
 - a. Parent is called-- safety risk summary is completed
 - b. Student must be seen by a licensed mental health practitioner before returning to school
3. Upon the student being found safe, a re-entry meeting occurs to develop a safety support plan
 - a. The student, family, counselor, and administrator develop this plan with input, as needed, by the licensed mental health practitioner

		On site	Off site	What this looks like
1	Private mental health practitioner	X	✓	<ul style="list-style-type: none"> • Same day appointment • In-person or telehealth • With a practitioner familiar to the individual and their needs
2	Mobile crisis response team	✓	✓	<p>Greater Nashua Mental Health (GNMH)</p> <ul style="list-style-type: none"> • A team will arrive within an hour to the caller's location and will conduct a comprehensive assessment
3	Walk-in and Urgent Care clinics, Emergency room	X	✓	<ul style="list-style-type: none"> • Within the local community • May make referrals to other practitioners • Highly stimulating environment

Post Intervention

- Regular counselor/student check-ins are scheduled
- The counselor works with the family to make sure outside therapeutic sessions are in place
- Counselor provides a release of information form allowing collaboration between outside mental health practitioner and school
- If appropriate, a disabilities services referral may be made to determine whether a formal plan is necessary
 - Students who may already have a 504 plan or IEP in place, a progress meeting may be scheduled to carryover student needs and services into the student's formal plan

Hollis School District
FY26
as of 4/28/2026

Expenses				
Description	Budget	YTD Expense	Encumbered	Balance
Regular Education	\$ 4,890,739	\$ 3,457,707	\$ 1,304,948	\$ 128,084
Special Education	\$ 2,686,407	\$ 2,236,928	\$ 806,390	\$ (356,912)
Student Support Services	\$ 1,134,773	\$ 788,364	\$ 327,795	\$ 18,614
Instructional Staff Support	\$ 564,526	\$ 399,485	\$ 106,963	\$ 58,078
School Board/SAU Assessment	\$ 925,170	\$ 675,828	\$ 150,480	\$ 98,862
School Administration	\$ 813,219	\$ 681,944	\$ 114,221	\$ 17,054
Facilities	\$ 1,005,500	\$ 844,973	\$ 235,356	\$ (74,828)
Transportation	\$ 777,724	\$ 568,584	\$ 185,085	\$ 24,055
Benefits	\$ 4,302,466	\$ 2,945,429	\$ 1,137,993	\$ 219,044
Site Improvements/Architect Serv.	\$ 164,402	\$ 141,163	\$ 9,148	\$ 14,091
Debt Service	\$ 1,046,495	\$ 722,108	\$ 324,387	\$ -
Transfers	\$ 558,970	\$ -	\$ 558,970	\$ -
TOTAL	\$ 18,870,392	\$ 13,462,514	\$ 5,261,737	\$ 146,142
Plus FY25 Expense Carryover	\$ 22,479	\$ 6,751	\$ 15,728	\$ 0
TOTAL FY25 + FY26	\$ 18,892,871	\$ 13,469,264	\$ 5,277,465	\$ 146,142

Revenue				
Description	Budget	YTD Revenue	Expected	In Excess of Budget
Local Property Tax	\$ 14,786,217	\$ 12,600,000	\$ 2,186,217	\$ 0
Adequacy & SWEPT Grant	\$ 3,048,733	\$ 1,612,158	\$ 1,436,575	\$ -
State				
Special Education Aid	\$ 149,619	\$ 169,631		\$ 20,012
Other		4,284		4,284
Food Service	\$ 3,000	\$ 4,520		\$ 1,520
Federal				
Grants	\$ 170,000	\$ 25,224	\$ 144,776	\$ (0)
Food Service	\$ 40,000	\$ 36,561	\$ 3,439	\$ 0
Medicaid	\$ 10,000	\$ 41,651		\$ 31,651
Local				
Tuition	\$ 35,000	\$ 52,690		\$ 17,690
Food Service Sales	\$ 200,000	\$ 184,052	\$ 15,948	\$ (0)
Earnings on Investments	\$ 30,000	\$ 20,539	\$ 9,461	\$ 0
Impact Fees				\$ -
Other	\$ 10,000	\$ 31,258		\$ 21,258
Other Revenue				
FY25 Carryover	\$ 22,479	\$ 6,751	\$ 15,728	\$ (0)
Less: Maint. Trust	\$ 125,000		\$ 125,000	\$ -
Less: SAU Building Trust	\$ 23,970		\$ 23,970	\$ -
Less: SPED Trust	\$ -		\$ -	\$ -
Fund Balance Adjustments	\$ 522,853		\$ 522,853	\$ -
Less Retained Fund Balance	\$ (284,000)		\$ (284,000)	\$ -
TOTAL REVENUE	\$ 18,892,871	\$ 14,789,319	\$ 4,199,967	\$ 96,416

