

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent of  
Elementary Education

STEVEN CHAMBERLIN  
Assistant Superintendent of  
Secondary Education

MARGARET A. BEAUCHAMP  
Director of Student Services

AMY FACEY  
Business Administrator



## SAU #39 Board Meeting

Thursday, February 17, 2022 – 6:00 PM  
Souhegan High School – Learning Commons  
412 Boston Post Road  
Amherst, NH 03031

AGENDA ITEM	TIME	DESIRED ACTION	BACKUP MATERIALS
Call to Order	6:00 PM	<i>Chair of the SAU #39 Board, Mr. Stephen O'Keefe, to call the meeting to order</i>	None
Public Input I of II	6:00 PM		
Principal Reports	6:05 PM	<i>Board to review Principal Reports for Clark-Wilkins, Amherst Middle School, Mont Vernon Village School, and Souhegan High School</i>	C-W Feb. Principal's Report AMS Feb. Principal's Report MMVS Feb. Principal's Report SHS Dec. Principal's Report
Auditor Presentation	6:35 PM	<i>The board to review the annual financial report</i>	Annual Financial Report
Consent Agenda	6:55 PM	1. <i>Treasurer's Report- 11.2021</i> 2. <i>January 27, 2022 Draft Minutes</i> 3. <i>Enrollment Update</i> 4. <i>Superintendent Report – 02.2022</i> 5. <i>Facilities Update</i> 6. <i>Policy BDD</i>	SAU #39 Treasurer Report- Nov. 01.27.2022 SAU 39 Draft Minutes (Rev. May 2021) Enrollment Update Memo Superintendent Report Memo Facilities Report – January 2022 Policy BDD
Individual Board Updates	7:05 PM	<i>Board chairs from individual boards to share their updates</i>	None
Policy Review	7:15 PM	<i>The board to review Policy GBK</i>	Draft Policy GBK
Public Input II of II	7:25 PM		None
Non-Public	7:30 PM	<i>RSA 91 A:3 II ( )</i>	None
Meeting Adjourned	7:40 PM		



## Clark-Wilkins Elementary School Principal's Report - February 2022

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### **Current Enrollment**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
PK	39	39	42	45	44	44	46
K	118	118	119	120	122	122	123
1	127	121	121	120	120	121	122
2	123	123	122	123	125	124	124
3	153	147	146	145	145	145	146
4	129	129	128	129	129	129	129
Total	689	677	678	682	685	685	690

### **Attendance Data**




The attendance data from January 3rd - January 31st. Clark - 88 staff absences and Wilkins - 182 staff absences.




### **Culture, Climate and Safety**




***Objective: To build and leverage positive risk-taking within a collaborative school community that prioritizes and embraces student-centered decision-making.***




### **OWL Expectations Assemblies**

To kick off the new year, we spent time as a full school community revisiting our OWL expectations. We brought each grade level together for focused learning assembly. We reviewed the expectations, provided supportive videos of the expectations for students, and challenged students to think critically about how they would respond to sample situations using OWL expected behaviors. We also celebrate our positive recognition structure: Hootie Shout Outs and Hootie Stickers. We love when our Principals' Councils students read our Hootie Shout Outs over the announcements each morning and celebrating the great things our students are doing every day!

<b>Lunch Expectations</b>		
<b>O</b> Our bodies are safe.		We sit in our seat. We walk carefully.
<b>W</b> We are responsible		We eat our lunch. We throw out our trash. We chew with our mouths closed.
<b>L</b> Listen and Respect others		Our voices are quiet. We listen to the adults. We raise our hand for help.

<b>Recess Expectations</b>		
<b>O</b> Our bodies are safe		We keep our hands and bodies safe.
<b>W</b> We are responsible		We take care of the equipment.
<b>L</b> Listen and Respect others		We play fair and take turns.

<b>Hallway Expectations</b>		
<b>O</b> Our bodies are safe		We walk in a single file line with our class. We keep our hands to ourselves.
<b>W</b> We are responsible		We keep our hands to ourselves and do not touch other people's things.
<b>L</b> Listen and Respect others		We are quiet as we walk.

<b>Bathroom Expectations</b>		
<b>O</b> Our bodies are safe		We are in the bathroom to use the bathroom and then return to class.
<b>W</b> We are responsible		We wash our hands before we leave.
<b>L</b> Listen and Respect others		We throw our paper towels in the garbage barrel.

