

USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The Superintendent is encouraged to seek funding for additional AEDs from the State's AED Fund established under RSA 200:40-d. See also Board policy {**} JLCJA.

The use/administration/maintenance of the AED is subject to the following conditions:

A. Location of the AED (s). The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies, and shall not be located in an office or be stored in a location that is not easily and quickly accessible. The AED location(s) shall be in accordance with guidelines set by the American Heart Association or other nationally recognized guidelines focused on emergency cardiovascular care.

Additionally, for schools which include any of grades 6-12, at least one AED shall be located at and readily accessible for use in responding to cardiac emergencies at each athletic event or venue where practices and competitions are held for use and in which students of the school are participating.

B. Training and Use of AED . AEDs should, when possible, be administered by those employees designated as "anticipated responders" by the Principal, in consultation with the school nurse. Schools that include any of grades 6-12 shall have an individual trained in cardiopulmonary resuscitation supervise organized school-sponsored sports activities in which pupils of the school are participating. In the absence of such trained personnel, other persons may administer the AED provided they do so in good faith.

Anticipated responders are those who have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from the American Heart Association or other nationally recognized organization or association focused on emergency cardiovascular care.

C. Liability Limited. The District, and persons administering the AED(s) in good faith and without compensation, renders emergency care by the use of an automated external defibrillator shall not be liable for civil damages for any acts or omissions unless the acts or omissions were grossly negligent or willful and wanton.

D. Maintenance. AEDs will be maintained by the School Nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

E. Registration of AED(s). In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety within 30 days of acquisition of the AED. Information regarding registration may be found at NH Dept. of Safety - AED Registration (link tested 2025.11.11).

F. Incident Reporting. Each instance of administration of an AED shall be reported pursuant to Board policy EBBB.

- AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS**District Policy History:**

Second reading/adopted: 9/16/2013

District revision history: Reviewed 09/09/2021/ Reviewed 09/16/2025/ Reviewed 02/05/2026

Revised:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 153-A:28-33

RSA 200:40

200:40-c

RSA 200:40-d

Description

Automated External Defibrillation

Emergency Care RSA

Emergency Plans for Sports Related Injuries

AED Fund

Cross References

EBBB

EBBC

EBBC-R(1)

Description

Accident Reports

Emergency Care and First Aid (dually coded with JLCE)

Emergency Care and First Aid (dually coded with JLCE)

- First Aid Directions/Emergency Care for Sickness and Accidents

JLCE

Emergency Care And First Aid (dually coded with EBBC)

JLCJ

Concussions and Head Injuries

JLCJA

Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation

EMPLOYEE-STUDENT RELATIONS

Staff members are expected to maintain courteous and professional relationships with students, maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries.

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

A. Prohibited Interactions.

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

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

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged and prohibited Board Policy Manual NHSBA Policy Management Console when the gift is of more than de minimis value or is directed to an individual student.
3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.

EMPLOYEE-STUDENT RELATIONS

9. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.
10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
12. Staff members shall not be alone in a room with a door closed, a locked door, or with the lights off.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites, consistent with the provisions of Policy GBEBD.
14. Unless following a published District emergency health or medical emergency protocol or policy, staff shall not accompany or transport a minor to any medical appointment, mental health appointment or visit that includes any type of mental health evaluation, treatment, or counseling, or any other health related appointment or visit, without the knowledge and approval of the minor's parent or guardian.

B. Violations and Reporting Violations.

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

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

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

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

C. Dissemination of Policy.

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

EMPLOYEE-STUDENT RELATIONS

District Policy History:

Adopted: 08/19/2013

District revision history: Reviewed 06/21/2021 Reviewed 02/05/2026

Revised:

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Cross References

Description

GBEA
GBEAB

Staff Ethics
Mandatory Code of Conduct Reporting - All
Employees

GBEB
GBEBD

Staff Conduct
Employee Use of Social Networking Websites

JLC
JLCDA

Student Health Services & School Nurses

JLIA

Medical Treatment - Parental Consent

JLP

Supervision of Students

Parental Notification of and Involvement in Student
Welfare

**ADVANCED COURSEWORK/ ADVANCED PLACEMENT COURSES AND STEM DUAL
AND CONCURRENT ENROLLMENT PROGRAM****A. Advanced Course Work/Advanced Placement Courses**

Any student who is capable of and wishes to do advanced coursework or take advanced placement classes while in high school should be permitted to do so. If advanced coursework or advanced placement courses are not available within the School District, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes or earning related credit. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through remote learning course Extended Learning Opportunities (ELO's), or other suitable means.

Credit may be given, provided the course comports with applicable District policies (see Board policy {**} IK) and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10 through 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits Board Policy Manual NHSBA Policy Management Console by enrolling in STEM (science, technology, engineering, and mathematics), STEM-related courses designated by the Community College System of New Hampshire ("CCSNH"), and/or career and technical education courses.

Although there is no limit to the number of credits a student may earn per academic year through the Dual and Concurrent Enrollment Program, pursuant to RSA 188-E:27, II, students enrolling in courses exceeding a total of 4 credits (see Board policy {**} IK) are responsible for all costs above and beyond 4 credits in an academic year.

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;

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6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; and
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy {**}IKFG.

District Policy History:

Adopted: 02/16/2009

District revision history: Reviewed 12/02/2021 Reviewed 02/05/2026

Revised: 01/21/2020

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

Description

RSA 188-E:25 through RSA 188-E:26-28

Dual and Concurrent Enrollment Program

Cross References

Description

IHBB

Programs for Gifted and Talented Students

IHBH

Extended Learning Opportunities

IHBH-R(1)

Extended Learning Opportunities - Application

IHBH-R(2)

Extended Learning Opportunities - Memorandum of

Understanding for Extended Learning Opportunities

IK

Earning of High School Credit - Achievement of Competencies

IKF

High School Graduation Requirements

IKFG

Career Exploration, Readiness, Pathways & Credentials IMBA

Remote Learning

IMBC

RESCINDED - Alternative Credit Options

Franklin Board Policy**Category: Optional****Section: I****Code: IMBD****High School Credit for 7th and 8th Grade
Advanced Course Work**

Students in 7th or 8th grade may take advanced courses and upon achieving the competencies consistent with graduation can apply the credit of those courses toward high school graduation, provided the course demonstrates content standards and competency requirements consistent with the related high school courses or competencies. and the student achieves satisfactory standards of performance. School

Board policies relative to assessment, mastery and competency shall apply.

The high school principal shall approve such coursework and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.

District Policy History:

1st Read: 1/20/2025

Second reading/adopted:

District revision history: 1st Adoption: 9/16/2013

Reviewed: 7/6/2021 Revised:

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Cross References**Code****Description****IHBB**Programs for Gifted and Talented Students**IK**Earning of High School Credit - Achievement of Competencies**IMBC**RESCINDED - Alternative Credit Options

PATRIOTIC EXERCISES

Constitution and Citizenship Day

In accordance with federal law, the District shall offer an education program(s) each year on Constitution Day and Citizenship Day to commemorate the September 17, 1787 signing of the United States Constitution and recognize all who, by coming of age or by naturalization, have become citizens. The Superintendent or his/her designee shall establish administrative guidelines ensuring that the District observes Constitution Day and Citizenship Day properly and in a manner befitting the importance of the event.

During the weeks of Memorial Day and Veterans Day, the District will devote time for exercises of a patriotic nature, including a discussion of the words, meaning, and history of the Pledge of Allegiance and the Star Spangled Banner. These exercises may include speakers, instruction, presentations, and other events as appropriate. Federal Constitution exercises may include recognition of the New Hampshire constitution as well as exercises related to rights and responsibilities as citizens.

Pledge of Allegiance

Every school shall establish a period of time during each school day for the recitation of the Pledge of Allegiance. Pupil participation shall be voluntary. Pupils who do not participate in the recitation may sit or stand as they choose, but shall respect the rights of those pupils electing to participate.

Display of Flags of the United States and State Flags.

Each schoolhouse of the District shall have and display prominently outside the school, at least one state and American flag, each being no less than 5 feet in length. If possible, the two flags will be displayed on separate staffs of the same height. If the two flags are displayed on the same staff, the American flag will be displayed above the New Hampshire flag. Additionally, the principal assembly room of each schoolhouse shall likewise have the two flags conspicuously displayed. The flags will be lowered to half-mast whenever the Governor orders the lowering of flags on state property. Flags shall be replaced whenever they become torn or unduly worn.

The Board authorizes the Superintendent and each Building Principal to accept the donation of the United States and the New Hampshire flags and display apparatus from State agencies, private groups, or individual citizens, and to determine the location of the flags in the classrooms or on school property. Upon receipt of an American flag or a New Hampshire state flag, priority for display shall be in any classroom where none is already displayed.

General John Stark Day

New Hampshire observes General John Stark day on the second Monday in April. Schools in the District shall commemorate the day with appropriate educational activities.

