REVISED

AGENDA

MANCHESTER SCHOOL DISTRICT SAU #37

COMMITTEE ON STUDENT CONDUCT

September 16, 2026 **5:00 p.m.**

Committee Members Hamer, Want, Stewart, Bergeron and St. John

Alternates: Committee Members Taylor and Smith

Student Representatives: Madison Hanneman (MST) and Taegan Whyte (MST)

~~**Aldermanic Chambers**~~
~~**City Hall (3rd Floor)**~~
SAU District Office
20 Hecker Street
Large Conference Room

1. Chair Hamer calls the meeting to order.

2. The Clerk calls the roll.

3. **Public Forum**

4. Chair Hamer advises that the purpose of the public forum is to give the residents of Manchester the opportunity to address the committee on items of concerns affecting the community; each person will be given only one opportunity to speak; comments shall be limited to three minutes to allow all participants the opportunity to speak and any comments must be directed to the Chair. Any resident wishing to speak will come forward to the nearest microphone, clearly state their name and address when recognized and give their comments.

5. Chair Hamer advises that if there is no one else present to speak and there are no other public comments that have been submitted, a motion would be in order to take all comments under advisement and to further receive and file any written documentation presented.

6. Approval of the Minutes of the following meeting: August 19, 2026
Ladies and Gentlemen, what is your pleasure?

7. **Presentations**

a. Beech Street Elementary School – School Report Card Presentation – by Kelly Newman, Principal **1 – 8**
(Note: This item is for informational purposes only.)

8. Chronic Absenteeism Attendance Information – by Dr. Kelly Espinola, Assistant Superintendent **9 – 10**
(Note: This item is for informational purposes only.)

10. Updated Student Conduct Codes and Definitions – by Dr. Kelly Espinola, Assistant Superintendent **11 – 31**
(Note: This item is for informational purposes only.)

11. NEW BUSINESS

ADJOURNMENT

12. If there is no further business, a motion is in order to adjourn.

Statement of nondiscrimination: *It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Dr. Kelly Espinola for staff and students.*

MANCHESTER SCHOOL DISTRICT

TITLE: Beech Street Elementary School- School Report Card Presentation

COMMITTEE ON CONDUCT MEETING OF: September 16, 2026

ACTION:_____ CONSENT: _____ INFORMATION: ___X____

BACKGROUND:

Beech Street Elementary School will present its school report card, which includes goals for the 2026-2027 school year (Attendance, Behavior, Curriculum).

FISCAL IMPACT:

N/A

FISCAL VERIFICATION: _____

RECOMMENDATION:

This item is for informational purposes only. No action is required.

Prepared by:

Kelly Newman
Principal, Beech Street Elementary School

Presented by:

Kelly Newman
Principal, Beech Street Elementary School

Approved by:

Kelly Espinola
Assistant Superintendent of Schools

Gary Hamer
Gary Hamer
Committee Chair

2026–2027 Beech St. ABC PLAN

Every Student. Every Day. Every Opportunity.

Principal Kelly Newman
Date 9/4/2026

Our mission is to help every student become persevering, resilient, optimistic, understanding, and dedicated. We teach our students to keep trying, learn from mistakes, and treat others with kindness and respect. By growing both their minds and their hearts, we prepare them to achieve their goals and build a bright future.

OUR STORY

Who We Serve

26.34 || 20.68%
students with disabilities

77.29% || 25.79%
eligible for Free & Reduced Lunch

10.5% || 2.37%
students experiencing homelessness & in foster care

34.16% || 4.71%
English Language Learners

What We Know

13% || 51%
proficiency in English Language Arts (ELA)

