

Hollis School Board
Wednesday, October 3, 2017
Hollis Primary School
6:00 PM

All Times are estimates and subject to change without notice

- 6:00 Call to Order
- 6:05 Agenda Adjustments
Approve Meeting Minutes
Nominations/Resignations/Correspondence
- 6:15 Public Input
- 6:25 Principal's goal presentation
- 7:35 Discussion
- Feasibility study update on the SAU building
 - Budget season timeline for review
 - Update revenue and expense reports
- 7:40 Deliberations**
- **To see what action the Board will take regarding the policy memo submitted by the policy committee**
- 7:50 Non – Public under RSA 91-A: 3II (a) Compensation and/or (c) reputation
- 8:00 Motion to adjourn

Hollis School District

School Board Meeting:
October 3, 2018

District Goals & School Opening
2018-2019

Presentation Overview

- New Staff!
- Internal staff moves
- Mission/Vision Statement
- Theme for 2018-2019
- 18-19 Goals
- Grade Level Configurations / Class Sizes
- Facility / Security Upgrades
- Budgetary Objectives for FY20

Hollis New Staff & Internal Staff Moves!

HPS: __

- Ellen Roos-Unger, Grade 1
- Melanie White, Env. Science & Math Specialists
- Lindsey O'Brien, Grade 2
- Christina Remick, K

HUES:

- Amye Renaud, Grade 4
- Tara Happy, Grade 4
- Jon Rubin, Grade 5
- Caryn Miller, Grade 6

Hollis School District:
Every child, every day

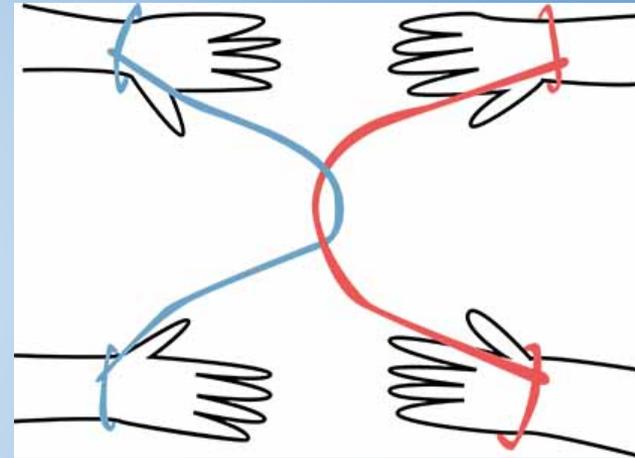
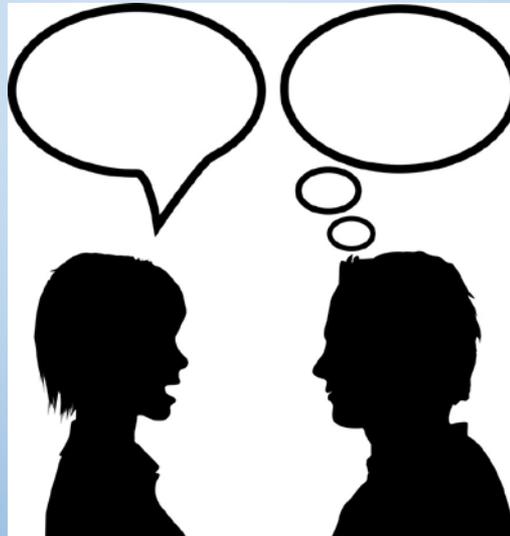
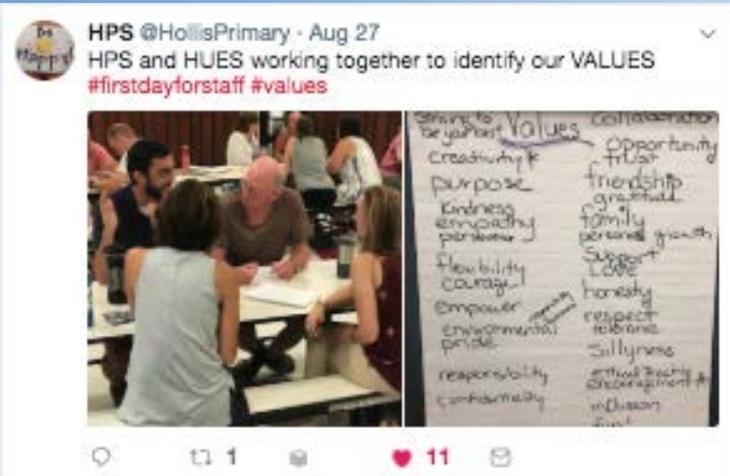
Mission

Consistent with the mission of SAU 41, we will ensure a strong, supportive learning environment focused on academic excellence.

Vision Statement

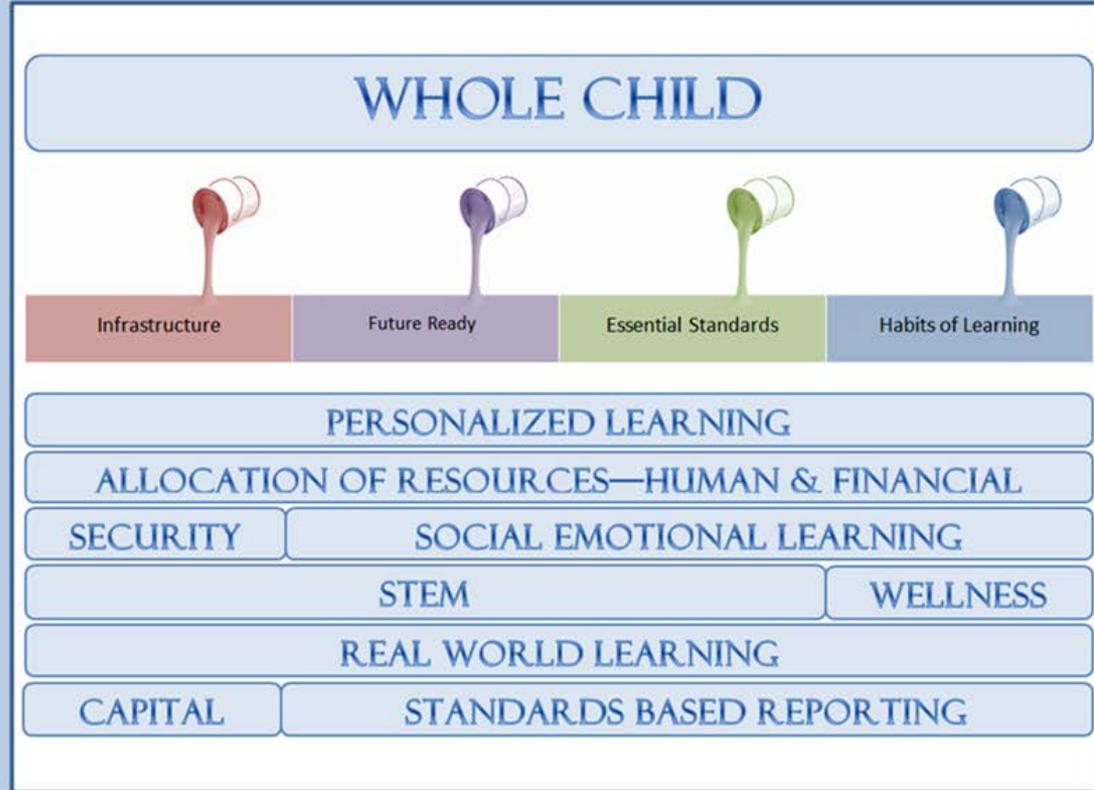
The vision of Hollis School District staff is to work collaboratively to ensure, encourage, nurture, advance, promote, stimulate academic growth and develop a passion for community, learning and the life skills for: (1) independent learning, (2) social, and (3) emotional success in students.