District Policy History:

1st Read: 1/20/2025

Second reading/adopted:

District revision history: Adopted: 9/16/2013

Reviewed: 7/6/2021 Revised:

**CHANGE OF CLASS OF SCHOOL OR ASSIGNMENT BEST INTERESTS AND
MANIFEST HARDSHIP***Related Policies: JFAB*

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

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

A. Best Interest Re-Assignment – Determination by Superintendent.

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

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

1. Procedure for Best Interest Assignments to a School/Academy Within the District.

a. Request for Change of Assignment Within District. In order to initiate consideration of a reassignment within the current school, or to a public school, public academy or approved private school within the District, the parent/guardian shall submit to the Superintendent a written request indicating the specific school requested. The parent/guardian is encouraged, but not required, to provide information as to how the child's interests are served by the change in assignment.

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

b. Reassignment Determination. In determining whether to grant a request to change a student's current assignment within the current school or to another public school/academy or approved private school within the District, the Superintendent will only consider whether the school has the ability to accommodate the student based upon "existing school capacity."

If the Superintendent determines that the requested school within the District does not have the ability/capacity to accommodate the student and therefore denies the request, the Superintendent

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will give written notice to the parent/guardian with the reason the request was denied. The parent/guardian is encouraged to provide a supplemental written statement to the Superintendent with any additional information that the parent/guardian believes is relevant to the initial request. The Superintendent will review the additional information and inform the parent/guardian of the decision within 5 school days.

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

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

2. Procedures for Best Interest Assignments to a School Outside the District.

A change in assignment to a school/academy outside of the District under this section requires a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs (Note: if the public school/academy is an open enrollment school, the parent/guardian need not use this process).

a. **Change of Assignment Request.** In order to initiate consideration of a reassignment to a public school, a public academy or approved private school outside of the District ("school outside the district") based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant the change. To facilitate a determination, such application should also include any additional information described in paragraph A.1.a.iii, below. The written request should be mailed or hand-delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.

b. **Reassignment Meeting and Review of Request.**

i. Upon receiving a request to change assignment to a school outside the District, the Superintendent will schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the written request.

ii. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to a specific school outside the District.

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

iv. The Superintendent may present such information as he or she deems appropriate.

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

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c. Determination Whether Reassignment is in Best Interest.

Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).

i. Finding that Change is in Student's Best Interest. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate the process to implement the student's transfer to a school outside the district (requires agreement of the other school/district).

ii. No Finding that Change is in Student's Best Interest. If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy. The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

3. Tuition Determination.

a. Public Academy Within the District. A student whose assignment is changed to a public academy within the district, then tuition will be based upon outstanding agreements between the District and the public academy.

b. Public School or Academy Outside the District. If a student is to be reassigned to a public school or academy in another school district following a best interest determination, the Superintendent shall work with the Superintendent or senior education official of the receiving school district/academy to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment; such approval shall be consistent with the Board's ordinary manifest approval procedures.

c. Approved Private School Either Within or Outside of the District. If the student is reassigned to an approved private school under this policy, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition District in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance. Any such Agreement shall be subject to approval by the school board on behalf of the School District and shall be at the sole discretion of the School Board with due consideration given to the fiscal impact of such approval of the District, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.

The Superintendent shall assure that the reassignment to an approved private school is placed on the agenda for the next regularly scheduled Board meeting.

d. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student

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reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy {**}JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

4. Transportation.

Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian. Transportation within the District will be consistent with the transportation policies of the District for the public, charter and private schools located within the District.

5. Annual Review of Decision.

A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the Superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at his/her discretion waive the review when he/she deems such to be appropriate.

6. Review/Appeal of Decision.

The decision of the Superintendent relative to best interest reassignments shall be final and any appeal shall be limited to the process set forth in Section B, below.

B. Manifest Educational Hardship – Determination by School Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined.

As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.

2. Procedure for Determination of Manifest Educational Hardship.

a. Within thirty (30) days after receipt of the Superintendent's written determination denying a request for change of assignment as described in Section A, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.

b. The Superintendent shall duly notify the school board that the parent/guardian has requested a

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manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non- public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c). The hearing will be held following the procedures set forth under NH Dept. of Education rules Ed 204.01, and Ed 307.01(f).

c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student [{if applicable} attend another public school, public academy, or approved private school in the District, or] attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.

d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will provide the means for the Board to establish an adequate record of the hearing.

e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable. (Note: The clear and convincing standard differs from the "preponderance of the evidence" standard, which only requires that evidence indicates that the contention is more likely than not.)

f. The Board will render its decision in writing within seven days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education rule Ed 204.01(d) and (e)).

3. Finding of Manifest Educational Hardship.

If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student [{if applicable} another public school, public academy, or approved private school in the District, or] to a public school, public academy, or approved private school in another district.

4. Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education.

If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Education Rule Ed 204.01(g). If a parent/guardian believes that denial of a re-assignment under this policy is based upon the child's disability, the

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parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.

5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship.

If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend a public school or a public academy in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

6. Transportation: Transportation for a student reassigned to a school in another district under this Section B (manifest educational hardship) shall not be the responsibility of the District unless otherwise ordered by the SBOE.

7. Annual Review of Manifest Hardship Determination.

A reassignment on the basis of manifest educational hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the manifest educational hardship still exists, with the understanding that the Board may, at its discretion, waive the review when it deems such to be appropriate.

C. Admission Requirements.

Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

D. Statutory Reassignment Limit.

Pursuant to RSA 193:3, III-a(d), the total reassignments or transfers made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.

E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation.

Pupils reassigned under this policy will be counted in the average daily membership in residence ("ADMR") of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the district to which the pupil was assigned.

F. Notice to the Department of Education.

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

CHANGE OF CLASS OF SCHOOL OR ASSIGNMENT BEST INTERESTS AND
MANIFEST HARDSHIP**G. Special Education Placements.**

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

District Policy History:

Adopted: 01/2024

District revision history: Reviewed 02/05/2026

Revised:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes**Description**

RSA 189:1-a	Duty to Provide Education
RSA 189:6	Transportation of Pupils
RSA 193:14-a	Change of School Assignment; Duties of State Board of Education
RSA 193:3	Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance
RSA 193:4	District Liability for Elementary or Junior High School Tuition
RSA 354-A:28	Procedure on Public School Complaints

NH Dept of Ed Regulation**Description**

N.H. Code Admin. Rules Ed 204.01	Board Hearings
N.H. Code Admin. Rules Ed 307 (formerly Ed 320)	Manifest Educational Hardship

Cross References**Description**

AB	New Hampshire Parental Bill of Rights
IIB	Class Sizes and Student-Educator Ratios
JEBA	Early Entrance into Kindergarten
JFAA	Admission of Resident Students
JFAB	Admission of Tuition and Non-Resident Students
JG	Assignment of Students to Classes and Grade Levels

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING**A. Purpose and Intent.**

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

1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a). This policy is intended to comply with and implement RSA 193-F. Bullying, in any form—whether physical, verbal, social, or cyber—is strictly prohibited and will not be tolerated. This policy defines bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.

2. Protection of all School Aged Children - RSA 193-F:4, II(c). This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the District and regardless of status.

3. Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b). This policy prohibits retaliation or false threats against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying.

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

1. "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 any student which:

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

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

Bullying prohibited and covered by this policy includes any action or communication described above that

- a. Physically harms a student or damages the student's property;
- b. Causes emotional distress to a student;
- c. Interferes with a student's educational opportunities;
- d. Creates a hostile educational environment; or
- e. Substantially disrupts the orderly operation of the school.
- f. occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property; or
- g. Occurs off of school property or outside a school-sponsored activity or event, if the conduct

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or any school-sponsored activity or event.

2. "Cyberbullying" means conduct defined above as bullying committed or undertaken through the use of electronic devices. Unless the context indicates otherwise, the term "bullying" as used in this policy will include acts of cyberbullying.

3. "Electronic devices" includes, but is not limited to, telephones, cellular or smartphones, computers, pagers, or any other device which is used for or can transmit: voice calls or messages; electronic mail; text/instant or other verbal messaging; images or videos; and websites.

4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent", shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.

5. "Perpetrator" means a student who engages in bullying or cyberbullying.

6. "Principal" shall mean and include the building Principal or other senior building administrator of a school, as well as any qualified person appointed by the Principal to carry out all or some Principal functions as described in this policy.

7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or an effort to prevent) a victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.

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

9. "Staff" means and includes all district, school or SAU employees, designated volunteers (as defined in Board policy {**} GBCD), or other volunteers who are regularly on school property, or who have significant contact with students, and any employees of a company under contract to the District or SAU and who have significant contact with students.

10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.

11. "Superintendent" means the Superintendent (Senior Education Official) or other person designated by the Superintendent to carry out all or some Superintendent functions as described in this policy.

12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

C. Retaliation - RSA 193-F:4, II(b).

Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy. Upon receiving any report of bullying or cyberbullying, the Principal will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

investigation.

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

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

D. Procedures for Reporting Bullying, Cyberbullying, Retaliation or False Accusations- RSA 193-F:4, II(f).

At each school, the Principal is responsible for receiving reports or complaints of bullying or cyberbullying.

1. Student Reporting. Any student who believes he or she has been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the Principal, or to a school district employee or volunteer that the student feels more comfortable making the report.

2. Staff Reporting. Any school employee or volunteer who receives a report of, witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the Principal as soon as possible, but no later than the end of that school day.

3. Parent Reporting. Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the Principal.

4. Report Forms. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.

5. Anonymous Reports. The Principal may develop a system or method for receiving anonymous reports of bullying within the building. Although students, parents, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary verification.