<10 || 53%
Proficiency in Math

19.1 || 15.3
average class size

What Makes Us Proud

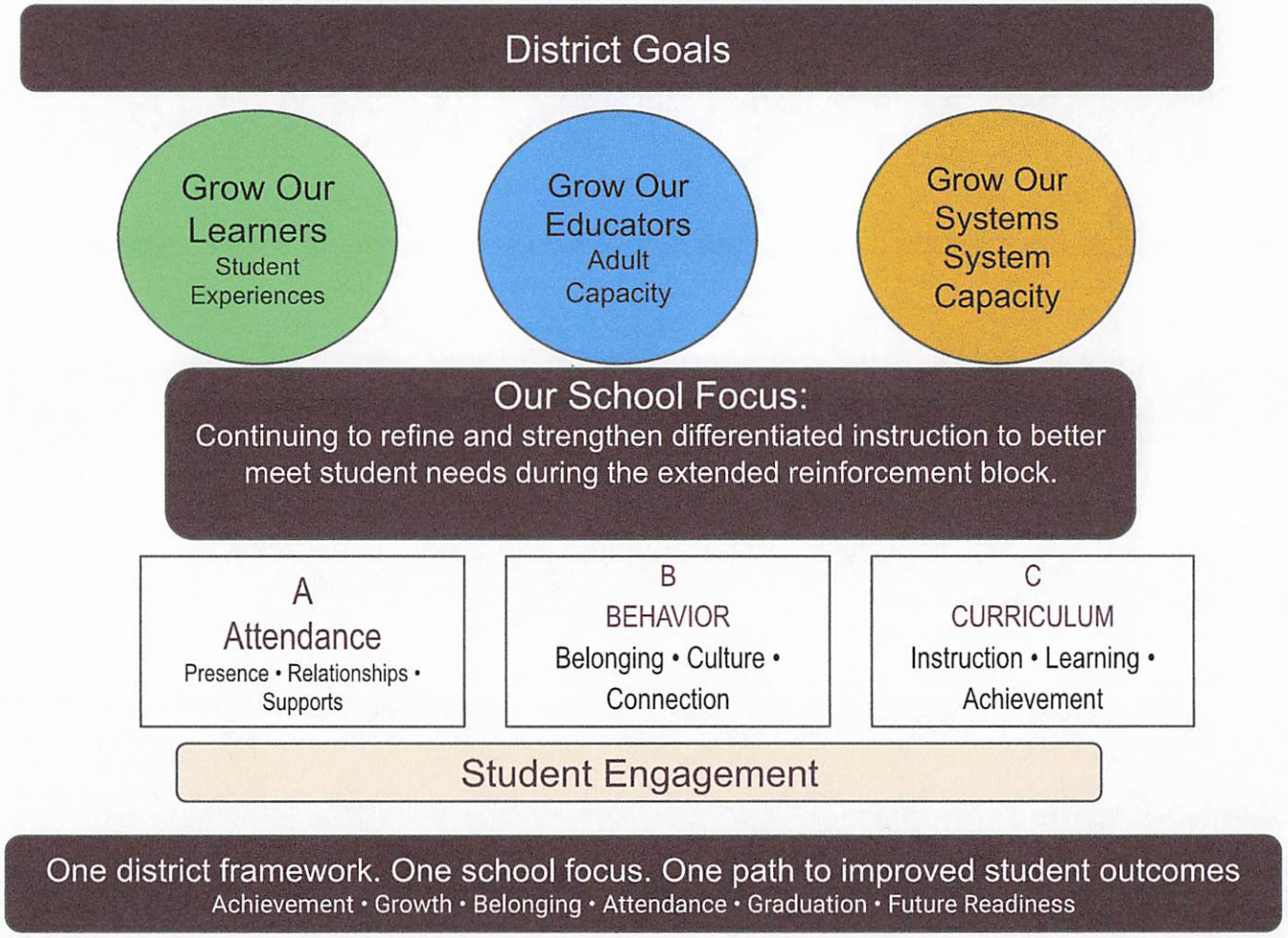
Growing the love of learning and community

Our Greatest Opportunity

NH MTSS-B
TECHNICAL ASSISTANCE CENTER

From District Strategy to School Action

One district framework. One School Focus. One path to improve student outcomes



ATTENDANCE

Presence • Relationships • Supports

Beech Street Elementary

Our Goal | Increase daily attendance by 2% from 91% in 2025-26 to 93% in 2026-27

KEY ACTIONS

1. Celebrate Attendance- Monthly/Yearly
2. Continue weekly attendance team meetings.
3. Strengthen home to school connections

WE'LL KNOW IT'S WORKING WHEN...

1. Student attendance increases
2. Follow up conversations about interventions
3. Participation in Community schools Family Village

ABC → STUDENT ENGAGEMENT → STUDENT OUTCOMES

Grow Our Learners | Grow Our Educators | Grow Our Systems

BEHAVIOR

Belonging • Culture • Connection

Beech Street Elementary

Our Goal | Increase positive behaviors and decrease repeated behavior incidents.

KEY ACTIONS

1. Continue expanding menu of interventions offered by MTSSB Tier 2/3
2. Targeted SEL lessons by the counseling team
3. Monthly awards given based on Code of Character

WE'LL KNOW IT'S WORKING WHEN...

1. Decrease in repeated incidents.
2. Students frequently use ToolBox language
3. Students use the code of character to describe their behavior.

ABC → STUDENT ENGAGEMENT → STUDENT OUTCOMES

Grow Our Learners | Grow Our Educators | Grow Our Systems

CORE CURRICULUM

Instruction • Learning • Achievement

Beech Street Elementary

Our Goal | Each grade level reaches 90% proficiency in the phonic skill standard associated with that grade level

KEY ACTIONS

1. Use the CORE Assessment to build targeted small groups for reinforcement block
2. Data checks during PLCs
3. Differentiate Tier 1 supports during instruction.

WE'LL KNOW IT'S WORKING WHEN...

1. Students demonstrate mastery of their targeted skill, when assessments are given 3 times a year.
2. Students are moving into new targeted skills groups.
3. 3rd and 4th grade students will be able to focus on vocabulary, comprehension, fluency and morphology.

ABC → STUDENT ENGAGEMENT → STUDENT OUTCOMES

Grow Our Learners | Grow Our Educators | Grow Our Systems

Every Student.

Every Day.

Every Opportunity.

Student Engagement Drives Student Outcomes

Beech St.

2026–2027

MANCHESTER SCHOOL DISTRICT

TITLE: Chronic Absenteeism Attendance Information

COMMITTEE ON CONDUCT MEETING OF: September 16, 2026

ACTION:_____ CONSENT: _____ INFORMATION: ____X____

BACKGROUND:

The Manchester School District continues to prioritize student attendance as a critical component of academic achievement, student engagement, and long-term success. District data demonstrate meaningful progress in reducing chronic absenteeism, with the rate declining from 50.5% in 2021-2022 to just over 30% in 2024-2025. While this represents significant improvement, chronic absenteeism remains an area requiring continued focus, particularly at the secondary level. During the 2024-2025 school year, chronic absenteeism was 21% at the elementary level, 27% at the middle school level, and 37% at the high school level.

Chronic absenteeism is defined as missing 10% or more of the school year- approximately 18 days in a 180-day school year—for any reason, including excused absences, unexcused absences, and suspensions. The District has established a goal of reducing chronic absenteeism to 25% and is implementing a coordinated approach focused on early identification and intervention. Strategies include leader training, articulated attendance expectations, intervention schedules, enhanced family outreach, parent-call scripts, and a monthly focus on students whose attendance falls within the 80-89% range, allowing schools to intervene before students become chronically absent.