Hollis Theme for 2018-2019:

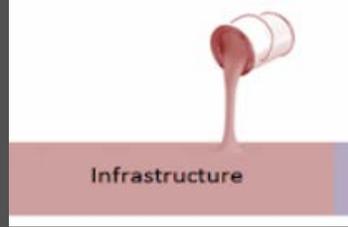


Role of SAU

SAU—FOCUS



Infrastructure Goal:



Goal #1: Infrastructure

(Safety/Security): Hollis School District will collaborate with emergency services and the SAU Joint Loss Management Committee (JLMC) to improve the safety and security of our schools.

Action Items:

- Update our Emergency Operations Plan
- Continue to seek grant opportunities for funding safety and security budget items
- Hold regular Safety Committee Meetings
- Continue to address items and building upgrades listed in the Safety & Security Audits
- Increase percentage of staff that are FEMA certified
- Continue to collaborate with police and fire departments



Social/Emotional Goal:



Goal #2: Habits of Learning

(Social/Emotional): Continue building and embedding social/emotional programming that will continue to focus on developing students abilities to be: problem-solvers, resilient, independent, tolerant, as well as to be able to persevere through difficulty/failure, have an optimistic view and to have a growth mindset as learners.



Action Items:

- Follow guidance from the SAU Social Emotional Learning committee
- Continue to implement wellness activities with Students & Staff
- Model and encourage a Work/Life balance
- Increase SEL during classes
- Explore “Attendance Team” model (at HBMS)

Academic Goal:

Academic Goal: Provide staff opportunities to build their depth of knowledge around standards, best practices and emerging trends in education.

Action Items

- Professional Staff will participate in Meaningful Monday work across districts
- Professional Staff will meet in PLC's to discuss, develop, refine, and share best practices to meet the needs of all learners
- Offer refined and differentiated professional development for the staff
- Continue with learning walks and classroom collaboration opportunities



Academic Goal

Academic Goal: Create learning environments that are differentiated with opportunities that empower students to grow and reflect.



Action Items:

- Continue to implement project based learning activities
- Foster student leadership
- Develop a consistent processes for gathering and using feedback from families and students
- Research and implement best practices for personalizing learning
- Refine RTI practices to include ALL learners
- Cultivate Talent

Current Enrollment

School Year	HPS September Starting Enrollment Numbers	HUES September Starting Enrollment Numbers
2018	344	327
2017	344	323
2016	337	319
2015	345	295
2014	352	291
2013	358	292
2012	340	294
2011	340	297

Special Education Updates

Move-ins affecting special education need

Closing the gap & early intervention (staffing)

Rock Band at HUES

Pre-K update

Facility and Security Summer Upgrades

HUES:

- Camera installation
- Painting
- Playground work
- Repair/replace bulletin boards
- Removal of old shed
- Parking lot lighting

HPS:

- Windows
- Building Wrapping
- Heating System

Budgetary Objectives for FY20

- **Maintaining Optimal Class Sizes/Staffing/Programs:**
 - HPS: Kindergarten (5 classes, enrollment), Regular Educational Paraprofessional in K
 - HUES: Library/Science Assistant at HUES
 - HPS/HUES: Spanish Shift, ES, Math
 - Chromebooks
- **Facility & Maintenance & Safety:**
 - HUES: Fencing, Stair Treads, Air Conditioners, Fans, Bottle filling stations, walkie/talkies
 - HPS: Interior Door Replacement, Camera Realignment

Hollis School District
 Administrative Report
 October 2018

Calendar, Events, Programs

- October 2, 3, and 10 - Fire Prevention Programs with the HFD at HUES
- October 8th - No School - Columbus Day
- October 10th - PTA Meeting at 10:00 am HUES
- October 12th - HPS - Crazy Sock Day
- October 20th - Halloween Fun Fair

Enrollment for 2018/2019:

HPS		HUES	
Grade	Enrollment	Grade	Enrollment
PreK 3	5	4	96
PreK 4	13	5	107
1	71	6	125
2	80		
3	94		
Total Hollis School District Enrollment: 671			

Building & Grounds:

- HUES:
 - Camera Installation Continues
 - Lighting for the HUES parking lot is complete
- HPS -
 - We have begun working with outside vendors who will be donating manpower and bushes to beautify some landscaping that needs work.
 - We continue to plan “punch list” work to be done over vacations and days off to include such work as; painting, shade installation, etc.

Staffing & Students:

- HPS - HPS is collecting new socks to make some feet happy! All students and staff who participate are able wear crazy socks on October 12th!
- HPS - Officer Bergeron will be in On Tuesday, October 9th to start lunch with an officer. Officer Bergeron comes in Monthly to speak to students during lunch. This month he will focus on trick-or-treating safety.
- HPS - Mrs. Somorrostro’s 3rd Grade Class hosted our First All School Town Meeting where we agreed upon our school rules and how we will treat each other. We also learned about new recess options for all students!