Total Expense Balance	\$ 146,142
To Food Service Unreserved Fund Balance	
Total Revenue Balance	\$ 96,416
Unreserved Fund Balance	\$ 242,557

Anticipated Reductions to Unreserved Fund Balance

Anticipated Needs for FY27	
Maintenance Trust	\$ 125,000
SAU Building Trust	\$ 23,970
SPED Trust	\$ -
If board approves a RFB for this amount	Retained Fund Balance \$ -
Total Reductions	\$ 148,970

Projected Fund Balance	\$ 93,587
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Explanation of budget balances on current expense report

4/28/2026

Function	Description	Current Balance	Notes
1100	Regular Education	\$ 128,084	Unfilled positions and hiring savings
1200	Special Education	\$ (356,912)	Contracted staff serv.(School Psych. / Para), Student programming shifts
2100	Student Support Services	\$ 18,614	Various small savings
2200	Instructional Staff Support	\$ 58,078	Unfilled position
2300	School Board/SAU Assessment	\$ 98,862	95K contingency fund not encumbered
2400	School Administration	\$ 17,054	Various small savings
2600	Facilities	\$ (74,828)	Snow removal services, utilities, boiler
2700	Transportation	\$ 24,055	Regular ed & special ed savings
2900	Benefits	\$ 219,044	Benefit savings due to unfilled positions & plan changes
4000	Site Improvements/Arch Services	\$ 14,091	HPS site development (approved Warrant for FY26)
5100	Debt Service	\$ -	
5200	Transfers	\$ -	
		\$ 146,142	

General explanation of what is included in each account category

Function	Description	Includes
1100	Regular Education	Teacher salaries and teaching materials
1200	Special Education	Teacher salaries, teaching materials, ESY, out-of-district tuition
2100	Student Support Services	Guidance, nurse, psychologist, OT, teaching/testing supplies, contracted services
2200	Instructional Staff Support	Professional development, librarian, library supplies, computer equipment
2300	School Board/Assessment	Assessment, school board expense, annual meeting expense, legal expense
2400	School Administration	Administrator & secretarial salaries, copiers, telephone, hardware/software support, contracts, site
2600	Facilities	Custodial/maintenance salaries, snow plowing, mowing, building repairs, heating oil, electric, janitorial supplies, property/liability insurance
2700	Transportation	Bus transportation, fuel
2900	Benefits	Health and dental insurance, taxes, NHRS, Life/LTD, workers comp & unemployment
4000	Site Improvement	Site improvements including architectural fees
5100	Bonds	Principal and interest payments on bonds
5200	Transfers	Accounting line that reflects voted warrant articles covered by fund balance + grant and food service



Business Office Memo

To: Superintendent Bergskaug, School Board Members

From: Lance Flamino, Amy Cassidy

Date: 4/30/2026

Subject: Meal Price Adjustment

As a result of having a positive fund balance at the end of FY25 the district is exempt from the requirement to increase school lunch prices. Since lunch prices were last raised in in the 2024-2025 school year, the Director of School Nutrition and the Business Administrator recommend utilizing this exemption and keeping lunch prices unchanged.

However, breakfast prices have not increased since the 2022-2023 school year. During that time, food costs, regulatory requirements (including lower sugar standards and domestic juice procurement), and staffing costs have all risen. For these reasons, we recommend increasing the price of breakfast from \$1.75 to \$2.00.