CURRENT FOCUS

The District's attendance strategy for the 2026-2027 school year is centered on three priorities: protecting elementary-level gains through early intervention; preventing emerging attendance concerns from becoming chronic; and intensifying engagement, relationship-building, and family outreach at the high school level.

FISCAL IMPACT:

N/A

FISCAL VERIFICATION: _____

RECOMMENDATION:
This item is for informational purposes only. No action is required.

Prepared by:

Kelly Espinola , Ed.D.
Assistant Superintendent of Schools

Presented by:

Kelly Espinola, Ed.D.
Assistant Superintendent of Schools

Approved by:

Kelly Espinola
Assistant Superintendent of Schools

Gary Hamer
Committee Chair

MANCHESTER IS MAKING PROGRESS

50.5% 2021-22	→	40.9% 2022-23	→	JUST OVER 30% 2024-25	→	25% DISTRICT GOAL
		↓ 9.6 pts		↓ about 10 pts		

ABOUT 20 PERCENTAGE POINTS LOWER THAN 2021-22

CHRONIC ABSENTEEISM BY SCHOOL LEVEL | 2024-25

Each percentage is a separate rate within that school level - these numbers are not meant to total 100%.

ELEMENTARY	21%	■■■■■
MIDDLE SCHOOL	27%	■■■■■■■
HIGH SCHOOL	37%	■■■■■■■■■

▲ 16 percentage-point increase from elementary to high school

WHY IT MATTERS

READING
Chronically absent students are less likely to read on grade level by the end of 3rd grade.

GRADUATION
Chronically absent students are 4× more likely to drop out of high school than their peers.

ACHIEVEMENT
Higher chronic absence among classmates predicts lower reading and math achievement for all students.

OUR NEXT MOVE

PROTECT
Maintain elementary gains and intervene early.

PREVENT
Support students before attendance challenges become chronic.

INTENSIFY
Target high-school engagement, relationships, and family outreach.

WHAT DOES CHRONICALLY ABSENT MEAN? Missing 10% or more of the school year - approximately 17 days in a 175-day year - for any reason, including excused absences, unexcused absences, and suspensions. That is roughly 2 days per month.

DISTRICT IMPLEMENTATION - Leader training • articulated expectations • intervention schedule • updated family outreach • parent-call scripts • monthly focus on students in the 80-89% attendance range • school ABC goals • truancy teams • community partnerships • engagement within our classrooms •

EVERY DAY COUNTS.
Together, we can move Manchester toward 25% - and keep going.

MANCHESTER SCHOOL DISTRICT

TITLE: Update Student Conduct Codes & Definitions

COMMITTEE ON STUDENT CONDUCT MEETING OF: 9/16/26

ACTION: _____ CONSENT:_____ INFORMATION: X

BACKGROUND: The Safe & Supportive Schools framework includes systematic review of behavior data at both the school and district level. To improve data collection and align our reporting with state and federal requirements — and to simplify year-end reporting for administrators — we completed a crosswalk between our existing Aspen office referral codes and the state and federal reporting categories and guidelines. Through this process, duplicate codes were removed, gaps in existing behavior codes were identified, and new codes were created to close those gaps.

The attached table shows the ten categories used for State of NH Safe Schools reporting, along with the corresponding Aspen codes and definitions, as defined by the NH Department of Education's reporting instructions (also attached). Each code is leveled according to our existing Code of Conduct and applicable RSAs.School and District teams meet monthly to review behavior data in each school and across the district. Capturing this data throughout the year, in the same format used for year-end reporting, supports a proactive approach — allowing teams to identify school safety trends early and take action while issues can still be addressed. The previous Aspen codes did not provide the clarity needed to support this kind of timely, informed decision-making. The improved data will also support more targeted grant writing and resource allocation.

Beginning in October, this committee will receive monthly districtwide conduct dashboard reports, updated to reflect the new codes and overarching categories.

FISCAL IMPACT:

There is no fiscal impact. This is for informational purposes only.

FISCAL VERIFICATION: _____

RECOMMENDATION:

This item is for informational purposes only, no action is required.

Prepared by:

Stacy Champey
Exec Director Safe & Supportive Schools

Presented by:

Stacy Champey
Exec Director Safe & Supportive Schools

Approved by:

Kelly Espinola, Ed.D.
Asst. Superintendent Operations

Gary Hamer
Gary Hamer
Committee Chair

1. Violence With Physical Injury			
Level	Code	Description	Definition
Level 5	ASTW	Assault with weapon	Physical assault with a weapon that would be a felony if committed by an adult. *Requires medical attention.*
Level 5	BATT (new)	Battery	Battery (physical attack or harm): Examples include striking that causes bleeding, broken nose, and kicking a student while he or she is down. Consider age and developmentally appropriate behavior before using this category. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. (This offense may be referred to by law enforcement as aggravated assault.)
Level 5	SEXA (new)	Sexual assault	Will need to select: ☐ Rape or attempted rape
2. Violent Incident Without Physical Injury			
Level	Code	Description	Definition
Level 4	TRES	Trespassing	Entering the school building when not permitted
Level 4	VAND	Vandalism	Deliberate destruction of or damage to public or private property (Criminal Mischief)
Level 4	FALS	False Alarm	False alarm of fire, chemical/ biological weapon or substance or delivery of such weapon to school
Level 4	THEF	Theft	RSA 631 & 637
Level 4	BURG	Burglary	Entry into a building or onto property illegally with intent to commit a crime