E. Actions Upon Receipt of Report of Bullying or Cyberbullying.

1. Receipt of Report. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section F of this policy, shall assess

a. the need for a plan to protect students against retaliation,

b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy {**} AC (if so, the Principal shall confer with the District staff member(s) charged with handling such discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations)); and

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193- D:4 and Ed 317.05.

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

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

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

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, and shall be confidential to the extent permitted by law. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. The investigation should include review of any available surveillance recordings subject to the provisions of Board policies {**} ECF and {**} EEAA.
4. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications, consistent with Board policy {**} JIH and RSA 189:6. The Principal may not, however, require or request a student to disclose or to provide access to a personal social media account through the student's user credentials.
5. Factors the Principal or other investigator may consider all relevant facts and circumstances during the course of the investigation, including but not limited to:
 - a. Description of incident, including the nature of the behavior;
 - b. How often the conduct occurred;
 - c. Whether there were past incidents or past continuing patterns of behavior;
 - d. The characteristics of parties involved, (name, grade, age, etc.);

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

- e. The identity and number of individuals who participated in bullying behavior;
- f. Where the alleged incident(s) occurred;
- g. Whether the conduct adversely affected any student's education or educational environment;
- h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident;
- i. Whether the conduct violated any District or school policies or rules; and
- j. The date, time and method by which parents or legal guardians of all parties involved were first contacted.

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

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

G. Completion of Investigation and Report.

1. Investigative Determination and Report. Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation, shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the school.

2. Communication with Students and Parents Upon Completion of Investigation - RSA 193-F:4, II(m).

- a. The Principal will meet promptly with each student directly involved in the incident(s) and communicate the general investigative determination as to whether the allegations of bullying/cyberbullying were substantiated, and any initial consequences or interventions appropriate to the determination.

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

b. Within 10 school days, the Principal will notify the parents of the alleged victim and of the alleged perpetrator regarding the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the Principal will also send a letter confirming earlier determination to the parents within 2 school days confirming the earlier notification.

c. If the parents request, the Principal shall schedule a meeting with them to further explain the investigative determination.

d. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the District will not disclose educational records of students, including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

3. Appeals. i A parent aggrieved by the investigative determination of the Principal may appeal the determination in accordance with the standards and procedures set forth for Level II and Level III appeals in Board policy {**} ACA.

4. Additional Reporting Requirements.

a. Reporting Substantiated Incidents - RSA 193-F:4, II(l). The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

b. Department of Education Reports - RSA 193-F:4, II(g). The Principal shall be responsible for completing such reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with NHED, the report/form or the information required for the report/form shall be completed/compiled within 10 school days following an investigative finding of a substantiated bullying/cyberbullying report. The Principal or designee shall retain a copy and shall forward one copy to the Superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.

c. Reporting to NH Department of Education - RSA 193-F:6, I. The Superintendent shall annually report the District's substantiated incidents of bullying to the New Hampshire Department of Education. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.

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

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

1. Interventions and Other Remedial Measures. Examples of interventions and remedial measures include, but are

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

not limited to:

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

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

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

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

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

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

2. Students. All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, website, etc.).

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

The Superintendent, in consultation with staff, will, to the extent reasonably possible, integrate student

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

3. Parents. The Superintendent will ensure that all parents are annually provided with a copy of this policy or informed in writing where a copy of the policy may be located on the District and/or school's website. Student/family handbooks will include information of the District/school's anti-bullying program, as well as the means for students to report bullying acts either experienced or witnessed, and how parents, themselves, may inform/report to the school when they believe their child is being bullied or is bullying other students and encourage their children to report bullying when it occurs.

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

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

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

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

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

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

District Policy History:

Adopted: 02/18/2008

District revision history: Reviewed 06/13/2022 Reviewed 02/05/2026

Revised: 03/18/2019

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes**Description**

RSA 189:70	Educational Institution Policies on Social Media
RSA 193-D:4	Written Report Required (Safe School Zones)
RSA 193-F	Pupil Safety and Violence Prevention
RSA 193-F:3	Definitions (Pupil Safety and Violence Prevention)
RSA 193-F:4	Policy Requirements (Pupil Safety and Violence Prevention)
RSA 193-F:7	Immunity (Pupil Safety and Violence Prevention)
RSA 570-A:2	Capture of Audio Recordings on School Buses Allowed

NH Dept of Ed Regulation**Description**

N.H. Code Admin Rules Ed 317.05	Reporting Procedures for Acts of Theft, Violence, or Destruction
N.H. Code Admin. Rules Ed 204.01	Board Hearings
N.H. Code Admin. Rules Ed 306.04(b)(7)	Student Harassment
N.H. Code Admin. Rules Ed 317	Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process
N.H. Code Admin. Rules Ed 317.04	Suspension and Expulsion of Pupils Assuring Due Process
	Disciplinary Procedures

Cross References**Description**

AC	Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan
AC-R(2)	Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information
ACAC	Prohibition of Sexual Harassment: Policy and Grievance Procedures
EBCA	Crisis Prevention and Emergency Response Plans
ECAF	Audio and Video Surveillance on School Buses
EHAG	Use of Generative Artificial Intelligence
GBEAB	Mandatory Code of Conduct Reporting - All Employees IHBA
IHBA-R(1)	Programs for Pupils with Disabilities
JIC	Programs for Pupils with Disabilities - Section 504 - Notice of Parent & Student Rights
JICD	Student Conduct
JICD-R(1)	Student Discipline and Due Process
JICDD	Student Discipline and Due Process - Memorandum of Understanding
JLF	Student Discipline/Out-of-School Actions
	Reporting Child Abuse or Neglect

PUPIL SAFETY AND VIOLENCE PREVENTION- BULLYING

JLF-F(1)

KFA

KFA-R(1)

Reporting Child Abuse or Neglect - Report Form

Conduct on School Property

Conduct on School Property - Assaults

**EMERGENCY PLAN FOR SPORTS RELATED INJURIES AND ADDITIONAL PROTOCOLS
FOR ATHLETICS PARTICIPATION**

A. Creation of Plan. No later than August 1, 2022, the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director and school nurse(s)], shall establish and maintain a “Sports Injury Emergency Action Plan” (at times referred to in this policy as the “Plan”) for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

1. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school-sponsored sports or other athletic activity Board Policy Manual NHSBA Policy Management Console
2. List the employees, team coaches, and licensed athletic trainers in each school who are trained in compliance with the American Heart Association or other nationally recognized organization or association focused on emergency cardiovascular care, in first aid, cardiopulmonary resuscitation (CPR), and the use of Automated External Defibrillators (AEDs);
3. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
4. Identify the activity location, address, or venue for the purpose of directing emergency Personnel;
5. Identify the equipment and supplies and location thereof needed to respond to the emergency;
6. Require placement of, and training relative to, Automated External Defibrillators consistent with Board policy {**}EBBCA and in accordance with guidelines established by the American Heart Association or other nationally recognized guidelines;
7. Identify the location of any automated external defibrillators ("AED"s) as determined pursuant to Board policy {**}EBBCA;
8. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association; and
9. Require that all school-sponsored sports activities for any of grades 6-12, in which a student is participating, be supervised by a person trained in CPR.

B. Dissemination of Sports Injury Emergency Action Plan. The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.

C. Additional Written Protocols and Procedures Required. No later than August 1, 2022, the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director, and school nurse(s)], shall develop written procedures and protocols as described below:

**EMERGENCY PLAN FOR SPORTS RELATED INJURIES AND ADDITIONAL PROTOCOLS
FOR ATHLETICS PARTICIPATION**

1. Hydration, Heat Acclimatization and Wet Globe Temperature – Protocols relating to hydration, heat acclimatization and wet bulb globe temperature (feels like temp) as established by the American College of Sports Medicine and the National Athletic Trainers' Association;
2. Student Medical History – Procedures for obtaining student-participant medical information \ for each student athlete prior to engaging in sports. Such information must include:
 - a. injury or illness related to or involving any head, face, or cervical spine;
 - b. cardiac injury or diagnosis;
 - c. exertional heat stroke;
 - d. sickle cell trait;
 - e. asthma;
 - f. allergies; or
 - g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

3. Student Return to Play - Procedures governing a student's to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy {**}JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

D. Annual Review and Update. The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan. The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy {**}EBCA).

All schools with grades 4-12 were required to have a Plan by the start of the 2024-24 school year. As most districts are aware, HIPAA does not apply to student records, including health records, maintained by the District. Accordingly, maintaining such information in the same manner as other student health records should be sufficient. Consult with District counsel for specific inquiries.