- HPS - Our Kindergartners will enjoy a visit from the HBMS Middle Schoolers who will come to read and play. We plan to have one Kindergarten class have visitors from the Middle School each month.
- HUES - HAWK Awards Celebration and Golden Trash Can Presentations
- HUES - MAP testing is ½ way complete and is one of our district measures to help us personalize learning

Hollis School District
Monthly Enrollment Breakout
October 2018

Grade	Class size Per District Policy	Number of classes	NESDEC Projections 18/19 SY	Number of students (8/29/2018)	Change from last report	Actual class Enrollments
Pre – K 3 year olds		1		5	-1	5
Pre – K 4 year olds		1	22	13	0	13
Kindergarten	18	5	51	80	+1	16, 16, 16, 16, 16
Grade 1	18	5	67	71	-1	13, 14, 14, 15, 15
Grade 2	20	5	77	80	0	15, 16, 16, 16, 17
Grade 3	20	5	85	94	0	18, 19, 19, 19, 19
HPS Totals		22 classes		343		
Grade 4	23	5	101	96	0	19, 19, 19, 19, 20
Grade 5	23	5	122	107	0	21, 21, 21, 22, 22
Grade 6	23	6	103	125	+1	20, 21, 21, 21, 21, 21
HUES Totals		16 classes		328		
HSD Totals		38 classes	628	671		

* denotes class sizes over policy expectations

Enrollment History:

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Windy Hill Associates

David Ely, AIA ■ 243 Clark Hill Rd., New Boston, NH 03070 ■ 603-487-5252

Hollis SAU 41 District Office Barn Feasibility Study

September 13, 2018



At the request of SAU 41 *Windy Hill Associates* has investigated the possibility of renovating the existing barn at the SAU office to be used as office space. The character of the barn is intriguing and condition is such that with repairs and renovations it should serve well for the intended use. This report consists of summary, in-depth discussion of salient issues, proposed floor plans, and timber frame evaluation by Glenn Dodge of Dodgco Timber Framing.

Summary

The barn is 36' x 40', 1,440 sq ft footprint. First floor, second floor and basement could be developed, basement space only usable as storage due to low headroom. Third floor space is available, but due to fire code and structural issues probably not usable.

The framing is probably mid-19th century, and the majority of framing members are in good condition because the roof has been maintained. Most members are hand hewn pine which would be attractive when cleaned and left exposed. Siding is original and is showing signs of age and rot. There are some areas where timbers and siding have rotted due to proximity to grade or past roof leaks. Flooring is uneven but mostly sound. Because barns were used to house animals the lower level flooring is probably not usable.

The first floor level is 5" above the existing office floor, and the overlap of barn to existing office wall is narrow, not enough for a proper door. Second floor is lower than the existing office second floor of the office, but no second floor in the "ell" makes that a moot point. There is 7' from floors to bottom of the lowest beams, and almost 8' from floor to bottom of upper floor which is taller than most barns of this vintage, and is suitable for office space.

Some repair will be required to replace rotted timber sills. To prevent further deterioration we recommend raising the structure at least a foot. Shifting the structure a foot to the north will accommodate a door from the current conference room. These relatively small movements have a slightly higher cost than just raising it enough to replace sills. It will also provide better headroom in the basement storage area. A few other members require repair, mostly around the southwest corner where leaks have caused wood rot. Office floor design loads will require some members to be "beefed up". The foundation is not in good condition and we recommend replacing it with a new concrete foundation.

To make the space comfortable insulation will be required. We recommend insulated panels applied to the outside with new siding and roofing. Exterior details will be re-created and interior character preserved.

In-depth observations, recommendations and plans follow. Next steps include more detailed plans and structural design leading to cost estimates.

Respectfully submitted,
David Ely, AIA

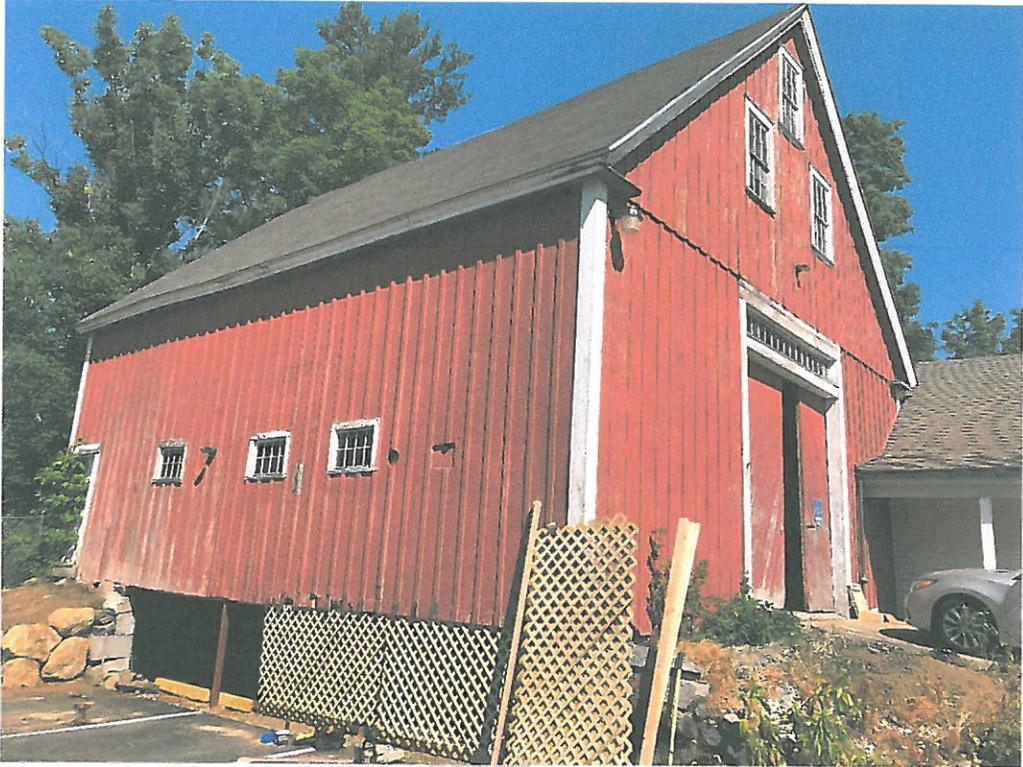
Character

This barn has typical proportions for a building used to house livestock and hay. The proportions are familiar to those who live in New England and often see these structures attached pre-20th century homes. This barn is somewhat unique because it is slightly taller than many affording better headroom on the main and second floors. Beams are 7' above the first and second floors which will be diminished a bit when new flooring is installed. The second floor beams can be raised, but it will sacrifice height on the second floor. Angled "knee braces" impinge the headroom in a few locations on the second floor at each column. Most of the beams are hand-hewn and have a lovely aged dark brown color.

Exterior adornments are sparse as was typical. The siding is board-and-batten meaning the joints between wide vertical boards are covered by narrow boards known as battens. Windows are only enough to let in light for milking or haying. High windows were used to provide a bit of ventilation during hay harvesting. Red boards and white trim were typical of the era.

The siding boards show signs of deterioration especially near grade. The inside face of the boards are in better condition and could serve as the finished wall in some areas after repairs. We recommend removing the battens and covering over the boards and roof deck with insulated panels. This will insulate and air seal the building making it much easier to heat and cool, and will provide better comfort for the occupants. New siding can be similar to the existing in character. The historic commission will be interested in our efforts, and we'll be happy to work with them.