School Administrative Unit #41

Hollis, Brookline & Hollis Brookline Cooperative School Districts

603 324 5999

4 Lund Lane, Hollis, NH 03049

Committee Charge: Hollis Enrollment Review for PreK-6 Potential School District Expansion-Primary School Building Expansion Committee

Objective: The Enrollment Review Committee is tasked with conducting a comprehensive assessment of the current and projected enrollment status of the PreK-6 school district in light of its the Hollis Primary School's potential expansion. T identified academic, space, and safety challenges associated with its increased enrollment trend. The Hollis Primary School Building Expansion Committee committee will focus on evaluating space constraints, financial impacts, and staffing requirements advising administration regarding staffing and scheduling questions, navigating current space constraints, and developing a fiscally responsible plan for renovating and expanding the building to ensure a safe and effective learning environment for staff and students and effective planning and decision-making for the district's growth.

Scope of Work:

1. Space Constraints:

- Evaluate existing school facilities and assess their capacity to accommodate the anticipated increased in student enrollment.
- Identify potential challenges Engage in problem-solving discussions related to space constraints, such as classroom availability, recreational areas, and other essential infrastructure.

2. Financial Impacts:

- Conduct a thorough analysis of the financial implications associated with the enrollment expansion, considering both short-term and long-term budgetary needs.
- Explore funding sources and budget adjustments required to support the increased student population.

3. Staffing:

- Examine current staffing levels and assess the need for additional faculty and administrative support.

4. Recommendations:

- Provide recommendations for optimizing existing facilities and proposing necessary infrastructure improvements, renovation and expansion.
- Outline a phased plan for addressing space constraints, financial considerations, and staffing requirements in alignment with the projected enrollment growth.

Key Stakeholders:

1. Parents and Guardians:

- Representing the perspectives and concerns of the families directly impacted by the enrollment expansion. (1 or 2 members)

2. Teachers and School Staff:

- Providing insights into the current challenges and needs of the educational workforce and contributing to staffing-related discussions. (1-2 members representing both buildings plus School Board Member(s))

3. School Administrators:

- Offering administrative perspectives on space utilization, budget considerations, and the overall feasibility of expansion plans (1 Administrator)

4. Local Government Representatives: Budget Committee

- Collaborating on potential funding sources, regulatory considerations, and community impact assessments (1 Budget Committee member)

5. Community Members:

- Ensuring that the broader community's interests and concerns are considered in the decision-making process (1-2 community members)

6. Architects/Engineers:

- Providing insights into potential facility modifications and improvements to address space constraints (Consulted as needed)

The committee shall meet regularly to review findings, discuss progress, and collaboratively develop recommendations. ~~A final report~~ The Committee shall report regularly at Hollis School Board Meetings and at Hollis Budget Committee meetings summarizing the committee's assessments, progress, and recommendations. will be submitted to the School Board for consideration and further action.



To: Superintendent Bergskaug
From: HSB Policy Committee
RE: Policy Recommendations
Date: April 20, 2026

The Hollis Policy Committee makes the following policy recommendations for the May 6th, 2026 Hollis School Board meeting:

Present for a 1st read and adopt:

1. JICJ: Unauthorized Communication

Present for a 2nd read and adopt with minor changes:

1. BEDB: Agenda Preparation and Dissemination

Present for a 2nd read with major changes:

1. JCA: Change of School Assignment/ Manifest Hardship

Present for a 2nd read with minor changes:

1. GBEBB: Employee Student Relations
2. JLCE/ EBBC: Emergency Care and First Aid

Present for a 1st read:

1. EEAA-R: Use of Video and Audio Systems Regulations
2. EHB-R: Records Retention Schedule
3. IIB: Class Size
4. JICK: Pupil Safety and Violence Prevention

Policy JICJ: Unauthorized Communication Devices

Category: Priority/Required

A. Purpose

The District is committed to providing students with a learning environment free from disruptions. Use of personal communication devices (cell phones, tablets, laptops, other communication devices, smartwatches, etc.) for nonacademic means often leads to disruptions in the learning environment for both individual students and the classroom.

This policy defines a personal communication device as any non-district-provided internet/cellular-capable device that supports voice or video calls, texts, emails, instant messages, or the capability to transmit pictures or videos. Furthermore, "Personal Electronic Communication Device" means any device capable of connecting to a smartphone, smartwatch, the internet, or a cellular or Wi-Fi network, and can communicate over a Wi-Fi, Bluetooth, or cellular network.

Additionally, it covers any future products that encompass the abovementioned features. For ease of reference, devices provided by the district for instructional use shall be referred to as "district-owned" or "district-provided" devices.