Franklin Board Policy**Category: Priority/ Required****Section: J****Code: JLCJA****EMERGENCY PLAN FOR SPORTS RELATED INJURIES AND ADDITIONAL PROTOCOLS
FOR ATHLETICS PARTICIPATION**

District Policy History:

Adopted: 12/2024

District revision history: Reviewed 02/05/2026

Revised:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes**Description**

RSA 153-A:28-33

Automated External Defibrillation

RSA 200:40

Emergency Care

RSA 200:40-c

Emergency Plans for Sports Related Injuries

Federal Regulations**Description**

34 CFR. Part 99

Family Educational Rights and Privacy Act
Regulations**Federal Statutes****Description**

20 U.S.C. §1232g

Family Educational Rights and Privacy Act (FERPA)

Cross References**Description**

EBB

School Safety

EBBB

Accident Reports

EBBC

Emergency Care and First Aid (dually coded with JLCE)

EBBC-R(1)

Emergency Care and First Aid (dually coded with JLCE)
- First Aid Directions/Emergency Care for Sickness and
Accidents

EBBCA

Use and Location of Automated External Defibrillators

EBCA

Crisis Prevention and Emergency Response Plans

JJA

Student Activities & Organizations

JJA-R(1)

Student Activities & Organizations - Eligibility
Standards

JJIB

School Sponsored Athletic Programs

JLCE

Emergency Care And First Aid (dually coded with
EBBC)

JLCJ

Concussions and Head Injuries

Franklin Board Policy**Category: Priority/ Required****Section: J****Code: JLIA****Supervision of Students**

The Board is committed to ensuring that students are appropriately supervised at times when the District is responsible for providing for the safety of students with a reasonable duty of care and supervision.

The Building Principal is responsible for promoting and providing for student safety on all school property, both on school property and during school-sponsored activities off school grounds. For the purposes of this policy, "school property" shall include: all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds, buses and vans, whether public or private. Among other things, execution of this responsibility means delegation of supervisory responsibilities for all such activities, and ensuring that sufficient protocols for emergency response and communication are in place for all activities.

Without limiting the above, students should be under the supervision of a member of the school staff at all reasonable times while they are in school or attending school-sponsored activities on and off school property. All school staff have a duty to help ensure the safety of students even when such staff are not specifically scheduled for supervisory duty.

All dangerous conditions in the school should be reported at once to the Building Principal.

In schools where bus transportation is provided, the supervisory duties shall include the loading and unloading, when necessary, of the students at the school.

The Superintendent and Building Principal are authorized to establish administrative rules and/or regulations in furtherance of this policy.

District Policy History:

1st Read: 1/20/2025

Second reading/adopted:

District revision history: 1st Adoption: 8/23/2022

Reviewed: 12/16/2025 Revised:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Cross References**Code****Description**

EBB

School Safety

EEA

Student Transportation Services

GBEBB

Employee-Student Relations

JLIF

Receipt and Use of Sex Offender Registry Information

JLIF-R(1)

Receipt and Use of Sex Offender Registry Information

ADVANCED COURSEWORK/ ADVANCED PLACEMENT COURSES & STEM DUAL & CONCURRENT ENROLLMENT PROGRAM**A. Advanced Course Work/Advanced Placement Courses**

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. If advanced course work or advanced placement courses are not available within the School District, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes or earning related credit. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, a private school, through remote learning courses, Extended Learning Opportunities (ELO's), or other suitable means. Credit may be given, provided the course comports with applicable District policies (see Board policy {**} IK) and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10 through 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and Board Policy Manual NHSBA Policy Management Console College credits by enrolling in STEM (science technology, engineering, and mathematics), STEM-related courses designated by the Community College System of New Hampshire ("CCSNH"), and/or career and technical education courses.

Although there is no limit to the number of credits a student may earn per academic year through the Dual and Concurrent Enrollment Program, pursuant to RSA 188-E:27, II, students enrolling in courses exceeding a total of 4 credits (see Board policy {**} IK) are responsible for all costs above and beyond 4 credits in an academic year.

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;

**ADVANCED COURSEWORK/ ADVANCED PLACEMENT COURSES & STEM DUAL &
CONCURRENT ENROLLMENT PROGRAM**

6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; and 10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy {**}IKFG.

District Policy History:

Adopted: 02/16/2009

District revision history: Reviewed 02/05/2026

Revised: 1/21/2020

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 188-E:25 through RSA 188-E:26-28

Description

Dual and Concurrent Enrollment Program

Cross References

IHBB

IHBH-R(1)

IHBH-R(2)

IK

IKF

IKFG

IMBA

IMBC

Description

Programs for Gifted and Talented Students IHBH

Extended Learning Opportunities

Extended Learning Opportunities - Application

Extended Learning Opportunities - Memorandum of

Understanding for Extended Learning Opportunities

Earning of High School Credit - Achievement of

Competencies

High School Graduation Requirements

Career Exploration, Readiness, Pathways &

Credentials

Remote Learning

RESCINDED Alternative Credit Options

___ Laurie Cass
 ___ Jane Cote
 ___ Liz Cote
 ___ Marie Danforth
 ___ Jack Finley
 ___ Adam Heath
 ___ Michael Lombardo
 ___ Ruth MaGina
 ___ Kayla Morse
 ___ Syllas Daligcon (Student
 Reps)

Franklin School Board Meeting
Franklin Middle School – Library
February 16, 2026
5:30 PM Non-Public
6:00 PM Regular Board Meeting

Public may view the meeting on our YouTube channel using this link: <http://bit.ly/2UXbKYi>

AGENDA:

ITEM #1 – CALL TO ORDER BY THE CHAIRPERSON

ITEM #2 - NON-PUBLIC SESSION

under the provisions of NH State Law RSA 91-A: 3 paragraph II a, b and c – regarding Personnel and Student Matter

ITEM #3 – PUBLIC SESSION

- Salute to Flag
- Meeting Postings

ITEM #4 OUR STUDENTS OUR SCHOOLS- Middle School Poetry Flex Event

ITEM #5 – PUBLIC PARTICIPATION

ITEM #6 – RECOGNITIONS

ITEM #7 – FHS STUDENT REPRESENTATIVE REPORT – Kaylee Valliere & Syllas Daligcon

ITEM #8 – APPROVAL OF PRIOR BOARD MINUTES – January 20, 2026, Regular; January 20, 2026, Non-Public Sessions.

ITEM #9 – FINANCIAL REPORT

- Business Administrator - Jefferson Braman

ITEM #10 – COMMITTEE REPORTS

ITEM #11 – NEW BUSINESS

- Update from Superintendent - Daniel LeGallo
 - Joint Finance Meeting Preparation
 - Budget Workshop Preparation
 - Franklin High School Congressional Grant
 - Meeting with Congresswomen Goodlander
 - Open Enrollment Letter to Governor Ayotte
 - Franklin High School - School of Excellence Visit
 - Focus Walks Update

ITEM #12 - SCHOOL BOARD GOALS UPDATE:

**Franklin School Board Meeting
Franklin Middle School – Library
February 16, 2026
5:30 PM Non-Public
6:00 PM Regular Board Meeting**

ITEM #13 – POLICY:

1st Read

- ❖ EBBCA – Use and Location of Automated External Defibrillators
- ❖ GBEBB – Employee-Student Relations
- ❖ IHCD – Advanced Coursework Advanced Placement Courses
- ❖ IMBD – High School Credit for 7th and 8th Grade Advanced Course Work
- ❖ IMDA – Patriotic Exercises
- ❖ JCA – Change of School Assignment- Best Interests and Manifest Hardships
- ❖ JICK- Pupil Safety and Violence Prevention- Bullying
- ❖ JLCJA- Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation
- ❖ JLIA- Supervision of Students
- ❖ LEB- Advanced Coursework Advanced Placement Courses & STEM Dual & Concurrent Enrollment Program

ITEM #14 – LATE ITEMS/OTHER

ITEM #15 – PUBLIC PARTICIPATION

ITEM #16 - NON-PUBLIC SESSION

under the provisions of NH State Law RSA 91-A: 3 paragraph II a, b and c – regarding Personnel and Student Matter

ITEM #17 - SEAL NON-PUBLIC: Seal Non-Public Session Minutes of February 16, 2026

ITEM #18 – ADJOURNMENT

* NB: Persons appearing before the Board are reminded, as a point of information that Board members are without authority to act independently as individuals in official matters. Thus, questions may be directed at individual Board members, but answers must be deferred pending consideration by the full Board. Furthermore, any comments and/or questions must specifically be regarding agenda items discussed at the meeting; and within approximately a three (3)-minute timeframe. Names of students, staff or members of the public are not to be used. Personnel items are required by RSA 91-A: 3 to be discussed in non-public.

INFORMATION ON NON-PUBLIC SESSIONS On occasion the Board will need to enter Non-Public Session. When a motion is made to do so, it will be done under the provisions of *NH State Law RSA 91-A: 3 II*, and one or more of the following reasons will be claimed for entering Non-Public Session:

Franklin School Board Meeting
Franklin Middle School – Library
February 16, 2026
5:30 PM Non-Public
6:00 PM Regular Board Meeting

(a): The dismissal, promotion, or compensation of any public employee or the discipline of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted.

(b): The hiring of any person as a public employee.

(c): Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

(d): Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are averse to those of the general community.

(e): Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against this board or any subdivision thereof, or by or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled.

(i): Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

(k): Consideration by school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or of district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. (Additional language in statute for final votes.)

(l): Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

(m): Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.