Level 4	ARSN	Arson	Setting or attempting to set fires, detonation, of explosives, arson (RSA 634:1)
Level 5	ROBW (new)	Robbery with a weapon	**Robbery** is the taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.
Level 4	ROBNW (new)	Robbery without a weapon	
Level 5	THRTW (new)	Threat of physical attack **with weapon** Felonious criminal threatening by use of a deadly weapon RSA 631:4 IIa (i.e.gun, knife, bat)	Threats of destruction or harm: Any threat (verbal, written, electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, or causing damage to a school building, property, or to harm students & staff
Level 4	THRTOW (new)	Threat of attack **with *other weapon*** (i.e bomb, substances)	
Level 4	THRTNW (new)	Threat of physical attack **without** a weapon	
Level 3	FIGH	Fighting	Mutual participation in an incident involving physical violence where there is no major injury and NO weapons. **2 or more people.**
Level 4	RIOT	3 or more people ***Administrator decides if it's a fight or a riot***	Mutual participation in an incident involving physical violence where there is no major injury and NO weapons

Level 4	STAL	Stalking	Conduct targeted at a specific person which would cause a reasonable person to fear for his or her personal safety
Level 3	HAZE	Hazing	Any act directed toward a student, or any coercion or intimidation of a student to act or to participate in or submit to any act, when: (1) Such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person; and (2) Such act is a condition of initiation into, admission into, continued membership in or association with any organization.
Level 2	HARA	Harassment Non-Sexual (physical, verbal, or psychological)	Repeatedly annoying or attacking a student or group of students or other personnel that creates an intimidating or hostile educational or work environment. Physical, verbal, or psychological harassment.
Level 3	SEXH	Harassment, sexual (unwelcome sexual conduct)	Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Must report under Title IX.
Level 3	BULL	Bullying	"Bullying" means 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: (1) Physically harms a pupil or damages the pupil's property; (2) Causes emotional distress to a pupil; (3) Interferes with a pupil's educational opportunities; (4) Creates a hostile educational environment; or (5) Substantially disrupts the orderly operation of the school. (b) "Bullying" shall 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.

Level 3	CBULL (new)	Cyber Bullying	"Cyberbullying" means conduct defined in paragraph 1 undertaken through the use of electronic devices. Electronic devices include, but are not limited to, phones, text messages, computers, email, instant messaging, and websites.
3. Weapons Possession (No Injury)			
Level	Code	Description	Definition
Level 4	LWEA	Look alike weapon	Possession of look-alike weapons (Safe Schools-RSA 193-D)
Level 4	BIOL	Biological weapon	Chemical/biological weapon or substance or delivery of such weapon to school (i.e. tear gas)
Level 4	PELL	Pellet gun	Possession of air rifle,pellet gun,BB gun,paintball gun (RSA 193:13; RSA 193-D)
Level 5	GUN (new)	Possession of a firearm	A firearm is defined in Title 18 USC §921, Definitions as follows: • any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive • the frame or receiver of any such weapon • any firearm muffler or firearm silencer • any destructive device, such term does not include an antique firearm **Will need to select:** ☐ Handgun ☐ Rifle/shotgun ☐ More than 1 type of firearm ☐ Other
Level 4	ODD (new)	Possession of a weapon that is NOT a firearm Other Destructive Device	Any explosive, incendiary, or poison gas— ○ bomb, ○ grenade, ○ rocket having a propellant charge of more than four ounces,

		Explosive device	○ missile having an explosive or incendiary charge of more than one-quarter ounce ○ fireworks
4. Illicit Drugs			
Level	Code	Description	Definition
Level 2	PRESD (new)	In the Presence of Drugs	Type I offense - Knowingly in the **Presence** of Drugs & Alcohol
Level 4	POSSD (new)	Possession of Drugs	Type II offense - **Possession** or use of alcohol, tobacco, drugs, or paraphernalia - including using/have used, attempting to secure and/or purchasing the above
Level 4	SALE	Sale of Drugs or Alcohol	Type III offense - Intending and/or attempting to sell and/or distribute alcohol, tobacco, or other drugs
5. Alcohol			
Level	Code	Description	Definition
Level 2	PRESA (new)	In the Presence of Alcohol	Type I offense - Knowingly in the **Presence** of Drugs & Alcohol
Level 4	POSSA (new)	Possession of Alcohol	Type II offense - **Possession** or use of tobacco, drugs, alcohol or paraphernalia - including using/have used, attempting to secure and/or purchasing the above
6. Other Violent Incident			
Level	Code	Description	Definition
Level 3	ASTS	Assault on a student	Second degree assault - Assault on another student that causes injury - **but not severe bodily injury (use Battery)**
Level 4	ASTT	Assault on a teacher	Second degree assault - Assault on a teacher or staff that causes injury - **but not severe bodily injury (use Battery)**
7. Disruption			
Level	Code	Description	Definition