B. Restrictions

Student use of personal communication devices is **strictly prohibited** from when the first bell rings to start instructional time until the dismissal bell rings to end the academic school day (referred to as "the school day"). The school day includes lunch periods, passing time, and recesses.

Students participating in field trips or other activities outside of the school day shall abide by the rules and consequences established for personal communication devices set by the designated supervisor for the activity. However, **in no event** shall personal communication devices (or any other device with photographic or recording capabilities) be used in locker rooms, bathrooms, or any other location where such use could violate another person's reasonable expectation of privacy.

The District is responsible for providing District-owned devices (Chromebook) for use during the school day.

While it is best practice that these devices are not brought to school, if these devices are brought to school, they shall be kept with the power turned off in a student's assigned locker, backpack, or handbag. The District will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

C. Exceptions

Students with medical needs, such as insulin pumps and glucose sensors, or disabilities that require a device to support their learning as identified by their individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, or a multilingual student with appropriate language access programs and services pursuant to Title VI of the Civil Rights Act of 1964 may be exempt from portions of this policy due to necessary accommodations as determined by the appropriate team. Additional exceptions to this policy may only be made after a formal meeting with administration on a case-by-case basis or through an administrative decision recorded in the student handbook, with respect to student medical, disability, or language proficiency needs. Decisions may be appealed to the Superintendent, whose decision is final.

D. Consequences and Violations

Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in disciplinary action. The school reserves the right to monitor, inspect, copy, and review a student's personal electronic device subject to the limitations of RSA 189:70, if there is reasonable suspicion to believe that a student has violated board policies, regulations, school rules, or has engaged in other misconduct while using their personal electronic device.

Consequences for violations of this policy will be pursuant to the Student Code of Conduct. Additionally:

1. First Offense: Verbal warning
2. Second Offense: Confiscation of the device for the remainder of the period.
3. Third Offenses: The electronic communication device will be confiscated for the remainder of the school day. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the administration's office.
4. Fourth and Subsequent Offenses or Refusal to Comply: Progressive discipline based on the Code of Conduct. A parent meeting will be held with administration.

Repeated misuse may result in a student being required to check in their device daily.

E. Review

The Superintendent shall annually review policy in collaboration with parent(s) and teachers with a report and recommendations for policy changes to be delivered to the Board no later than April of each school year.

F. Dissemination

The Superintendent shall ensure that information regarding the prohibition against using personal communication devices during the school day is included in all student handbooks.

NH Statutes

RSA 189:68
RSA 189:68-a
RSA 189:70
RSA 644:21

1st Reading: August 13, 2025
2nd Reading: September 3, 2025 (as amended)
3rd Reading: October 1, 2025 (as amended)
Adopted: October 1, 2025

Re- adopted: May 6, 2026

BEDB: Agenda Preparation and Dissemination

Category: Recommended

The Superintendent shall prepare all agendas for meetings of the Board. In doing so, the Superintendent shall consult with the Board Chair and SAU designated employees.

Items to be placed on the agenda should be received by the Superintendent prior to the meeting. Every Board member has the right to place items on the agenda. Matters not included in the agenda may be presented during the meeting provided the Board agrees to discuss the matter. The Board may choose not to deal with every agenda item.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into a non-public session and the statutory reason for doing such.

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board Chairperson.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda and supporting materials should be distributed to Board members at least three days prior to the Board meeting. Board Members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's website.

Consent Agenda

A consent agenda may be used at School Board meetings to cover the following actions: accepting resignations and/or nominations for professional staff persons when supported by written documentation.

~~A consent agenda will be used at School Board meetings when it appears the Board is about to bring closure to a previously discussed topic or when narrative information precludes the necessity for discussion. Examples include but are not limited to the following:~~

- ~~1. Electing nominated professional staff persons supported by written documentation.~~
- ~~2. Accepting resignations supported by written material.~~
- ~~3. Awarding bids accompanied by quotations.~~
- ~~4. Adopting policy, procedure, or granting School Board approval following complete discussion by the Board at a previous meeting.~~

~~The consent agenda in its entirety will be moved, seconded, and voted by one motion unless any School Board member requests an item or items be set aside and decided separately. In this event, the item or items specified will be separated from the consent agenda and disposed of separately.~~

NH Statutes

RSA 91-A:3

Description

Non-Public Sessions

RSA 91-A:5

Exemptions (Access to Governmental Records)

Cross References

Code

BEDA

Description

Public Notification of School Board Meetings

BEDDA

Board Meeting - Rules of Procedure & Order

BEDH

Public Comment and Participation at Board Meetings

1st Reading: April 1, 2026

2nd Reading: May 6, 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.