Franklin School Board: Regular Meeting

Minutes

DATE/TIME/LOCATION	JANUARY 20, 2026	6:00 PM	FMS –LIBRARY
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MEETING CALLED TO ORDER BY	Dan LeGallo, Superintendent												
TYPE OF MEETING	Public												
MINUTES	Colleen Conway (School Board Clerk- Pro-temp)												
PUBLIC ACCESS THROUGH U-TUBE	Nye Conway (Videographer) – click Video of Meeting to view												
BOARD MEMBER ATTENDEES	<table border="1"> <thead> <tr> <th>Ward I</th><th>Ward II</th><th>Ward III</th></tr> </thead> <tbody> <tr> <td>Marie Danforth</td><td>Liz Cote</td><td>Jane Cote</td></tr> <tr> <td>Kayla Morse</td><td>Laurie Cass (on phone)</td><td>Michael Lombardo</td></tr> <tr> <td>Jack Finley</td><td>Adam Heath</td><td>Ruth MaGina</td></tr> </tbody> </table>	Ward I	Ward II	Ward III	Marie Danforth	Liz Cote	Jane Cote	Kayla Morse	Laurie Cass (on phone)	Michael Lombardo	Jack Finley	Adam Heath	Ruth MaGina
Ward I	Ward II	Ward III											
Marie Danforth	Liz Cote	Jane Cote											
Kayla Morse	Laurie Cass (on phone)	Michael Lombardo											
Jack Finley	Adam Heath	Ruth MaGina											
ABSENT BOARD MEMBERS													
STUDENT REPRESENTATIVE	Kaylee Valliere												

SUPERINTENDENT'S OFFICE	Daniel LeGallo, Superintendent	Jefferson Braman, Business Administrator	
ADMINISTRATORS			
OTHERS			Live Stream Viewers (3)

Agenda:

ITEM #1	CALL TO ORDER	6:00 PM
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- | | |
|-----------|---|
| ITEM #1.1 | Meeting was called to Order by Dan LeGallo, Superintendent. School Board Clerk did role call vote as Laurie Cass was home on the phone alone. |
| ITEM #1.2 | Those assembled stood for the Pledge of Allegiance to the American Flag. |
| ITEM #1.3 | Colleen Conway (Clerk), confirmed that the meeting was posted as required by law. |

ITEM #2	PUBLIC SESSION	6:01 PM
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ITEM #2	
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ITEM #3	RECONSTITUTION OF THE BOARD
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ITEM #3.1	ELECTION OF BOARD CHAIRPERSON
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DISCUSSION	Superintendent LeGallo asked for nominations for the position of School Board Chairperson. Jane Cote nominated Liz Cote (8 votes) and Ruth MaGina nominated Marie Danforth (1 vote).
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ACTION ITEM #3.1	MOTION MADE BY	SECONDED BY
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Motion to nominate Liz Cote for the position of School Board Chairperson.

Jane Cote

Motion Approved by Majority Voice Vote

Abstentions:

No:

Franklin School Board: Regular Meeting

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ITEM #3.2	ELECTION OF VICE CHAIRPERSON		
DISCUSSION	Liz Cote continued the meeting after being approved as Chair at 6:09 pm. She asked for nominations for the position of Vice-Chairperson. Laurie Cass (7 votes) was nominated by Marie Danforth, Jane Cote (1 vote) was nominated by Ruth MaGina and Marie Danforth (1 vote) was nominated by Laurie Cass.		
ACTION ITEM #3.2		MOTION MADE BY	SECONDED BY
Motion to nominate Laurie Cass for the position of School Board Vice-Chairperson.		Marie Danforth	
Motion Approved by Majority Voice Vote		Abstentions:	No:
ITEM #3.3	ELECTION OF TREASURER		
DISCUSSION	Liz Cote asked for nominations for the position of Treasurer. Michael Lombardo was nominated by Ruth MaGina		
ACTION ITEM #3.3		MOTION MADE BY	SECONDED BY
Motion to nominate Michael Lombardo for the position of School Board Treasurer.		Ruth MaGina	
Motion Approved by Unanimous Voice Vote		Abstentions:	No:
ITEM #4	PUBLIC PARTICIPATION		
ITEM #4.1	Liz Cote, Chairperson, asked if there were any members of the public wishing to speak.		
DISCUSSION	No public participation.		
ITEM #5	OUR STUDENTS OUR SCHOOLS		
ITEM #5.1	Liz Cote, Chairperson, recognized David Levesque, FHS Principal.		
DISCUSSION	David Levesque, FHS Principal, was going to showcase the Early Childhood Education program at FHS, however, due to illness, all participants were unavailable. They will come back in February. Instead, Mr. Levesque, Taylor St. Jaques (Social Worker) and Mckena Trudel (Student) informed the Board that FHS applied for High School of the Year and have been invited to Round II. They gave a sample of the presentation that will be given tomorrow afternoon in Concord. Michael Lombardo asked Taylor what changes she has seen since 2020. She indicated a much better climate throughout the District since the changes in Administration.		
ITEM #6	REASSIGNMENT OF THE FRANKLIN SCHOOL BOARD COMMITTEES		
ITEM #6.1	Liz Cote, Chairperson, presented the Board with committee assignments.		
DISCUSSION	School Board members are asked annually to serve on sub committees of the Board. Liz Cote provided a list of committee assignments to the Board Jane Cote agreed to continue Legislative Representative for NHSBA and Laurie Cass as Alternate.		
ITEM #7	RECOGNITIONS		
ITEM #7.1	Liz Cote, Chairperson, asked if there was any recognition this evening.		
DISCUSSION	Micheal Lombardo recognized Adam Heath as a new Board member and thanked him and Kayla Morse for attending extra committee meetings. Ruth MaGina recognized Michelle Davis as an amazing Teacher who creates an inclusive environment in everything she does. Adam Heath extended a Thank You to Laurie Cass for the mentoring she has provided thus far.		

Franklin School Board: Regular Meeting

Minutes

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Liz Cote read a letter from Julia Swett who received the School Board Scholarship. She thanked the Board for the funding and informed them that she currently is maintaining a 4.0 GPA.

ITEM #8	FHS STUDENT REPRESENTATIVE REPORT	
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ITEM #8	Liz Cote, Chairperson recognized Student Representative Kaylee Valliere.
DISCUSSION	Kaylee reported that the junior class organized their first fundraiser. They put together a cash calendar for the month of February. They began selling them last week and, so far, the class is doing well raising money for their prom. Anyone interested in purchasing one, they are being sold for five dollars, and you can ask any Franklin High School student and have them talk to Payten Tower, she has all the information and copies of the calendar. Any student that had not taken the Civics exam took it today. This is a state mandated exam which is modeled on the US citizenship test. All high school students are required to take this exam and pass to graduate. If a student doesn't pass, they are more than welcome to take it over as many times as needed for them to pass. As our quarter comes to an end, our school counselor has sent out an email so students can book appointments with her to set up their classes for our upcoming second semester. They have also switched Tornado supports to competency recovery so any student that is at risk of failure or knows they have work to do can go into any of those rooms to get their grade up before they close. This is a great opportunity for students to raise their grades while also not overwhelming the teachers by giving them plenty of time to grade any assignments that may trickle in. January 7th, we had a meeting for our first robotics team. It was held in the cafeteria directly after school. This meeting allowed our team to prepare for their first outing to LRCC which happened on January 10th. This team meets from 3:30 to 5 o'clock on Tuesdays and Thursdays then 9:00 to 12:00 on Saturdays. No experience is necessary to join their team, they are looking for builders, coders, and drivers. Mrs. St Jacques has stocked up the Storm Cellar with many items for students who may be in need. There is various clothing items stocked some examples include sweaters, sweatshirts, pants, hats, mittens, etc. She also included some toiletries for students who may need them. If a student feels more comfortable talking to a different teacher, they are more than welcome, anyone can let students into this space. She also provides food bags for students on Fridays. Helping with the storm cellar will be an opportunity for the students to receive community service, whether they are organizing, shopping, putting food bags together, and more.

ITEM #9	FINANCIAL REPORT	
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ITEM #9.1	Liz Cote, Chairperson, recognized Jefferson Braman, Business Administrator
DISCUSSION	Jefferson Braman reported that the financial data has been uploaded to the Board documents so that Board Members would have a chance to review it. Since the last meeting, we went from a \$230,456 deficit to a \$315,712 deficit. This is an increase of \$85,256. The drivers of this increase were related to encumbering all the vocational tuition budget which accounted for \$72,506 and special education increases amounting to a \$10,704 increase. The balance of \$2,046 is spread out among the other functions with minimal increases and decreases in those functions. For perspective last year at this time the deficit was \$308,403, so we are just \$7,309 higher than last year, which means the district is in an almost identical financial position at this time. Special Education is currently \$690,174 over budget. Last year at this time special education was \$778,995 over budget. We are about \$89,000 less than last year. On the revenue side of the district finances, we have received an additional \$113,712 in funds. This is from \$72,193 in charter school special education aid which is \$32,193 more than budgeted. \$9,871 in Medicaid Reimbursement; \$12,884 in tuition for an out of district student attending Franklin; \$18,643 in bank account interest. \$115 in athletic gate receipts and \$31 in other local revenue.

Franklin School Board: Regular Meeting

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Regarding food service we are currently experiencing slow payments for students and families that are not eligible for free or reduced meals. We currently have a total of \$18,419 outstanding. This is slightly less than last year. Brenda and her staff are working hard to double-check if those families are eligible for free and reduced and helping them complete paperwork necessary. We have received a quote for an online payment system as we currently only accept cash or check. This payment system integrates with our point-of-sale program. We are planning on moving forward with this option. I don't believe the Board has to make any motion regarding approving this, but I will leave that in your hands to decide.