Level 1	DISB	Disruptive Behavior	**Examples:** Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. **Throwing objects without trying to injure another person.**
Level 1	UNPRV	Unprivileged Contact	Putting hands on others with no harm or injury. Physical altercation, minor - pushing, shoving, confrontation, tussle, that doesn't result in injury.
Level 3	RECK	Reckless Conduct	Recklessly engaging in conduct which places or may place another in danger of bodily injury. **Includes throwing objects that places someone in danger of bodily injury.**
8. Defiance			
Level	Code	Description	Definition
Level 1	RULE	Breaking school rules or District policies	Refusal to conform to the rules of the school, and/or school district policies - or staff directions
Level 1	OFFL	Offlimits	Being in an "off limits area - for example, closed stairwell
Level 1	ELEC	Electronics violation	Use of display of personal technology during school hours when prohibited **Will need to select field for:** ☐ Cellphone when it's added in Aspen
Level 2	INSU	Insubordination	**Repeated** refusal to follow directions or

			comply with school rules, unwilling to listen to authority
Level 2	LEAV	Leaving assigned area	Leaving school grounds when not permitted
Level 2	CUTS	Cutting class	Confirmed did not show up for lass even though was present in school. Skipping class, being out of class for extended period of time without permission
Level 2	INTR	Internet violation	Violations of internet use policy (BOSC Policy Students 129.1). Using websites that are NOT approved.
9. Inappropriate Language			
Level	Code	Description	Definition
Level 2	INAP	Inappropriate language	(Abusive language/Profanity) Verbal messages that include swearing, name calling or use of word in an inappropriate way.
10. Other			
Level	Code	Description	Definition
Level 1	TRDY	Tardy	Tardy to class
Level 1	PDAF	Public display of affection	Public display of affection
Level 1	CHEA	Cheating	Copy work from another student or source
Level 2	FORG	Forgery	Forging parent/guardian's signature on school documents
Level 2	GAMB	Gambling	Gambling
Level 3	PORN	Pornography	Possession of pornographic material

New Hampshire
Department of Education

2025-2026 School Safety Data Collection – ESSP Instructions

The School Safety Data collection is a yearly required data collection of all public schools. The due date for this collection is June 30th. State and Federal Accountability laws require the collection and/ or reporting of this data.

*Your MyNHDOE Account will need to have ESSP access to complete the School Safety Data Collection. Please contact your District's Local Security Administrator if necessary.

To Request Assistance please send a ticket via the ESSP Jira Help Desk Link.

Login to your MyNHDOE Account. https://my.doe.nh.gov/myNHDOE/Login/Login.aspx

Next select the ESSP Application.

In the first section titled**: New Forms**. You will see the School Safety Data Collection if it is accessible to complete. (If you have previously started this collection for the given school year you should see the form in either of the next two sections below titled**: In Progress Forms** or **Completed and Past Due Forms**.

Select the collection form for the school you would like to enter data to begin.

Most of this data collection is self-explanatory and uses logic for certain questions to reduce the time to complete this form and submit the data.

Section 1: Restraints and Seclusions

Section 1 refers to restraining or the seclusion of students per RSA 126-U.

1.1 : **Restraints** - The sum of 1.1.1 (Active/Ongoing investigations_ and 1.1.2 (Completed) will automatically fill in the total box.

1.1.3 :Report the number of restraint reports that occurred at a location other than school building and/or campus. (This number cannot be greater than the total from 1.1)

1.1.3.1: Report on the number of separate locations other than school building and/or campus a report occurred.

IF any are reported at a separate location a drop down will appear.

1.1.3.1.1 : This is to report the town location of this off campus incident.

1.1.3.1.2: Report number of reported incidents at this off campus location.

Then repeat as needed depending on number of off campus incidents/ locations.

1.2: Report the number restraints resulting in bodily injury of students this school year*

1.3 Report the number of restraints resulting in " serious injury or death" of students this school year as defined by RSA 126U:1,VI

1.4: **Seclusions** The sum of 1.4.1 (Active/Ongoing investigations_ and 1.4.2 (Completed) will automatically fill in the total box.

1.4.3 :Report the number of seclusion reports that occurred at a location other than school building and/or campus. (This number cannot be greater than the total from 1.1)

1.4.3.1: Report on the number of separate locations other than school building and/or campus a report occurred.

IF any are reported at a separate location a drop down will appear.

1.4.3.1.1 : This is to report on the town location of this off campus incident.

1.4.3.1.2: Report number of reported incidents at this off campus location.

Then repeat as needed depending on number of off campus incidents/ locations.

Section 2: Harassment

Section 2 relates to Title IX of the Education Amendments Act of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

There are three different types of counts that are required in answer boxes 2.1 through 2.15.

2.1 – 2.5: This question is requesting counts of incidents of harassment during the past school year. There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved.)

2.6 – 2.10: This question is requesting counts of students who were reported to have been harassed during the past school year.

2.11 – 2.15: This question is requesting counts of students who were disciplined for harassment.

Section 3: Bullying

Bullying is defined below. Due to similar content between harassment and bullying, please report what has been processed in your school as bullying.

In order to determine the difference between harassment and bullying, please consider the following;

RSA 193-F:3 Definitions –

I. (a) "Bullying" means 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:

(1) Physically harms a pupil or damages the pupil's property;

(2) Causes emotional distress to a pupil;

(3) Interferes with a pupil's educational opportunities;

(4) Creates a hostile educational environment; or

(5) Substantially disrupts the orderly operation of the school.

(b) "Bullying" shall 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.

II. "Cyberbullying" means conduct defined in paragraph I of this section undertaken through the use of electronic devices.

III. "Electronic devices" include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

IV. "Perpetrator" means a pupil who engages in bullying or cyberbullying.

V. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

VI. "Victim" means a pupil against whom bullying or cyberbullying has been perpetrated.

Source. 2000, 190:1. 2004, 205:1, eff. June 11, 2004. 2010, 155:2, eff. July 1, 2010. Subject: Pupil Safety & Violence Prevention Act

There are three different types of counts that are required in answer boxes 3.1 through 3.17.

3.1 – 3.4 : This section is to report the number of incidents reported, and investigated and during the past year.

3.5 – 3.10: This section is to report the basis of an investigated and actual bullying incident.