Windows will be added to provide light into all offices. The east sliding doors will be replaced with siding to mimic the doors but with additional windows. The windows could be a combination of fixed and double-hung, all insulated and air sealed.



Structure

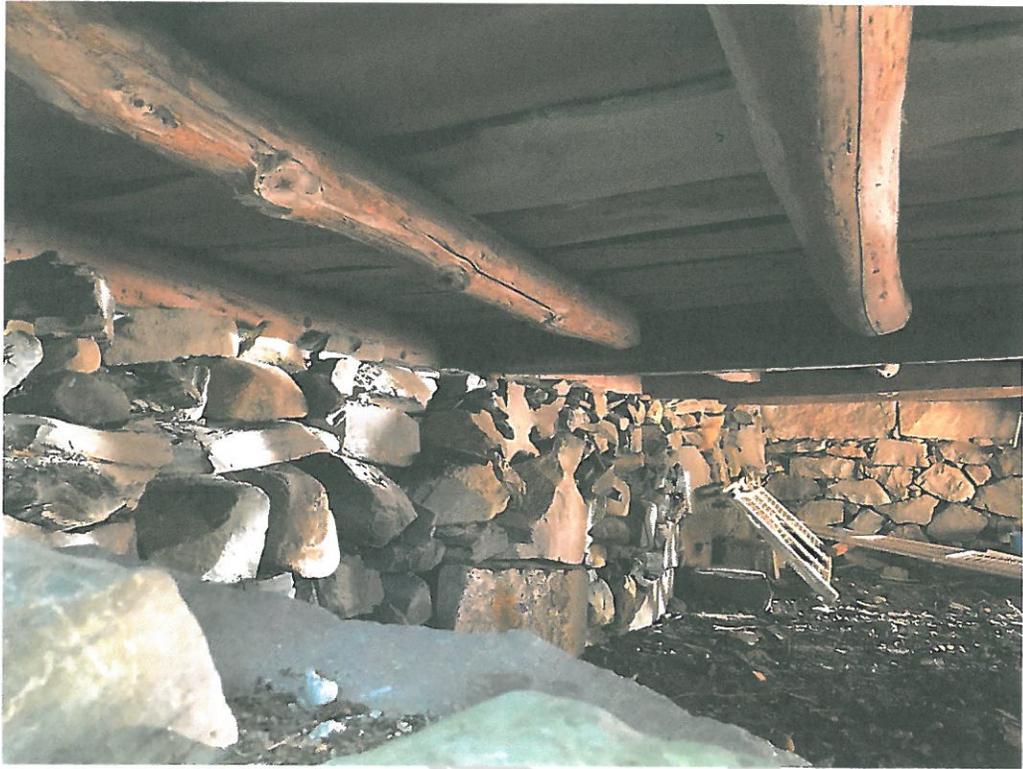
Please see also Glenn Dodge's timber frame report, attached, which goes into detail about the timber frame and areas of concern.

The structure is typical of mid-19th century barns. It is framed with primarily 8"x8" or 8"x7" hand hewn white pine posts and beams and half-round log joists. Generally the frame is in good condition, and will be attractive when cleaned up. Joints are mostly tight even after 150 years.

The foundation is dry-laid granite stones. It is not in good condition and we recommend removing and replacing it with a concrete foundation when the structure is raised to replace sills. The first floor is supported by newer steel posts on concrete piers in the basement. To accommodate required office floor loading additional posts may be required. The floor joists have deteriorated probably due to animal waste, and are not sufficient to support new office loading so they should be replaced. Some sills have rotted, and those, especially on the north side, need to be replaced.

The beams above the first floor are generally in good condition and will continue to serve after repairs as noted in Glenn's attached report. Second floor and roof framing will need some augmentation to handle the required loading. This could mean that in some areas there will be newer members spliced to the existing beams. The top plates where the roof rafters land has rotated and will need to be stabilized.

Covering the existing siding with insulated panels as stated above will have the added benefit of stiffening the frame and provide a substrate for installing new vertical board siding. The overhangs will need to be extended when the walls are thickened, and can be done by extending the insulated panels.



Function

The existing building is comprised of approximately 2,198 sq. ft. first floor, 1,637 sq. ft. second floor, total 3,835 sq ft. The barn as designed will have about 1,547 sq. ft. first floor, 1,420 sq. ft. second floor, total 2,967 sq. ft.; building total 6,802 sq. ft.

Converting the function from barn to office has a few obstacles, but is mostly doable with minimal frame revisions. We recommend raising the structure by at least a foot (see below Structure and Glenn's report). This will elevate the first floor above the existing office floor and require a ramp. The ramp/corridor will take space away from the current conference room to be replaced by a new conference room in the barn. While the building is raised it will need to be moved about a foot to the north to gain enough width for a doorway between the existing conference room and the barn; there is currently only 27" clear which does not meet code.

A new stair will be required in the barn to connect all floors. If this is considered to be a public building an elevator should be considered to comply with the ADA Code. This could be required by the Governor's Council on Disability. The ADA code requires an elevator to floors which are in public buildings serving more than 5 occupants on the upper floor. There are exceptions for registered historic buildings and where the cost of the elevator exceeds 20% of the cost of renovations. Rough cost estimate for an elevator is \$100,000.

As can be seen from the attached floor plans, the first floor is laid out with 3 offices, 3 cubicles and a conference room. The lobby is open to the second floor and all the way up to the roof structure which expresses the character of the original barn. The second floor is comprised of 4 offices, 3 cubicles and an open meeting area. The open meeting area is open to the lobby below and to the roof structure above.

The following pages show floor plans and elevations of proposed renovations to create additional office and storage space.

Infrastructure

The building currently has no HVAC system which must be added. We will consider various approaches to provide comfort for the occupants. Robust insulation and air sealing will make this less expensive.

There is minimal electrical power to the barn. This will need to be upgraded. There are no data or communications lines into the barn that we are aware of, so these will need to be added, or wireless system provided.

There is no water to the barn, although there is a "two holer" near the northeast corner (which will be removed). Toilets, sinks and drinking water must be provided.

Code Compliance

After renovations the building areas will be 3,745 sq. ft. first floor, 3,057 sq. ft. second floor, 6,082 sq. ft. total. The barn is a combination of Heavy Timber and light wood frame construction which is allowable for this use up to 9,000 sq. ft. per floor, and 2 stories max height. A sprinkler system is not required for this use unless required by the authority having jurisdiction.

Codes in effect for this building include the International Building Code, NFPA 101 Fire Code, 2010 ADA Standards for Accessible Design, International Existing Building Code, International Energy Conservation Code, and others. Use is "Business". The building is publicly owned which triggers Title II of the ADA Standards.