ITEM #10	COMMITTEE REPORTS
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ITEM #10	Liz Cote, Chairperson, asked for reports from committees
10.1 FINANCE	Michael Lombardo reported that the Finance Committee met on Wednesday and in addition to the regular agenda, they discussed the change in the School Care premiums and Adequacy Funds for next year. The Next meeting is scheduled for Tuesday, February 11 at 5pm in the SAU.
10.2 POLICY	Liz Cote reported that the Policy Committee met in December and wrapped up the Legislative Updates. They will begin on the Fall Legislative update at the next meeting scheduled for Monday, January 26 at 5pm in the SAU.
10.3 GOALS	Marie Danforth Reported for the Goals Committee. The District Digest is being distributed, and yard signs are planned with the QR Code like the Poster put up at the Cinema. They are looking for ways to honor staff each month. All staff are asked to submit names of volunteers as volunteer recognition is planned for April 20 th prior to the Board meeting. The Next meeting is scheduled for Wednesday, March 11 at 4:30 pm in the SAU.
10.5 OTHER	No other committees had reports. The next I2 Committee is scheduled for Tuesday, February 10 at 6pm in the SAU. The next Safety Committee is scheduled for Monday, March 23 at 5pm in the SAU.

ITEM #11	LEGEISLATIVE UPDATE
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ITEM #11	Liz Cote, Chairperson
DISCUSSION #11.1	Liz Cote, Chairperson, presented Legislative updates to the Board and introduced them to fastdemocracy.com. Updates are in the Board Directory for easy access as well. She updates the City Council each Month on Legislation and will begin doing the same for the School Board. Board members should coordinate when anyone wants to testify on behalf of a bill.

ITEM #12	NEW BUSINESS
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ITEM #12	Liz Cote, Chairperson, recognized Dan LeGallo, Superintendent.
ITEM #12.1	HUMANITY SUMMIT
DISCUSSION #12.1	Superintendent LeGallo and Carisa Corrow invited the Board to the Humanity Summit taking place on Wednesday, January 21 st at 6pm at Franklin Middle School.
ITEM #12.2	FY 27 BUDGET PREPARATION UPDATE
#12.2 DISCUSSION	Superintendent LeGallo discussed the progress so far with the FY 26 budget. Additionally, it was confirmed that there will be two budget work sessions scheduled; one for February 18 th and one for March 3 rd . He presented a proposal for personnel noting an 18% increase in health care costs.
ITEM #12.3	ASSISTANT PRINCIPAL SEARCH COMMITTEE
DISCUSSION	Superintendent LeGallo asked the Board for a volunteer to serve on the Assistant Principal Search Committee. The Board member will need to be available for meetings that begin at 3:30 and last

Franklin School Board: Regular Meeting

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until the evening at 8:00pm. Marie Danforth volunteered and Dan will reach out to her with more information once applications have been received.

ITEM #12.4	COMMITTEE MEETING DATES
#12.4 DISCUSSION	Superintendent LeGallo asked that the Board schedule and confirm all committee meetings for the month to make sure all committees are up and running. All meetings are listed under Committee Reports from earlier. A Joint Finance Committee meeting is being arranged for February 9 th or 17 th depending on City availability.

ITEM #13	SCHOOL BOARD GOALS UPDATE
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ITEM #13.1	25-26 SCHOOL BOARD GOALS UPDATE
DISCUSSION	Update given during Committee reports.

ITEM #14	POLICY
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ITEM #14.1	Liz Cote, Chairperson, indicated that the wrong policies were erroneously listed on the Agenda. They will be included in 1 st reads at the next meeting.
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ITEM #15	LATE ITEMS / OTHER
DISCUSSION	Marie Danforth presented a proposal to set up an ad hoc steering committee to look into setting up an Educational Foundation. This would be a non-profit for funding programs and supplies that the District budget cannot provide. The Board would also like to include all other parties such as PTSO, Boosters and Theater groups who do fundraising in the District.

ACTION ON ITEM #15	MOTION MADE BY	SECONDED BY
Motion to form and ad hoc committee regarding Fundraising in the District.	Jack Finley	Michael Lombardo
Motion Approved by Unanimous Roll Call Vote		Abstentions:

ITEM #16	PUBLIC PARTICIPATION
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ITEM #16	Liz Cote, Chairperson, asked if anyone present wished to address the Board
DISCUSSION	None

ITEM #17	NON-PUBLIC SESSION	7:54 PM
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ITEM #17.1	In accordance with RSA 91-A:3 paragraph II (a/b/c) regarding personnel and students the Board required a Non-Public Session.
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ACTION ON ITEM #17.1	MOTION MADE BY	SECONDED BY
Motion to go into Non-Public Session in accordance with RSA 91-A:3 paragraph II (a/b/c) regarding Personnel and Student discussions.	Michael Lombardo	Jane Cote
Motion Approved by Unanimous Roll Call Vote		Abstentions:

Non-Public Session:

8:39 PM

ACTION ON ITEM #17.2	MOTION MADE BY	SECONDED BY
Motion to come out of Non-Public Session	Michael Lombardo	Ruth MaGina
Motion Approved by Unanimous Roll Call Vote		Abstentions:

Franklin School Board: Regular Meeting

Minutes

DATE/TIME/LOCATION	JANUARY 20, 2026	6:00 PM	FMS –LIBRARY
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ACTION ON ITEM #17.3	MOTION MADE BY	SECONDED BY
Motion to approve nominations for extended contracts for the IT Director, Office of School Wellness Director and Special Education Director.	Jack Finley	Michael Lombardo
Motion Approved by Unanimous Roll Call Vote	Abstentions:	

ITEM #18	APPROVAL OF PRIOR BOARD MINUTES	
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ITEM #18.1	December 15, 2025, Regular School Board Meeting, December 15, 2025, Non-Public Sessions, was presented for approval.
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#18.1 DISCUSSION	Non-Public Minutes were reviewed in Non-Public Session
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ACTION ON ITEM #18.1	MOTION MADE BY	SECONDED BY
Motion to Approve December 20, 2025, Regular minutes as presented.	Michael Lambardo	Jane Cote
Motion Approved by Unanimous Voice Vote	Abstentions:	Jack Finley & Adam Heath

ACTION ON ITEM #18.2	MOTION MADE BY	SECONDED BY
Motion to Approve December 20, 2025, Non-Public minutes as presented.	Jack Finley	Michael Lombardo
Motion Approved by Unanimous Voice Vote	Abstentions:	Jack Finley & Adam Heath

ACTION ON ITEM #18.3	MOTION MADE BY	SECONDED BY
Motion to unseal the 1 st Session of December 20, 2025, Non-Public minutes as presented.	Jack Finley	Michael Lombardo
Motion Approved by Unanimous Voice Vote	Abstentions:	Jack Finley & Adam Heath

ITEM #19	SEAL NON-PUBLIC	
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ACTION ON ITEM #19	MOTION MADE BY	SECONDED BY
Motion to Seal January 20, 2026, Non-Public minutes.	Michael Lombardo	Kayla Morse
Motion Approved by Unanimous Voice Vote	Abstentions:	

ITEM #20	ADJOURNMENT	8:45 PM
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ITEM #20	Liz Cote, Chairperson, accepted a motion for adjournment.
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ACTION ON ITEM #20	MOTION MADE BY	SECONDED BY
Motion to adjourn	Michael Lombardo	Ruth MaGina
Motion Approved by Unanimous Voice Vote	Abstentions:	

NEXT MEETING	LOCATION	TIME
Monday, February 16, 2026	FMS Library	6:00 pm

RESPECTFULLY SUBMITTED: COLLEEN CONWAY, BOARD CLERK PRO-TEMP

Superintendent's Update

2/16/26

- 1. Our Students, Our Schools:** Principal Everett will be with us sharing student work from the 7th grade Poetry Flex Night from last week. The 7th graders created an anthology of poems during their first semester of work and the Flex Night was an opportunity for them to showcase their work.
- 2. Joint Finance Meeting Preparation:** We will be discussing our preparations for the Joint Finance meeting with the City that will be held at 5:00 on the 17th at the Franklin City Library.
- 3. Budget Workshop Preparation:** We will be discussing our preparations for the Budget Workshop that will be held at 6:00 on the 18th at the Franklin Middle School.
- 4. Franklin High School Congressional Grant:** I am pleased to inform you that we have been notified that our grant totaling \$461,000 through Senator Shaheen's office has been approved for renovations of the bathrooms and the front entrance leading into the gymnasium.
- 5. Meeting with Congresswoman Goodlander:** I have been invited to join a roundtable discussion with Congresswoman Maggie Goodlander at 9:00 on the 17th at the Franklin Library to discuss priorities for Franklin.
- 6. Open Enrollment Letter to Governor Ayotte:** Chairwoman Cote and I have coauthored a letter that we have sent to Governor Kelly Ayotte expressing our concerns regarding the proposed open enrollment legislation. We will be discussing the potential impacts of the legislation with the full Board.
- 7. Franklin High School School of Excellence Visit:** I am pleased to let you know that the high school has been selected for a visit as part of the School of Excellence selection process. The visiting team will be at the high school at 9:00 on March 18th.
- 8. Focus Walks Update:** Jule will be updating the Board on our first two days of Focus walks. The next Focus Walk is scheduled for Tuesday, the 17th.