For this section the combined total incidents should be <u>at least</u> the same as the sum of (3.3 + 3.4)

It is possible for each category in this section to have the maximum equal to the sum of (3.3 + 3.4) as a single bullying incident could have more than one basis.

3.11 – 3.17: This section is to report other information relative to an investigated and actual bullying incident.

A single bullying incident could be reported in multiple categories in this section if applicable. The maximum possible for an individual box should be equal to the sum of (3.3 + 3.4)

Section 4: Student Discipline

These questions support RSA 193-E:3. There are two different types of counts that are required in this section.

4.1: This question is requesting counts of ***incidents*** which resulted in suspensions or expulsions for at least one day (i.e., count incidents and not days). There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved).

4.2 through 4.4: These questions are requesting counts of ***students*** who received in-school suspensions, out-of-school suspensions, or expulsions. If the disciplinary action involved a combination of out-of-school and in-school suspension report the incident under out-of-school suspension. In this case if there are multiple students involved in the same incident please count each student who was disciplined.

****Sections 4.2-4.4 are pre-filled with 0 in each box to speed up completing these sections. Enter the correct value in the grade appropriate box as needed.****

Include students at school or district-sponsored events not on school property who are removed for an entire school day because of disciplinary action.

In cases where there is more than one discipline reason, for example, weapons possession and violent incident with physical injury, report the most serious reason for removal. Use the following hierarchy for the most serious reason for the removal:

1. Violence with physical injury
2. Violence without physical injury
3. Weapons possession (no injury)
4. Drugs
5. Alcohol
6. Other Violent Incident, Weapons Possession, Drugs or Alcohol
7. Disruption
8. Defiance
9. Inappropriate Language
10. All Other

Violent Incident

Violent incidents may include, but are not limited to, the following:

• **Battery (physical attack or harm):** Examples include striking that causes bleeding, broken nose, and kicking a student while he or she is down. Consider age and developmentally appropriate behavior before using this category. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Include an attack with a weapon in this category. (This offense may be referred to by law enforcement as aggravated assault.)

• **Fighting (mutual altercation):** Mutual participation in an incident involving physical violence where there is no major injury.

• **Harassment, nonsexual (physical, verbal, or psychological):** Repeatedly annoying or attacking a student or group of students or other personnel that creates an intimidating or hostile educational or work environment.

• **Harassment, sexual (unwelcome sexual conduct):** Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

• **Homicide (murder or manslaughter):** Killing a human being.

• **Physical altercation, minor (pushing, shoving):** Confrontation, tussle, or physical aggression that does not result in injury.

• **Robbery (taking of things by force):** The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.

• **School threat (threat of destruction or harm):** Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, or causing damage to a school building or school property, or to harm students or staff.

• **Sexual battery (sexual assault):** Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy.

• **Threat/intimidation (causing fear of harm):** Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack. This category includes cyber-bullying. (This category only includes verbal incidents that cause fear. It does not include insubordination, lack of respect, defiance of authority, etc.).

Physical Injury

Incidents with injury include those in which one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.

Weapons Possession

Weapons possession is the possession of one of the following items:

- Handgun.
- Shotgun or rifle.
- Other type of firearm (e.g., devices designed to expel a projectile, grenade, explosive).
- Knife.
- Other sharp object (e.g., razor blade, ice pick, Chinese star).
- Other object (chain, brass knuckle, billy club, stun gun).
- Substance used as a weapon (mace, tear gas).

Illicit Drug Related

Drug-related incidents are events involving possession or use of substances that include tobacco or illicit drugs (including steroids, all prescription drugs for which the student does not have a prescription and inappropriate use of nonprescription drugs and other substances). Drug-related incidents will include the following:

- Possession or use of marijuana, hashish, or other cannabinoids on school grounds.
- Other illicit drugs possession or use on school grounds.
- Being under the influence of marijuana or illicit drugs on school grounds.
- Tobacco possession or use on school grounds.
- Inappropriate use of medication on school grounds.
- Trafficking or possession for sale of marijuana or other illicit drugs on school grounds.

Alcohol Related

Alcohol-related incidents are incidents where students:

- Possess or use alcohol on school grounds.
- Were under the influence of alcohol on school grounds.

Other Violent Incident, Weapons Possession, Drugs or Alcohol

Other reasons for a removal related to drug or alcohol use, violence or weapons possession. For the "Other" category, please **only** include expulsions/suspensions related to drug or alcohol use, violence or weapons possession. You may have other expulsions/suspensions that are not accounted for in this data collection. For example: include suspensions/expulsions due to possession of drug paraphernalia. Do not include students suspended or expelled for truancy.

Disruption

Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Defiance (Disrespect/Insubordination/Non-Compliance)

Refusal to follow direction, talking back and/or socially rude interaction.

Inappropriate Language (Abusive language/Profanity)

Verbal messages that include swearing, name calling or use of word(s) in an inappropriate way.

All Other

Include all other suspensions and/or expulsions not accounted for in the other categories (for example, suspensions due to tardiness). All of the categories added together should equal the total number of suspensions and expulsions.

Section 5: School Safety

There are two different types of counts that are required in this section.

5.1.1: These questions are requesting the count of firearms ***incidents*** which occurred during the school year. There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved.)

5.1.2: These question is requesting the count of ***students*** who were disciplined for possessing a firearm. In this case if there are multiple students involved in the same incident please count each student who was disciplined.

Which incidents should be reported in 5.1?

Any incident in which a student was found to have brought a firearm to school or possessed a firearm at school should be reported, even if the expulsion is shortened or no penalty is imposed.

If there were NO firearm incidents this school year then select No and you can move on to section 5.2.

What students should be reported 5.2?