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

~~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.~~

-
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.

-
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.

-
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.

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

-
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.

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.

-
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.~~

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.1~~iii 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.**

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, II\(g\).](#) ~~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, ~~III~~, 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: April 1, 2026 (as amended)
2nd Reading: May 6, 2026

Category Required

See also JICDAA, RSA 186:11, IX-f

EMPLOYEE-STUDENT RELATIONS

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries. For purposes of this policy, “professional boundaries” is defined as acceptable professional behavior by staff while interacting with a student, in a manner consistent with the New Hampshire Department of Education Code of Conduct and Code of Ethics, federal and state law, and District policies.

For purposes of this policy, "staff member" and "staff" includes every person identified as a "covered individual" under Board policy GBCD, i.e., employee, stipend position (e.g., coach, trainer, drama coach, etc.), designated volunteer (whether direct or through a volunteer organization), or any contractor or person working on behalf of a contractor when the contractor provide services directly to students of the District.

A. Prohibited Interactions

The Board understands that Staff may interact with and have activities, friendships or natural relationships with students or the families of students outside of school. This Policy is not intended to prohibit such interactions, provided that professional boundaries are maintained.

The below types of interactions with District students are prohibited unless necessary to serve an educational or health-related purpose. Note that many of the interactions listed are also prohibited under other policies or laws (harassment, abuse/neglect, Code of Conduct for NH Educators, etc.), and this policy in no way limits the application of those policies or laws, including any reporting requirements.

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts ~~between from~~ from staff members ~~and to individual~~ students is discouraged and prohibited when the gift is of more than de minimis value (~~\$50~~) ~~or is directed to an individual student.~~ This does not include prize boxes, classroom supplies, etc.
3. Staff members shall not communicate with students in an unprofessional or developmentally inappropriate manner.
4. Staff members shall not associate with students in any school related situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is strictly prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.

7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
10. All staff members are expected to have professional and supportive relationships with students, however, staff members shall not attempt to clinically counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate licensed/certified individual or agency for assistance.
11. Staff members shall not disclose information concerning a student to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family information. Any request for this information shall come through the school office..
12. Unless necessary to serve an educational, health-related, or security purpose, staff members will not be alone in a windowless room with a student with the door closed, locked, or with the lights off.
13. Staff members are prohibited from socializing with students outside of school on social networking websites, consistent with the provisions of related Board policies..
14. Unless following a published District emergency health or medical emergency protocol or policy, staff shall not accompany or transport a minor to any medical appointment, mental health appointment or visit that includes any type of mental health evaluation, treatment, or counseling, or any other health-related appointment or visit, without the knowledge and written approval of the minor's parent or guardian.

B. Violations and Reporting Violations

Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building Principal or Superintendent immediately.

Additionally, if the alleged violation of the above would also constitute a violation of the Code of Conduct for New Hampshire Educators, and the reporting employee is also a Credential Holder, then the Credential Holder must also make such reports as are required by the Code of Conduct and related Board policies.

Additional reporting is required if the conduct constitutes abuse or neglect prohibited by RSA 169-C (see Board policy JLF), or is required under some other Board policy, statute or regulation.

C. Dissemination of Policy

The Superintendent shall ensure that all staff members are provided a copy of this policy each year by way of handbooks, or other appropriate means.

Adoption: March 9, 2006

1st Reading: August 10, 2016

2nd Reading: September 7, 2016

3rd Reading: Waived

Adopted: September 7, 2016

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

2nd Reading: May 6, 2026

See also, EBBB, JLCE & JLCD

Status: Required by Law

EMERGENCY CARE AND FIRST AID

All school personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows:

- (1) administering first aid;
- (2) summoning medical assistance;
- (3) notifying administration;
- (4) notifying parents; and
- (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of ~~parents/~~ legal guardians for each student and staff member.

The school nurse or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to ~~parents/~~ legal guardians.

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law.

If the nurse determines that administering a particular emergency medication exceeds their scope or presents a safety concern, the nurse will work collaboratively with the student's family, healthcare provider, and administration to develop an appropriate alternative plan that ensures continuous student safety and aligns with state law and district policy.