FMS: Focus Walk

2/5/26

What the participants heard and saw:

- **Heard an audible “what” from the entire class after they heard an interesting fact**
- **Saw/ heard students answering questions from instructors**
- **Saw a lot of positive affirmation in hallways**
- **Active listening from students- focused (17) students on teacher during instruction**
- **Student laughed at a pun teacher made**
- **10 out of 12 students following directions**
- **Student used journals to take down information- note taking skills happening**
- **Discovery Ed- being used as tool for time filler**
- **Teachers engaging students by having them vote and make a choice**
- **Students tracking and looking through worksheets to match a video and then asking questions**
- **14 out of 14 students highlighting important passages from informational texts**
- **Students in several instances using flexible seating**
- **Lessons and class topics on the Board so students knew expectations- daily agendas**
- **21 students listening actively to a podcast and taking notes**
- **Students in groups- teacher was asking questions of each group- random students were chosen each time**
- **Students given choice to work individually or in groups (pairs)**
- **Use of imagery to engage students with topic**
- **Great refocusing of students- without disrupting the flow of the class**
- **16 students collaboratively solving a Wordle and working together to vote and make a choice**
- **2 different groups of students go from disorganized chatter to quiet within seconds after a podcast started and after the teacher began reading aloud**
- **Students engaged in grade level mathematics work successfully**
- **Saw students talking to each other**
- **Empty hallways- students in classrooms and not randomly in the hallways**
- **11 students actively writing notes while others were searching for information on the computer**
- **Students could explain the task they were asked to do**
- **Teachers intervened quickly when students were off task**
- **Students were engaged with an art project while the teacher played a supportive role**
- **Teachers collaborating and making connections between subject areas**

- 13 out of 13 students interested and listening about social studies facts and asking questions
- Students were working at their own pace using resources that matched their skills
- Saw blended use of technology and paper and pencil tasks
- Saw instances of options- choice
- Saw a lot creatively set up classrooms and creative environments for learning
- Saw CKLA curriculum in action
- Saw topics being covered that students are interested in- all very different subject areas
- Instructional objectives and I Can statements in 6 out of 12 classrooms
- Customized lighting in classrooms to help with environment
- Question and answer response instruction was very common- worksheets
- Students held other students accountable for distractions
- As soon as instruction was finished- students went to work
- Teachers moving around classroom- active teaching

Observations on what this means:

- Learning environment is important and there is a focus on being in the classroom and being engaged
- Instruction and engagement was not heavily technology based
- Teachers could support each other and share their knowledge and practices
- Students can attend to quality instruction (grade level)
- Variety of instructional methods being demonstrated- teacher led, student led- can bring all those to the table and learn from each other

Moving Forward:

- Encourage teachers to share or observe each other to experiment with other instructional tools and methods
- Can doors be locked but kept open- easier to collaborate and share- you can literally walk through the hallways and see what others are doing- observe
- How is instruction different during projects times- we only get to see a limited viewpoint
- Is it possible to use chromebook carts to follow students rather than students carrying chromebooks around- less damage, loss and lost instructional time- maybe start with just grade 5
- How can teachers talk to each other so there is vertical work done
- Can we help do “barn builds”- to help teachers be organized and make all classrooms a positive learning environment

- **What does project time look like- how does that change the classroom environment**
- **What does it feel like at the end of the day compared to the morning- do teaching strategies change as the students move to the end of the day and their tolerance diminishes**
- **How much movement happens in most classrooms during a regular class period**
- **Is there a way to share positive instructional strategies and keep a catalog so all can utilize the great things happening**



February 2026

PD/ Curriculum Report

I. Communication/ Social Media- FB Data

A. Facebook Followers- (January) 826- (February) 839

- 1. Highest post reached people - (February) 5,282**

B. Website

- 1. Views- (January) 6,269- (February) 3,883**
- 2. User Activity- (January) 2,469- (February) 2,091**
- 3. Highest Activity of pages:**

- 1. Home SAU 18 *remained* Home SAU 18 (3,359 views)**
- 2. Documents SAU 18 *changed to* Staff SAU 18 (846 views)**
- 3. Staff SAU 18 *remained* Documents SAU 18 (724 views)**
- 4. Calendars SAU 18 *changed to* Staff PSS (535 views)**
- 5. Home FMS *changed to* Home FHS (440 views)**
- 6. Home PSS *changed to* Home FMS (401 views)**
- 7. Staff PSS *changed to* Calendars SAU 18 (393 views)**

C. Mobile App-

- 1. Android (January) 1,400- (February)**
- 2. IOS- (January) 908- (February)**
- 3. Total- (January) 2,308- (February)**

II. Professional Development Opportunities

- A. Applications are open for the 2026 National STEM Scholar Program. This professional development experience is designed for middle school science teachers inspiring the next generation of STEM leaders nationwide. Founded 11 years ago through a partnership between the National Stem Cell Foundation and The Gatton Academy of Mathematics and Science at Western Kentucky University, the program selects 10 teachers each year from across the country based on a proposed “Big Idea” classroom project. Applications are open through Feb. 1. Scholars receive STEM training at WKU from May 24-30, as well as funding and technology to implement a classroom Challenge Project and attendance at the NSTA National Conference.**

- B. Submissions are open for the Magnify Voices Expressive Art Contest | NH CSoC. Granite State students in grades 5 through 12 are welcome and encouraged to submit creative art pieces. Winners will be chosen by a panel of judges with varied expertise according to their grade (5-8th and 9-12th). Creative pieces will be showcased.
- C. The New Hampshire Learning Initiative is offering a two-day design workshop for K-12 science teachers to support the design of a student-centered, competency-based, instructional model aligned with the Next Generation Science Standards, which draws connections to Career Connected Learning. This will take place from 8:30 a.m. to 2:30 p.m. on April 9-10 at the McLane Audubon Center in Concord.
- D. Empowering Every Reader is offering a year-long professional learning cohort, "Structured Literacy for Adolescent Learners" from April 2026 to May 2027.
- E. UNH Professional Development and Training is offering three upcoming opportunities for educators:
 - Smart Teaching with Google's Gemini AI is a live, online workshop being held Feb. 12
 - Fundamentals of Online Instruction begins March 2 as an asynchronous, online course
 - ADHD in Focus is a live, online workshop planned for March 16

III. Curriculum Team Meetings- will resume in December

- A. Math- February 3
- B. ELA- February 5
- C. Social Studies- February 10
- D. Science- February 12
- E. Allied Arts- February 17

IV. Focus Walks

- A. Google Form Sign Up has gone out
 - a. Thursday, February 5 from 8:20 am- 11:30 am at FMS
 - b. Wednesday, February 11 from 8:30 am- 11:35 am at FHS
 - c. Tuesday, February 17 from 7:30 am- 11:00 am at PSS
 - d. Monday, March 9 from 12:30 pm- 2:30 pm at FMS
 - e. Thursday, March 19 from 8:30 am- 12:00 pm at FHS
 - f. Wednesday, March 25 from 11:30 pm- 2:00 pm at PSS

VII. Drama Program

- A. NHETG One Act Festival starting next week
 - a. Performing at Kearsarge High School on March 14
- B. FHS Players will be producing "Clue, The Musical" in June!

Curriculum Agendas:

Special Education Board Report



February 16, 2026

As of the date of this report, the special education department has identified 349 (January: 346) students in need of special education support and services, and therefore require an Individualized Education Plan (IEP).

Twelve families have been identified as meeting the definition of homelessness and are McKinney-Vento eligible. All students experiencing homelessness automatically receive free and reduced lunch, and a letter indicating such is sent to the Food Service Director once a student is identified as homeless. Cost share is in place with many districts, including Newfound, Winnisquam and Peterborough, NH.

The district was notified of non-compliance with Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.

The two findings were minor and easily correctable, the first being utilizing the term, “elective” for a potential class a student would take at a later date, and the second not indicating what training or class work the student would partake in to help prepare them for their postsecondary goals. A training has been scheduled to discuss the findings and further discuss a means to ensure future compliance. Positively, the BSS praised the attention to personalized student meeting invitations, and meaningful measurable annual goals and services to prepare students for future endeavors.

The district was notified of 100% compliance with Indicator 11: Timeliness of Initial Evaluations. Notification for compliance for Indicator 12, the percentage of children referred from Part C (early intervention) who are found eligible for Part B (special education) and have an Individualized Education Program (IEP) developed and implemented by their third birthday, with a required target of 100% has yet to be issued.

Rebecca Butt

Director of Special Education

To: Franklin School District School Board Members
From: Jay Lewis, Principal Paul Smith Elementary School
Date: February 11, 2026
RE: February PSS Board Report

Instructional

Winter Aimsweb testing has been completed. Data from the assessment has been used in upcoming reading and math data meetings.

In art class, Ms. Gilbert has worked with Artsonia, a free educational website that allows parents access to student art work. In addition to this, the website has provided posters of student work to Ms. Gilbert that she can display around the building. This is a wonderful way to showcase the hard work of PSS students.