Include **all** students who were found to have brought a firearm to school or possessed a firearm at school during the school year.

If there are firearm incidents reported in section 5.1 then there must be students disciplined in section 5.2. And the reverse is true. If there are students disciplined in 5.2 then there must be incidents reported in 5.1.

Include students **even if** the expulsion is shortened or no penalty is imposed.

Include students covered by the provisions of IDEA who brought a firearm to school or possessed a firearm at school even if it is determined that the incident is a manifestation of the student's disability.

Grade 15 – Post Graduate Students

This grade label is used to designate high school students who are enrolled in public high schools. All students reported under grade 15 must have completed grade 12.

The following students are *not* counted under grade 15.

I. Students who are repeating grade 12.

II. Dual credit students who have not completed grade 12; they should be counted in the grade to which they are assigned.

III. Students pursuing certification in a career and technical education (CTE) program while in high school (grade 12 or below); they should be counted in the grade to which they are assigned.

IV. GED participants; they should be counted under adult education (AE).

What items are not considered firearms?

Firearms do not include items such as toy guns, cap guns, bb guns, and pellet guns.

Firearm

A firearm is defined in Title 18 USC §921, Definitions as follows:

• any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;

• the frame or receiver of any such weapon;

• any firearm muffler or firearm silencer; or

• any destructive device, such term does not include an antique firearm

Handgun

For this data collection a handgun is any firearm small enough to be held in one hand when fired. It usually fires a single projectile or bullet, and additional ammunition may be available in a revolving mechanism or magazine.

Shotgun

For this data collection, shotgun is either a shotgun or a "short-barreled shotgun."

• The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger.

• The term "short-barreled shotgun" means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification or otherwise) if such a weapon as modified has an overall length of less than twenty-six inches.

Rifle

For this data collection, rifle is either a rifle or a "short-barreled rifle."

• The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger.

• The term "short-barreled rifle" means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches.

Other - Destructive device, any firearm that is not a handgun or a rifle or a shotgun

The term "destructive device" used in part (D) of the definition of "firearm" means

• any explosive, incendiary, or poison gas— bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the devices described in the preceding clauses;

• any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and

• any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

The term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684 (2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

IMPORTANT:

Annually, the NH DOE is required to submit data concerning Guns Free Safety Act compliance for each district to the US Department of Education. The NH DOE collects this information in this School Safety Data Collection. If none of the schools in a district submit this data collection then the NH DOE must report the name and address of the district to the US Department of Education. Prior to awarding any ESEA funds to a district that is not in compliance, the state must ensure that the district has:

(1) implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school; and

(2) included in its application for ESEA funds the assurance and other information required by the GFSA.

5.2 Persistently Dangerous Schools

These questions support RSA 193-G:1. Report only those incidents that occur within the school or on school grounds, during regular school hours, during a school-sponsored event, or during transportation of pupils to or from school, if such transportation is provided by the school district. Report all incidents, including those when the perpetrator is not a student or is unknown, when the victim is not a student, and without regard to any legal action.

An incident may be reported more than once; for example, a robbery in which the victim was seriously injured should be reported twice, as both assault and robbery.

5.2.1: "Homicide" covers all crimes which result in a death. This includes murder, manslaughter, negligent homicide and aiding in a suicide.

5.2.2: First or second degree assault are incidents in which the assailant purposely or recklessly causes serious bodily injury to another. **"Serious bodily injury"** is severe or protracted loss of health or function of any part of the body.

5.2.3: When the perpetrator of a sexual assault involving penetration uses physical force, the threat of force against the victim or others, his/her position of authority (teacher or health care provider), or the element of surprise, or takes advantage of a victim incapacitated by mental condition or intoxication, the incident is classified as aggravated felonious sexual assault. Use of force is not always a prerequisite, as this classification also includes any contact involving penetration if the victim is 13 to 15 years old and

5.2.4: A person is guilty of arson if he knowingly starts a fire or causes an explosion which unlawfully damages the property of another.

5.2.5: A class A felony robbery is any incident of theft where the perpetrator is armed, or reasonably appears to be armed, with a deadly weapon. It also includes incidents without a weapon when the perpetrator causes or attempts to cause death or serious injury.

References: Serious bodily injury, RSA 625:11; Homicide, RSA 630; First and Second Degree Assault RSA 631:1 and RSA 631:2; Aggravated Felonious Sexual Assault, RSA 632-A:2; Arson, RSA 634:1; Class A Felony Robbery, RSA 636:1,III; and Unlawful Possession or Sale of a Firearm or Other Dangerous Weapon, RSA 159. Statutes are available on-line at https://gc.nh.gov/rsa/html/indexes/default.aspx

Section 6: Truancy

6.1: Report the numbers of students who are habitually truant for 10 half days of unexcused absence during the school year. "Truancy" means an absence from school or class which has not been excused in accordance with RSA 189:35-a. Refer to your district's policy for definitions of excused absences.

Section 7: School Resource Officer

7.1: Report on the number of School Resource officers

7.2: Report on the average number of hours per week all reported School Resource officers work per week.

Please consider the following:

a. If the resource officer is shared between schools, please prorate his/her time and apply the appropriate number of hours to each school.

b. If the resource officer is used on an "as needed" basis, please estimate the average number of hours per week. **If the average is less than one hour, please indicate the number to be "one".**

c. Please include in the number of hours any off-campus time related to truancy, but do not include hours related to security for athletic or social events.

Section 8: School Behavioral Threat Assessment - Questions can be directed to the Office of Social & Emotional Wellness: Katherine.A.Leswing@doe.nh.gov

This is an optional section aimed at collecting data related to school threat assessment, a preventative process that focuses on the early identification and mitigation of school safety threats as they pertain to the behavioral health of the school community.