The facility must be accessible per the 2010 ADA Standards, Title II for State and Local Government Facilities. An elevator may be required depending on a review by the Governor's Council on Disability. The code requires an elevator to stories with more than 5 person capacity unless the building is on the National Registry of historic sites, or the elevator costs more than 20% of the renovation cost.

Occupant capacity is determined by use and area. Business use is 1 person per 100 sq. ft. of floor area: First floor = 37, second floor = 31, total = 68. Occupant capacity is used in calculating exit element widths such as stairs and doors, and determining how many exits are required.

The barn portion is not large enough to require a second means of egress. The new stair will be enclosed in fire rated walls providing a safe means of egress from all floors to the exterior. If the 'E11' is not renovated there will be no direct path from the existing second floor to the new second floor. If the 'E11' is renovated and a second floor added the existing stair in the 'E11' can be removed in favor of the existing center stair and new enclosed stair in the barn.

Floor structures for offices are required to carry 50 lbs. per sq. ft., 80 lbs. per sq. ft. for upper floor corridors and 100 lbs. per sq. ft. in lobbies and first floor corridors. Current carrying

At the 2nd floor level, the joists are likewise undersized but as they overlay the carrying members (girts) it would be easier to add more of them to achieve the code requirement. The girts on the exterior wall of the building are undersized but are given their location are fairly easily augmented with relatively little cost or limitation. The girts along the aisle present a more difficult challenge. Like most members in the building they are healthy but undersized. Though replacing it with an appropriately sized timber is an option, the most effective solution is to shorten the span. There are many ways of achieving this but load path, headroom, traffic patterns and aesthetic concerns will have to be considered. Of some concern is the 7' distance from the 1st floor framing to the underside of the girts before the application of flooring. While the distance between floors is larger than normal, it is in part due to the vertical separation of the girt and the joists they support. There may be a headroom issue that could only be corrected by raising the aisle girts or raising the posts off of the 1st floor tiebeams that support them.

As the third floor is not expected to serve a use it would seem best to remove the existing floor boards and leave the joists for aesthetic purposes. The rafters are supported by canted posts and purlin plates that are scarfed at the midpoint on the north and one brace west of the midpoint on the south. They too will need intermediate support but given the location there are many options to augment the structure without worry of interfering with the use and that if tastefully done will blend in with the existing framework. A preliminary FEA structural analysis suggests that there may need to be some further work to counter the horizontal and vertical loads imparted on the rafter plate by the rafters at the eaves. With the application of SIP panels to the walls and roof, the solution will likely be just additional fasteners from the rafters to the purlin and wall plates and an additional strut from tiebeam to purlin post. The common rafters, as mentioned before, are simply long slender trees that have been debarked and flattened on the top side. They are over 25' long and naturally taper from eave to peak. They are undersized as they near the ridge but if SIP panels are used for sheathing and insulation, should not need additional rafters to achieve compliance with the code. It would be best to keep the roof boards in place and either wash, or sandblast the surface before applying a finish. The siding likewise could be cleaned and remain as a wall finish, or could be removed before the application of SIP panels.

Though the transformation of the barn into office space would require structural modification or augmentation; that work should not overwhelm the value of the existing frame. The most expensive of the modifications are the repairs to the foundation and sills which will need to be performed at some time in the near future if the building is to be maintained regardless of the use.

This survey was completed over the course of two visits and however careful, cannot assess all members with complete certainty. All the sheathings and floorboards would need to be completely removed so that all surfaces could be inspected and would be impractical at this time. Instead observations of that which is visible and experience and interactions with similar buildings through the years guides the conclusions expressed in this narrative

Respectfully,
Glenn Dodge

HOLLIS BROOKLINE SCHOOL DISTRICT
2019 SB2 and TRADITIONAL ANNUAL MEETING DATES and DEADLINES -DRAFT
USING RSA REGULATIONS

Action	RSA Parameters	SB2		Traditional				RSA Reference
		Brookline	Snow Date	Hollis	Snow Date	Coop	Snow Date	
Last day to <u>post notice</u> of budget hearing	SB2: "...the second Tuesday in January..."; Trad.: at least 7 days in advance of budget hearing	1/8/2019		1/28/2019		1/30/2019		SB2-40:13,II-a(a), 32:5,I; Trad.-32:, I
Last day for negotiated cost items to be finalized	SB2: "...the second Tuesday in January..."; Trad.: not later than 30 days before the date prescribed for the district meeting, or the 2nd Tues in March, whichever is earlier	1/8/2019		2/4/2019		2/11/2019		SB2-40:13, II-a (b), 273-A:1; Trad.-32:5-a; 197:6
Last day for petitioned warrant articles	SB2: "...the second Tuesday in January..."; Trad.: not later than 30 days before the date prescribed for the district meeting, or the 2nd Tues in March, whichever is earlier	1/8/2019		2/5/2019		2/11/2019		SB2-40:13, II-a (b), 39:3; Trad.-197:6
PUBLIC HEARING DATES	SB2: "...on or before the third Tuesday in January..."; Trad.: not later than 25 days before (district meeting) i.e. 25 days or EARLIER	1/10/2019	1/15/2019	2/5/2019	2/12/2019	2/7/2019	2/8/2019	SB2-40:13, II-a (c); Trad.-32:5, I
FIRST SESSION-DELIBERATIVE	SB2: "...between the first and second Saturdays following the last Monday in January, inclusive of those Saturdays..."	2/4/2019	2/6/2019					SB2-40:13, III
Town Report Submission Deadline	Deadlines provided by Towns for them to meet timeline requirements	2/8/2019		2/8/2019		2/8/2019		Town Requirements
Last day for budget committee to deliver budget and warrant article recommendations to selectpersons for Posting	Trad.: at least 20 days before [district meeting]			2/20/2019		2/13/2019		Trad.-32:16,IV
Last day to <u>post</u> warrant, budget and default budget	SB2: "...on or before the last Monday in January..."; Trad.: 14 days before day of meeting (not including meeting day or posting day)	1/28/2019		2/24/2019		2/19/2019		SB2-40:13, II-a (d), 39:5, 197:7; Trad.- 197:7
Annual report with budget (and ballot questions) made available to voters	SB2 and Trad.: at least 7 days prior to meeting	3/5/2019		3/3/2019		2/26/2019		SB2-40:13, II; Trad.- 32:5, VII(a)
SCHOOL DISTRICT MEETING DAY	Trad.: annually between March 1 and March 25			3/13/2019	3/14/2019	3/6/2019	3/7/2019	Trad.-197:1
SECOND SESSION-BALLOT VOTING	SB2: "...the second Tuesday in March..."	3/12/2019						SB2-40:13, VII
Submit signed and completed forms to DRA	SB2 and Trad.: within 20 days of the close of the meeting	3/31/2019		4/2/2019		3/26/2019		21-J:34,II

Use of Physical Restraint, Seclusion and Intentional Physical Contact

Physical restraint is only authorized when needed to protect the safety of the individual student and/or other students and employees in response to the threat of imminent, physical harm. The purpose of the physical restraint is to assist the student to regain emotional stability. "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body. The use of restraint in schools is limited to physical restraint, and under limited circumstances involving transportation, mechanical restraint. RSA [126-U:6](#) Restraint shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate. RSA-U:5, I

Definitions: (RSA [126-U:1](#), IV)

1. "**Restraint**" means bodily physical restriction, mechanical devices, or any device that unreasonably limits freedom of movement. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication.