In an effort to continually support student growth several teachers have expressed interest in tutoring students. This is a work in progress, however, I am confident that very soon tutoring for students will begin at PSS>

Community Connections

The organization 'Friends of Forgotten Children' donated a significant amount of fabric to PSS. Mrs. Kara Cole turned this opportunity into a STEAM activity in the library classes. Students in grades K-4 at PSS have learned to make their own pillow cases with fabric they have picked out. Please recall that over the last few years PSS has benefited greatly from a partnership with both the Holderness School and the New Hampton School. An individual from the Holderness School, Jay Hutchinson, learned of the PSS pillow case project. He was so excited about it that he offered to help. With his help, Trinity Church in Meredith donated 280 pillows so that each child could have a pillow.

A very big thank you to Jennifer Weaver, Wendy Beaudet and Cassie Easter for helping to ensure that all of the necessary sewing was complete so all students would have their own pillow cases.

The culminating event for this project is a Drop Everything and Read (DEAR) event that will take place prior to February break. Students will be able to have their pillow for this event. We will have a school-wide assembly to celebrate the work of the students followed by a 20 minute school-wide reading event.

March 16, 17 and 18 the Holderness School will be at PSS. This has become an ongoing relationship that benefits the students and the PSS community.

March 12 the New Hampton School students will be at PSS for their community service project/learning day.

School Safety

Faculty and staff benefited from training during the November and January faculty meetings specific to emergency management. During the January faculty meeting each grade level team participated in a table-top exercise as an emergency drill for what steps would need to be taken in the event of an extreme school emergency such as an intruder with a firearm. The training was done as a follow-up to the “Run, Hide, Fight” training conducted by the SRO.

In addition to this PSS has conducted several drills, for example, fire drills, secure campus, reverse evacuation, and drop, cover and hold. Drills for shelter in place and lockdown procedures are still to come.

Budgeting

Work on the 2026-2027 school budget has begun at PSS. Teachers have submitted budget requests. Currently this data is being reviewed and entered into the budgeting software for the next phase of the process. Consistent with a change that was made last year, rather than individual teachers submitting budget requests, grade level teams have submitted the work as a whole. This collaboration between the members of the grade level team is not only beneficial for budgeting purposes but it also leads to fantastic conversations about instruction and assessment.



FRANKLIN HIGH SCHOOL

Home of the Golden Tornadoes

119 CENTRAL STREET, FRANKLIN, NH 03235
Phone (603) 934-5441 · Fax (603) 934-7445 · Web sau18.org

Franklin High School Board Report

February 16, 2026

Commitment to Community

- Highlighted activities that have happened in the Community:
 - Students are going to the new skating rink as part of "Tornado Time" with Mr. Dickson.
 - Mr. Pollak has started an outdoor "Conservation Club" that students have been participating in over the last few weeks.

Commitment to Humanity

- Archways presented to our "Infant & Toddler Development" Early College Class about community resources for the youth in Franklin. They are also assisting in supporting internships for the students.
- Winter Carnival began on Friday, February 13th. This is a big event for our school and community.

Commitment to Learning

- Semester 2 courses have started and we have introduced six new courses at FHS.
- Extended Learning Opportunity presentations were held last week. This is the final step in the process as we have increased the rigor each year. So far, 25 students have presented to the ELO panel.
- Teachers are participating in Focus Walks in the district that have been led by Jule Finley.
- We have 12 students who will be attending LRCC during the school day to take a Chemistry class just for FHS students.

Commitment to Responsibility

- Report Cards went home on Friday, February 6th. Students have been working on earning the following:
 - **Tornado Tickets:** ability to have a pass to use whenever they need.
 - **The Gold Standard:** 10th grade students earn the ability to leave school at the end of the day during Tornado Support.
- Teacher observations are in full swing with walkthroughs and formal meetings with teachers and support staff.

Commitment to Resourcefulness

- FHS had a half-day Professional Development work session on February 11th. The teachers are working on "Launch, Learn, Land" and best strategies to implement rigor and risk during class.
- The high school is currently planning multiple visits:
 - **March 4th:** Members of the Barr Foundation will visit FHS to review our work.
 - **March 18th:** Excellence in Education committee visit.
 - **May 6th:** FHS hosting the Barr Foundation Convening (100+ visitors)

Commitment to Wellness

- School-wide attendance continues to hover around 91% for the year even with all of the sickness.
- Senior Nights for Wrestling, Boys & Girls Basketball and Cheer have taken place.

Be Focused • Be Honest • Be Safe

School Administrative Unit 18

119 Central Street
Franklin, New Hampshire 03235
(603) 934-3108 - FAX (603) 934-3462
www.sau18.org

Daniel LeGallo, Jr.
Superintendent

Jefferson Braman
Business Administrator

2/13/26

Honorable Governor Kelly Ayotte
Office of the Governor
107 North Main Street
Concord, NH 03301

Dear Honorable Governor Ayotte,

We are writing to you today to share our deep concerns regarding the current school open enrollment legislation making its way through the legislature this session. As currently crafted, it will have extremely negative consequences for the students of the Franklin School District and the taxpayers of Franklin. The proposed legislation would deepen inequities between districts, create a few over-privileged schools and an overwhelming number of under-served schools, and leave many New Hampshire cities, towns, families, and students behind, not just educationally, but economically and socially.

As a property-poor, low-socioeconomic city, where almost 60% of our student body qualifies for free and reduced lunch, Franklin already struggles to fund our school district. Losing just a few students dramatically affects our districts' budget and threatens our ability to cover both fixed and operating costs. We anticipate losing upwards of \$19,000 per student that leaves our district. This means that if even only 10 students choose to leave, we will be faced with a loss of \$190,000 in revenue that we quite frankly do not have the means to find in our operating margins. Additionally, every student we lose increases the cost of instruction per pupil. Franklin schools will not survive economically in the proposed open enrollment system.

The proposed legislation also does not contemplate the real cost of transporting students between districts, a cost forced on families. Many Franklin families work multiple jobs, cobbling together difficult schedules and sometimes unreliable transportation to make ends meet. If the proposed legislation passes, these families and our district will continue to struggle disproportionately, because transportation is not factored into the logistics of open enrollment.

Additionally, open enrollment legislation as proposed threatens the promise of sufficient services and quality education for special needs students. 40% of Franklin students qualify for special education services, many with complex needs that receiving districts may not feel equipped to handle. Receiving districts can, and likely will, deny these special needs students. These students deserve, both legally and ethically, equitable

access to a quality education, and the proposed legislation threatens to exacerbate inequities between districts by leaving these students behind.

When it comes to athletics, we are already working locally to do what's best for our students. We are able to field many teams, and it is important that we are allowed to maintain local decision making authority to collaborate with nearby districts to consolidate teams when necessary, as we are doing with Winnisquam for football. If the proposed open enrollment legislation passes, it could become more difficult for us to field as many teams as we currently do, and forging symbiotic partnerships with neighboring districts could become more fraught.

The proposed open enrollment legislation is not only misguided, problematic, and inequitable—it's dangerous for our city. It would remove local control, taking autonomy from those who currently act in the best interest of all students. It also stands to punish hard-working communities who regularly lose in the court of public perception. Long-held beliefs and misconceptions about educational opportunities in towns and cities like Franklin do a disservice to the facts: our attendance rates are over 90% for the first time in 10 years; our dropout rate has been reduced to the state average of 1.5%; 33% of our high school students are already earning college credit; and Franklin High School is in the running for High School of the Year this year. If this legislation passes, facts will be ignored in favor of group think, and local districts doing important work will suffer.

At the highest level, the proposed open enrollment legislation also ignores the foundational fact that schools are integral for a thriving community. Public schools impact a community's economic stability, employment, housing market, and civic engagement. Communities rely on schools, not just for education, but for culture, for growth. If you are concerned with ensuring a thriving New Hampshire, you should support equitable public education in all of our communities: large and small, rich and poor. Thank you for taking the time to hear our concerns.

Sincerely,

Liz Cote

Liz Cote
Chair, Franklin School Board

Daniel LeGallo

Daniel LeGallo
SAU 18 Superintendent



2026 Choose Franklin Community Day



February 10, 2026

To: SAU 18 School Board and Superintendent,

It's time once again to Celebrate our Community at the 22nd Annual Community Day on May 9th. The day will be filled with **Fun** events for **Family** and **Friends** of the City of Franklin.

We would like to ask you to walk in the parade along with other elected officials. If you would like to participate, please meet at Franklin High School at 9:30 AM. There will be volunteers available to guide you to your spot in the parade line up.

Please email Renee Baldini at Renee.Baldini@fsbnh.bank to let her know if your schedule will allow you to participate in our parade. If you would prefer to ride in one of the vehicles generously donated by Benson Auto, please let us know at the time of sign up.

We would also like to encourage any school groups to join with us in displaying the many positive initiatives that they bring to our community by offering booth space at no cost. Any one interested in registering can reach out to Kathleen Hawkins at khawkins@franklinnh.gov or visit the Recreation Department's Website for the registration form.

The work of countless community volunteers has made this successful community-wide event possible. Thank you, once again, for your support.

Choose Franklin Community Day Committee