8.1 A school behavioral threat assessment team is also known as a behavioral intervention team (BIT). The National Behavioral Intervention Team Association (NaBITA) defines a behavior intervention team as "a multi-disciplinary group whose purpose is meeting regularly to support its target audience (students, employees, faculty, staff, community, workplace) via an established protocol designed to help detect early indicators of the potential for disruptive conduct, self-harm, and the risk of violence to others. The team tracks 'red flags' over

time, detecting patterns, trends, and disturbances in individual or group behavior. When a BIT receives reports of disruptive, problematic, or concerning behavior or misconduct (from co-workers, community members, friends, colleagues, etc), the team conducts an investigation, performs a threat assessment, and determines the best mechanisms for support, intervention, warning/notification, and response. The team then deploys its resources, and the resources of the community, and coordinates follow-up."

8.1.1 Indicate the total number of each position type represented on the team. If the exact position name is not listed, consider the responsibilities of the position and categorize accordingly. If no logical position type is listed, please use the "Other individual(s)" line. All numbers in 8.1.1.1-8.1.1.10 should add up to the total number of members that sit on the team.

8.1.2 Select all tools used by the team to assess behavioral threats.

8.1.3 "Individual" refers to any person within the school community (student, faculty, staff, caregiver of a student, etc.) who was assessed by the team.

8.1.3.1 Indicate the total number of individuals who received a clinical assessment (e.g. threat assessment) by a licensed professional. This professional could be within the school community or a community partner.

8.1.3.2 Indicate the total number of individuals who were determined as being a threat to themselves or others as a result of the threat assessment completed by a licensed professional.

8.1.3.3 Indicate the total number of individuals who were referred to a program or appropriate intervention (school-based, community-based, or a combination of both) as a result of their having been deemed a threat to themselves or others through the threat assessment process.

8.1.4 While there is often crossover in membership between a school's crisis team and its behavior intervention team, the primary purpose of a BIT is to *prevent* a crisis rather than to exclusively respond to one. The BIT does, however, often respond if a crisis does occur, as it may be able to provide important background or context for an incident. Further, in some schools, a single team may serve as both the threat assessment and crisis management team. Indicate the types of issues/crises to which a team as described above responded during the academic year. Only report responses by a crisis intervention team if that team also provides behavioral threat assessment as a primary function.

8.1.5 Indicate the total number of students directly involved in the issues/crises reported in 8.1.4.

8.2 Answer "yes" if the school has any kind of anonymous reporting solution (smartphone app, tip line or hotline, physical dropbox, website, etc.) in place for school community members to report school safety concerns. Do not include solutions that are in development and have not yet been implemented fully.

8.3. Answer "yes" if the school implemented any violence prevention program (e.g. Too Good for Violence) and/or awareness campaign (e.g. See Something, Say Something) with students during the school year.

8.3.1 Answer "yes" if any of the programs and/or campaigns have achieved evidenced-informed or evidence-based status. An evidence-informed or evidence-based program or practice has been validated by scientific research. If unsure, indicate that in the dropdown menu.

8.4 Answer "yes" if school personnel received any training specifically designed to educate them about responding to threats of violence or preventing violence *due to a mental health crisis*. Answer "no" if no violence prevention training was provided or if the training that was provided did not include instruction pertaining to mental or behavioral health crisis prevention or intervention.

Section 9: Suicide Prevention Education –

Questions can be directed to the Office of Social & Emotional Wellness:
Katherine.A.Leswing@doe.nh.gov

Senate Bill 282 was passed into law in August 2019 as RSA 193-J, Suicide Prevention Education. The law, went into effect July 1, 2020, requires public school districts and chartered schools to develop a

comprehensive suicide prevention policy and provide a minimum of two (2) hours of suicide awareness and prevention training to school personnel and volunteers.

9.1 Indicate whether or not the school or district has an existing suicide prevention policy in place that has been documented and disseminated to school community members. If so, further indicate, in 9.1.1, whether or not the existing policy is fully compliant with the law that went into effect July 1, 2020.

9.2 Indicate whether or not school personnel received any suicide awareness and prevention training during the school year and, if so, provide information about the total number of school personnel trained (9.2.1) and the type of training(s) provided (9.2.2-9.2.4). An evidence-informed or evidence-based program or practice has been validated by scientific research. If unsure, indicate that in the dropdown menu.

9.3 Indicate whether or not students received any suicide awareness and prevention training during the school year and, if so, provide information about the total number of students trained (9.3.1) and the type of training(s) provided (9.3.2-9.3.4). An evidence-informed or evidence-based program or practice has been validated by scientific research. If unsure, indicate that in the dropdown menu.

Section 10: Safe School Zones

Per RSA 193-D Schools are required to submit the total number of assaults committed against school employees, volunteers and visitors to the NH Department of Education at the conclusion of each school year.

10.1 Report the TOTAL number of assaults committed against school employees, volunteers, and visitors, in this previous school year.

Assault Definition RSA's:

First Degree Assault -RSA 631:1

Second Degree Assault - RSA 631:2

Simple Assault - 631:2a

Aggravated Felonious Sexual Assault -RSA 632-A:2

Example) Four assaults against employees, two assaults against volunteers during the 2024-2025 school year.

(4 + 2 = 6 Total Assaults) **Six** would be the Total Assaults Reported for this question.

Multiple Offenders: If multiple offenders were involved in the same incident, count the incident only once NOT the number of offenders.

To Request Assistance please send a ticket via the ESSP Jira Help Desk Link.