- "Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
- "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
- "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

"Restraint" shall not include:

- (a) Brief touching or holding to calm, comfort, encourage or guide a child so long as the limitation of freedom of movement of the child does not occur.
- (b) Temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
- (c) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(d) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(e) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

2. **School:** "A school operated by a school district; a chartered public school governed by RSA 194-B; a public academy as defined in RSA 194:23, II. It also includes a nonpublic school subject to the approval authority of the state board of education under RSA 186:11, XXIX; or a private/ public provider of any component of a child's individualized education program under RSA 186-C.

3. **Seclusion:** " The involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purposes of allowing the child to regain self-control, when such separation is to an area which the child is able to leave."

4. **Serious Injury:** "Any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third degree burns, or any severe, permanent , or protracted loss of or impairment to the health or function of any part of the body."

5. **Child:** " A person who has not reached the age of 18 years and who is not under adult criminal prosecution or sentence of actual incarceration resulting there from, either due to having reached the age of 17 years or due to the completion of proceedings for transfer to the adult criminal justice system under RSA 169-B:24, RSA 169-B:25, or RSA 169-B:26. "Child also includes a person in actual attendance at a school who is less than 22 years of age and who has not received a high school diploma."

6. **Director:** "Refers to the program director, school principal or other official highest in rank and with authority over the activities of a school or facility."

Procedures for Managing The Behavior of Students: (RSA [126-U:2](#))

The Superintendent is authorized to establish procedures for managing behavior requiring physical restraint. Such procedures shall be consistent with this policy and all applicable laws. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

Circumstances in Which Restraint May Be Used: (RSA [126-U:2](#))

Physical restraint will be used only when the physical action of a student creates a substantial risk of harm to self or others; and/or as a last resort when all other positive interventions have failed, or the level of immediate risk prohibits exhausting other means.

Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial risk to the student or others, and considered when, in the opinion of the supervising adult, the threat is imminent. Persons implementing a restraint will use extreme caution, and will use the least amount of physical strength necessary to protect the student. The use of physical intervention should not exceed that necessary to avoid injury. The degree of physical restriction employed must be in proportion to the circumstances of the incident and the potential consequences. School administration may elect to contact the local law enforcement agency for support if necessary.

Physical restraint of a student will be conducted in a manner consistent with the techniques prescribed in the District approved training program, such as Crisis Prevention Intervention, for all trained personnel. Untrained staff is limited to physically intervention by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available. Untrained staff should request assistance from trained staff as soon as possible. The purpose of the physical restraint is to assist the student to regain emotional stability. It should last only as long as is necessary to accomplish this. To the extent possible, it will be conducted in such a way as to preserve the confidentiality and dignity of all involved.

Special Education Students:

When a restraint or seclusion is used for the first time on a child identified under the Individuals with Disabilities Education Act (IDEA) or Section 504, the school must convene a team meeting and review the IEP or 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion. (RSA [126-U:14](#))

Parents of a child with a disability under IDEA or Section 504 may request a review at any time following an instance of restraint or seclusion and such request shall be granted if there have been multiple instances of restraint or seclusions since the last review. The team must convene the meeting within 21 days of the date of the received written request from the parent. Ed 1109.06(c).

Authorization and Monitoring of Extended Restraint: (RSA [126-U:11](#))

- (a). Physical restraint shall not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.
- (b). Children in restraint shall be continuously and directly observed by district personnel trained in the safe use of restraint.(RSA [126-U:11, II](#))
- (c) No period of physical restraint of a student may exceed 15 minutes without the prior approval of a supervisory employee designated by the director to provide such approval.(RSA [126-U:11, III](#))

(d) No period of physical restraint of a student may exceed 30 minutes unless a face-to-face assessment of the mental, emotional, and physical well-being of the student is conducted by a designated professional authorized by the school or district administrator who is trained to conduct such assessments. (RSA [126-U:11](#), IV) The assessment shall also include a determination of whether the restraint is being conducted safely and for a purpose authorized by this chapter. Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the facility or school as part of the written notification required in RSA [126-T:7](#), II.

Prohibition of Dangerous Restraint Techniques (RSA [126-U:4](#))

Use of the following restraint and behavior control techniques is prohibited:

- (a). Any physical restraint or containment technique that:
 - Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
 - Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
 - Obstructs the circulation of blood;
 - Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
 - Endangers a child's life or significantly exacerbates a child's medical condition.
- (b). The intentional infliction of pain, including the use of pain inducement to obtain compliance.
- (c). The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.
- (d). Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.

Transportation: (RSA [126-U:12](#))

The school district will not use mechanical restraints during the transportation of children, specifically specialized transportation of a student, unless case-specific circumstances dictate that such methods are necessary. If mechanical restraint is necessary and documented in writing by a student's physician it must be clearly documented in a student's Individualized Education Program and agreed to by the parent or legal guardian whenever a special education student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

- Prevents physical and psychological trauma;
- Respects the privacy of the child; and
- Represents the least restrictive means necessary for the safety of the child.

No teacher, administrator, student, or other person will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control, except in self-defense or in exigent circumstances. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian, or school official per school board policy

Seclusion

Seclusion may be used when a child's behavior poses a substantial and imminent risk and physical harm to the child and others, and may only continue until that danger has dissipated, "(RSA [126-U:5-a, I](#))

- (a) "May only be used by trained personnel after other approaches to the control of behavior have been attempted and have been unsuccessful, or are reasonable calculated to be unlikely to succeed based upon the history of actual attempts to control the behavior of a particular child" (RSA-U:5-a, II)
- (b) "Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion." (RSA [126-U:5-b, II](#))
- (c) May not be used as a form of punishment of discipline and shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation or emotional or physical harm." (RSA [126-U:5-a.I,III.](#))

Conditions of Seclusion:

Seclusion may only occur in areas which:

- (a) "Are of a size which is appropriate for the chronological and developmental age, size and behavior of the children placed in them."
- (b) "Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located."
- (c) "Are equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located."
- (d) "Are free of any object that poses a danger to the children being placed in the rooms."