Consistent with state law, the school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine. The school nurse, or specially trained staff members, may also administer epinephrine to any student in case of a medical emergency,

if appropriate. This authorization extends to administering epinephrine without prior notification to ~~parents/~~ legal guardians. The school nurse or other designated personnel may administer or make available to self-administer a bronchodilator, spacer, or nebulizer to a student who has been diagnosed with asthma for use in emergency or other situations as determined by the school nurse.

The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required under Board policy JLCD, or applicable laws or regulations.

Accident reports must be prepared and filed consistent with Board policy EBBB.

The District makes it possible for ~~parents/~~ legal guardians to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

Records related to the emergency administration of any medication under this policy shall be made and maintained by the school nurse as provided in Board policy JLCD. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

Naloxone/Narcan and Opioid Antagonists

The Board authorizes the District to obtain, store and administer naloxone/Narcan and/or other opioid antagonists for emergency use in schools.

The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists ~~will~~ can be available during the regularly scheduled school day. They may be available at other times at the discretion of the Superintendent.

The Superintendent is authorized to procure such medication on behalf of the District.

All such medication will be clearly marked and stored in a secure space in the school nurse's office or other appropriate location. The school nurse is responsible for storing the medication consistent with the manufacturer's instructions and Board policy JLCD and other applicable policies.

Local law enforcement and emergency medical service personnel will be notified if such medication is administered by the District.

NH Statutes

RSA 153-A:28-33

RSA 200:40

Description

Automated External
Defibrillation

Emergency Care

NH Statutes

RSA 200:40-a

RSA 200:40-c

RSA 200:44-a

RSA 200:54

RSA 200:55

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.11

DescriptionAdministration of
Oxygen by School
NurseEmergency Plans for
Sports Related InjuriesAnaphylaxis Training
RequiredSupply of
Bronchodilators,
Spacers or NebulizersAdministration of
Bronchodilator, Space
or Nebulizer**Description**School Health
Services1st Reading: April 1, 2026 (as amended)2nd Reading: May 6, 2026



Policy: EEAA-R

Section: Section E - Support Services

(HSD) Use of Video and Audio Systems Administrative Use

EEAA-R

USE OF VIDEO AND AUDIO SYSTEMS ADMINISTRATIVE PROCEDURE

Video and Audio Systems include but are not limited to security cameras and live streaming video and audio systems.

A. Security Camera Placement

1. Security cameras may be placed outside and inside school facilities as described in Policy EEAA and as approved by the Superintendent. The Superintendent shall consult with the building administrator and others as appropriate prior to approving placement of security cameras.
2. The use of security cameras or video devices may also be approved in particular locations by the Superintendent on a short-term basis in connection with investigations of possible misconduct and/or illegal activity.
3. Security cameras will not be placed in bathrooms, locker rooms, private offices or other locations where the Superintendent determines that users have a reasonable expectation of privacy, except as otherwise permitted by law.

B. Viewing/Monitoring of Live Images from Security Cameras and/or Other Recording Devices

1. In order to maintain building security, a monitor will be placed to enable office staff to observe points of access to the building.
2. The Superintendent, building administrators and others designated by the Superintendent may monitor security camera images on a periodic or random basis for school-related purposes.
3. In situations when the School Department's Comprehensive Emergency Plan is implemented and/or there is an immediate security risk, law enforcement officials may directly view images from school security cameras at the school on their own monitors at other locations.

C. Viewing of Recordings

1. The Superintendent, building administrators and others designated by the Superintendent may review recordings for school-related purposes. Other school employees may be authorized by the Superintendent or a building administrator to view recordings if there is a legitimate educational or operational reason to do so.
2. Any recording used for student disciplinary purposes will only be disclosed as authorized by the Family Educational Rights and Privacy Act (FERPA) and in accordance with Board policy.
3. The parents/guardians of a student or an eligible student under FERPA may request to view portions of a recording used as a basis for disciplinary action against that student. Viewing of

the recording shall be conducted in the presence of a building administrator and shall be conducted in a manner that does not violate the confidentiality rights of other students.