(e) "Have doors which are either not equipped with locks, or equipped with devices that automatically disengage the lock in case of emergency."

- Emergency includes, but is not limited to: the need to provide direct and immediate medical attention to the child, fire, the need to remove the child to a safe location during a building lockdown, or other critical situations that may require immediate removal of a child from seclusion to a safe location.

NOTICE

Unless prohibited by court order, the Hollis School District is required to make reasonable efforts to verbally notify the child's parent or guardian and guardian ad litem whenever seclusion or restraint has been used on the child. (RSA [126-U:7,I](#))

- Notification must be made as soon as practicable and in no event no later than the time of return ~~to~~of the child to the parent or guardian or the end of the business day, whichever is earlier.
- Notification shall be made in a manner calculated to give parent or guardian actual notice of the incident at the earliest practicable time.

Written notice to the principal and the SAU Director of Student Services by the school employee who used the seclusion or restraint, or if unavailable the employee's supervisor, must be provided within five (5) business days after the use of seclusion or restraint (RSA [126-U:7, II](#))

Written Notification must include the following information (RSA [126-U:7, II](#)):

- The date, time and duration of the seclusion or restraint.
- A description of the actions of the child before, during and after the occurrence.
- A description of any other relevant events preceding the use of seclusion or restraint, including the justification or initiation the use of restraint,
- The names and persons involved in the occurrence
- A description of the actions of the facility or school employees involved before, during and after the occurrence
- A description of any interventions used prior to the use of the seclusion or restraint
- A description of restraint used, including any holds used and the reason the hold was necessary
- A description of any injuries sustained by, any medical care administered to, the child, employees, or other before, during or after the use of seclusion or restraint.

- A description of any property damage associated with the occurrence.
- A description of actions taken to address the emotional needs of the child during and following the incident.
- A description of future actions to be taken to control the child's problem behaviors.
- The name and position of the employee completing the notification.
- The anticipated date of the final reports.

Unless prohibited by court order, the principal or his/her designee shall within 2 business days of receipt of the written notification, "send or transmit by first class mail or electronic transmission to the child's parent or guardian and the guardian ad litem the information contained in the notification." (RSA [126-U:7](#), III)

All cases involving serious injury or death to a child subject to restraint or seclusion, the Hollis School District shall, notify the Commissioner of the Department of Education, the Attorney General, and the Disability Rights Center. The notice shall include the elements referenced above. (RSA [126-U:10](#), II)

Intentional Physical Contact with a Child

Whenever a school has "intentional physical contact with a child which is in response to a child's aggression, misconduct or disruptive behavior, a representative of the Hollis School District will make reasonable efforts to promptly notify the child's parent or guardian. (RSA [126-U:7](#), IV)

- (a) Notification shall be made no later than the time of the return of the child to the parent or guardian or at the end of the business day, whichever is earlier.
- (b) Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.
- (c) Written Notice , within five (5) business days of the occurrence shall include the following:
 - The date and time of the incident;
 - A brief description of the actions of the child before, during and after the occurrence;
 - the names of the persons involved in the occurrence;
 - A brief descriptions of the actions of the facility or school employees involved before, during and after the occurrence;
 - A description of any injuries sustained by, and any medical care administered to, the child, employees, or other before, during, or after the incident.

SCHOOL RESOURCE OFFICERS AND EMERGENCY RESPONDERS

The School Resource officer is considered a contractor of the school district and the Physical Restraint, Intentional Physical contact and Seclusion provisions apply. Documentation and Notification requirements of this policy shall be consistent with the district policy and procedure.

However, nothing in this policy, prohibits the school resource officer (SRO), or other emergency responders, from utilizing restraint, including mechanical restraint, when deemed necessary by the officer to complete the necessary functions of the duties assigned to them by their Employment Agency.

DUTY TO REPORT VIOLATION

When a school employee has reason to believe that the action of another constituted a violation of the restraint and seclusion law and misconduct, or suspected misconduct, pursuant to ED 50, the employee must report this incident to the building administrator or superintendent's designee within 24 hours of the suspected misconduct.

The Superintendent of Schools shall develop a procedure and ensure that all employees are aware of, and understand, their duty to report suspected violations of the restraint and seclusion law. In situations where it is determined that no violations occurred, documentation, including the evidence used to make the determination, must remain on file in the Office of Student Services at the SAU.

Statutory & Regulatory References

RSA [126-U](#)

ED 1113.04-1113.08, 1114.07, 111.08

First Reading: August 11, 2014

Second Reading: September 8, 2014

Third Reading: Waived

Approved: September 8, 2014

1st Reading: August 27, 2018

2nd Reading: September 5, 2018

3rd Reading: October 3, 2018

*Category P***WELLNESS POLICY**

~~The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are inter-related. It is therefore the goal of the Board that the entire learning environment be aligned to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.~~

~~A District-wide wellness advisory committee will be established with the purpose of assessing the nutrition and physical activity environment throughout the district and making recommendations to the Board for a comprehensive wellness program. The committee will consist of representation from parents, students, the school's food service program, the School Board, administration, and the public. Program implementation will be monitored and progress evaluated, with an annual report to the Board.~~

~~As part of the program, students will be given opportunities to gain the knowledge, skills, behavior, and motivation needed to be physically active for life through daily activity offerings such as recess periods, physical education classes, walking programs, the integration of physical activity into the academic curriculum, and after-school programs including intramurals, interscholastic athletics, and physical activity clubs. The Board directs the building principals to encourage student physical activity on a daily basis.~~

~~All foods available on school grounds and at school-sponsored activities will meet or exceed the district's nutrition standards. In no circumstances will such offerings be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Schools in the district will offer food choices that are nutrient dense per calorie, have low fat and low sugar content, are of a moderate portion size, and include a variety of fruits and vegetables. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals. These nutrition guidelines apply to the school lunch and breakfast program, foods and beverages sold in vending machines, snack bars, school stores, concession stands, at parties/celebrations/meetings during the school day, and as part of fundraising activities.~~

~~The Board directs the Superintendent to develop procedures to implement this policy based on the recommendations of the wellness advisory committee and in compliance with national and statewide nutritional guidelines for healthy living.~~

Legal References:

RSA [189:11-a](#), Food and Nutrition Programs

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

NH Code of Administrative Rules, Section ED. [303.01](#) (g), Substantive Duties of School Boards

~~1st Reading: October 20, 2005~~

~~2nd Reading: February 9, 2006~~

~~Adoption: March 9 2006~~

The Districts recognizes that health and student success are inter-related. Healthy kids learn better. Our goal is to support a learning environment that will promote and provide opportunity for healthy choices that result in improved physical, emotional, and social well-being.

As such, and in conjunction with the Healthy Hunger-Free Kids Act of 2010 (Pub. L. 111-296), the State of New Hampshire Minimum Standards for School Approval (Ed 306.02, Ed 306.04, and Ed 306.11) and the USDA Food and Nutrition Service (FNS) final regulations adopted July 29, 2016, the Board is committed to a healthy school learning environment through nutrition education, physical activity and the promotion of wellness at all school sites.

In order to support that goal, the Board directs the Superintendent to establish a Wellness Committee. The charge of the committee is to oversee student health programs, including development, implementation and periodic review and update of this policy ensuring that it continues to meet the USDA FNS final regulations. Further, the Superintendent or his/her designee will ensure that each school is in compliance with the approved Wellness Policy.

Nutrition Education Goal

The policy of the district is to teach, encourage, support, and model healthy eating habits for students. Nutrition education for students will:

- be based on state and district health education curriculum standards
- be interactive and teaches skills needed to adopt healthy eating behaviors
- teach media literacy in regards to food labels and ingredient lists (number of ingredients, plant/animal, geographic location of source)
- educate students on food systems (i.e. organic farms to industrial farms)
- encourage and provide hands-on agricultural opportunities for growing, harvesting, and preparing meals from school gardens
- provide nutrition information not only in health education classes but across the curriculum
- provide appropriate professional development for staff to implement the nutrition instruction

1. Physical Activity Goal

Ensure that the Physical Education Curriculum, when reviewed, accomplishes the following:

- Implement physical education instruction components that promote student understanding of the short and long term benefits of physical activity:
 - Integrate short and long term fitness/health goals into both the physical education and wellness curriculum.

- Integrate pre and post fitness testing into every physical education course
- Provide opportunities for every student to develop skills that maintain wellness:
 - Integrate wellness/fitness concepts and activities into all physical education courses.
 - Continue to teach the State required wellness concepts in the health curriculum.
- Provide opportunities for every student to participate regularly in physical activity:
- Continue to require State mandated physical education through a variety of options.-Encourage movement breaks during long block classes.

2. Nutrition Standard Goal

Research shows that certain healthy habits, eating right, exercise, and staying well-hydrated, are strongly correlated with positive student outcomes. For example, having breakfast is associated with improved attention and better performance on cognitive tasks. Students who are physically active during the day also do better academically and have a more positive attitude. Finally, there is evidence that adequate hydration is needed to maintain focus and tend to tasks.

In an effort to provide for a healthy lifestyle, the Districts will ensure that:

- Students have access to healthy foods and water
- Students receive quality nutrition education
- Students have opportunities to be physically active
- Staff model good health choices

School Lunch Program

The district will follow the Federal, State, and local established nutrient standards for all foods and beverages during the school day, which is defined as 12:01 am through 30 minutes after the last bell 7CFR 210.11(a)(5).

The food service program shall provide healthy food choices for students. In particular the program will:

- Ensure that meals offered meet the federal nutrition standards.
- Promote healthy food and beverage choices using smarter lunchroom techniques like creating food environments that encourage healthy nutrition choices and encourage participation in the school meals program.
- Promote hydration by having drinking water available where school meals are served during mealtimes.
- Support healthy food choices and improves student health and well-being.
- Ala carte choices and snacks in the lunchroom meet the Smart Snacks requirements.

Other Foods and Beverages

Recommend and encourage all other food and beverages outside of the school lunch program that are sold or provided meet or exceed the USDA Smart Snacks nutrition standards. In particular the recommendation will:

- Utilize a variety of methods of communication with parents to encourage students to consume healthy Smart Snacks and meals (i.e. parent-teacher groups, written statement in each school handbook and school websites).
- Establish and implement guidelines for foods and beverages sold in vending machines, snack bars and school stores that meet or exceed the Smart Snacks nutrition standards.
- Develop recommendations to guide the selection of food choices for refreshments served at parties, celebrations, and meetings during the school day as well for student reward alternatives.
- Encourage school related groups such as parent-teacher groups, booster clubs, and student organizations to adhere to the Smart Snacks nutrition standards, with the understanding that these groups will not be prohibited from selling food or beverages that fail to meet or exceed these guidelines.

Smart Snack Nutrition Standards

- Be a grain product that contains 50% or more whole grains by weight (have whole grain as first ingredient); OR
- Have as the first ingredient a fruit, vegetable, dairy product, or protein food: OR
- Be a combination food that contains at least ¼ cup fruit and/or vegetable; AND
- The food must meet nutrient standards for calories, sodium, sugar, and fats.

<u>Nutrient</u>	<u>Snack</u>	<u>Entrée</u>
<u>Calories</u>	<u>200 calories or less</u>	<u>350 calories or less</u>
<u>Sodium</u>	<u>200 mg or less</u>	<u>480 mg or less</u>
<u>Total Fat</u>	<u>35% of calories or less</u>	<u>35% of calories or less</u>
<u>Saturated Fat</u>	<u>Less than 10% of calories</u>	<u>Less than 10% of calories</u>
<u>Trans Fat</u>	<u>0 g</u>	<u>0 g</u>
<u>Sugar</u>	<u>35% by weight or less</u>	<u>35% by weight or less</u>

Fruits, vegetables, and water with no added ingredients are always Smart Snacks!

3. School Wellness Goal

The districts will:

- Create a school environment that is conducive to healthy eating.
- Allot adequate breakfast and lunch time for students to enjoy eating healthy foods with friends.
- Consider the number of students in lunch blocks to minimize wait time for school meals.
- Create a school environment that is conducive to being physically active.
- Encourage the development of physical opportunities for physical activity throughout the day.
- Encourage active participation in recess.

- Discourage the cancellation or denial of recess or other physical activity time for instructional make up time and/or as a form of discipline except when appropriate as a logical consequence.
- Coordinate content across curricular areas that promote student health (such as teaching nutrition concepts in math or science) with consultation provided by the district's curriculum coordinators.
- Adhere to wellness policy guidelines at school-sponsored events including healthy eating and physical activity opportunities when appropriate.
- Develop and implement age appropriate curriculum to address social/emotional health.

4. Implementation and Evaluation

- The Board directs the Superintendent, in conjunction with the Wellness Committee, to develop a plan for implementing, monitoring and ensuring compliance with this policy in each school. The committee membership can include school personnel, administration, school board members, parents and community members. The committee shall not exceed fifteen people.
- The Superintendent or his/her designee will ensure compliance with this Wellness Policy. Evaluation of progress will meet federal requirements and will be communicated annually to the school board and the public via the SAU 41 website.

First Reading: October 3, 2018