4. Law enforcement personnel may review recordings, when available, to investigate possible criminal conduct.

D. Storage and Security of Security Camera Recordings

1. All security camera recordings will be stored in a secure location to ensure confidentiality.
2. Security camera recordings will be stored no longer than 60 days, except in cases where there is a request from the police or a court or when recordings are needed for a disciplinary matter.
3. Recordings related to a disciplinary matter will be maintained in their original form until the matter is resolved.

1st Reading: May 6, 2026

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:		
<ul style="list-style-type: none"> Employee 		Term of employment, plus 20 years
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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:		
<ul style="list-style-type: none"> • Bus Drivers 	Lab 803.03. Notification and Records no less than 4 years	5 years
<ul style="list-style-type: none"> • Custodial 	Lab 803.03. Notification and Records no less than 4 years	5 years
<ul style="list-style-type: none"> • Secretarial 	Lab 803.03. Notification and Records no less than 4 years	5 years
<ul style="list-style-type: none"> • 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:		
<ul style="list-style-type: none"> • AVI Forms 		1 year
<ul style="list-style-type: none"> • Vocational Center Regional Contracts 		20 years
<ul style="list-style-type: none"> • 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
Dues Authorization	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 20 years

EHB-R LOCAL RECORDS RETENTION SCHEDULE

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
Separation from Employment Form/Letter	RSA 33-A:3-a. – Personnel record	Term of Employment, plus 20 years

EHB-R LOCAL RECORDS RETENTION SCHEDULE

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
Student Handbook		1 copy of each edition, Permanent
Transcripts	Ed 306.04 <u>Policy Development</u> , (h) complete and accurate records of students'	Permanent

EHB-R LOCAL RECORDS RETENTION SCHEDULE

	attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.	
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

Items marked with an asterisk (*) are indicative of having implications with federal grant funding that must be considered.

1st Reading: May 6, 2026



Policy: IIB

Section: Section I - Instruction

(HSD) Class Size

IIB

Category R

CLASS SIZE

Class size will be defined as the maximum number of students under the supervision of a teacher, at any one time, for the purpose of instruction and learning.

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

If the class exceeds the recommended maximum size of a particular grade level outlined in this policy, the Superintendent shall consult with the appropriate Principal and review the situation before deciding whether to take such steps as hiring additional personnel or using other resources.

The Board establishes the Hollis Educational Specification for class size as follows:

The following guidelines should be utilized for class size:

K-4 2 no more than 18 students per class (NHDOE Target: 20; Max 25 per DOE 306.17 4)

2-3 no more than 20 students per class (NHDOE Target: ~~2nd Gr. 20; Max 30~~; 3rd Gr. 25; Max 30 per DOE 306.17 4)

4- 6 no more than 23 students per class (NHDOE Target: 25; Max 30 per DOE 306.17 4)

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

~~If the class exceeds the recommended maximum size of a particular grade level outlined in this policy, the Superintendent shall consult with the appropriate Principal and review the situation before deciding whether to take such steps as hiring additional personnel or using other resources.~~

Legal References:

N.H. Code of Administrative Rules, Section Ed 306.147, Class Size

1st Reading: November 14, 2012
2nd Reading: December 12, 2012
3rd Reading: December 12, 2012 (waived)
Adopted: December 12, 2012

1st Reading: April 5, 2017 (amended)
2nd Reading: April 5, 2017
3rd Reading: April 5, 2017 (waived)
Adopted: April 5, 2017

1st Reading: May 6, 2026

PUPIL SAFETY AND VIOLENCE PREVENTION - BULLYING

Category: Priority/Required by Law

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

- A. **Purpose and Intent:** The ~~Hollis~~~~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~~ occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property; or
 - g. ~~Oeeurs-occurs~~ 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, l(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

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.

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 or power as a result of the reported incident;~~

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.~~

Commented [AM2]: 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”).

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

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

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Policy: BEAA

Section: Section B - School Board Governance and Operations

(HSD) Meeting Preparation

BEAA

Category 0

MEETING PREPARATION

The agenda should be developed by the Board Chairperson in cooperation with the Superintendent or designee and distributed to the Board members at least forty-eight hours prior to regular meetings. Members wishing to place items on the agenda shall notify the Superintendent and/or Chairperson. A written notice of the time and place of each such meeting, including a Non-Public Session, shall be posted in two appropriate places at least 24 hours, excluding Sundays and legal holidays, prior to such meetings.

Adoption: May 13, 2004

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