## Principal's Council Visits Clark

Our Grade 4 Principal's Council students visited Clark on Friday January 21st to meet with each classroom and review the OWL Expectations. Students worked hard to present the expectations to our youngest learners and also provided several helpful examples to the class. The 4th graders demonstrated exemplary behavior and were excellent role models to our kindergarten students. Click [here](#) to check out our Clark OWL Expectations Video.

## After-School Enrichment Activities

Wow! We have been overwhelmed by the positive responses and interest in our after-school clubs at Clark-Wilkins. This winter we offered 12 clubs beginning in January - with a wide variety of topics. Click [here](#) to review the offerings. We also had a few teachers express interest in starting clubs for Grade 2 (Snowshoeing) and Grade 3 (Narrative Winter Picture in Writing Club) beginning in the middle of February.

In our first round of clubs, spaces were filled very quickly in our first-come first-served approach. For the second round of winter offerings in grades 2 and 3, we will be using a lottery to determine spaces.

## Similarity Awareness Program - Northeast Passage

Students at Wilkins were able to experience the program Similarity Awareness with Northeast Passage this week. Northeast Passage is a group that operates to meet the needs of people with

disabilities. They do this by developing, delivering, and evaluating innovative barrier-free recreation and health promotion programs. Their guiding principles are promoting client independence through education and problem solving, creating opportunities, and collaborating with others to create a strong network of accessible recreation. All students at Wilkins had the opportunity to learn about inclusion during each PE class. This is an exceptional program and we are so grateful to the Amherst PTA for their continued support of this experience for our students!

### **ICS Team and Homeland Security Assessment**

Clark and Wilkins building ICS teams have met in the month of January to review all security and safety drills. Team members were able to participate in simulation activities and engage in the important ongoing review of our building level procedures. Also, on Tuesday February 2nd, representatives from NH Homeland Security were on-site for an assessment. SRO Joe Cerra joined in on the review of our EOP plan, site visit tours, and NHDOE assessment.

### **Clark School Bucket Challenge**

During the months of January and February, Clark students have been participating in the Bucket Filling Challenge. The way children fill a bucket is by using kind words, doing kind things, offering to help, sharing, inviting someone to play, cheering someone up who is sad, telling someone you like them or doing something to make someone feel special. When they are “caught” filling a bucket they will earn a “filled a bucket” ticket and a raffle ticket that will be placed in the classroom bucket.

Each Friday during the challenge we will draw names out of each classroom bucket and the students chosen will get a certificate and small prize. Each week, all the students who are “caught” being kind, helpful or a good friend will bring their cards home to share with parents.

***Objective: To improve Tier 1 instruction by focusing on instructional delivery, the use of common resources, employing meaning professional development and leveraging collaborative conversations.***

### **Math Pilot**

Clark-Wilkins teachers are fully engaged in the math resource pilot with the support of the SAU. Teachers participated in a training during the January late start focused on Illustrative Mathematics. Each grade level has worked closely to prepare for a transition to a new set of resources, ensuring that all grade level standards are addressed as part of the curriculum. All teachers will be transitioning to the new resources throughout the month of January, depending upon their classroom and grade level needs.

Teachers have also been provided the opportunity to provide feedback on the curriculum resources. All pilot teachers have completed a comprehensive survey that contained focused questions with rating scales and the chance for open ended responses. In addition, a voluntary



focus group was held after school and a lead teacher facilitated fellow teachers in a discussion focused on the materials. We will also be soliciting feedback from our students on the resources, using student friendly surveys that vary by grade level to provide us with their input.

### **Grade Level Meetings**

During the month of January, all grade level teachers were provided with collaborative team time with MVVS teachers. These professional development meetings allowed for teachers to spend time exploring the new math curriculum resources and engaging in discussions focused on assessment, grading, and reporting. Teachers were able to spend time reviewing assessment alignment to standard and discuss scoring as it relates to the standards as a team.

### **NWEA**

All students at Clark-Wilkins completed NWEA during the last week of January and first week of February. This year, all students took assessment in their classrooms, with grades 2-4 using class devices and grades K and 1 using pooled iPads and a supported schedule. During the February staff meeting, we reviewed NWEA reports and an additional optional professional development session will be offered for all teachers after school in February to provide additional support in reviewing reports and data.

### **Pre-School Information Night**

On Thursday, February 3rd, a team presented to the incoming Pre-school families in the evening via Zoom. The team included The intent of the evening was to share information about the preschool program, review the upcoming visit day (Friday, February 18th) and to answer any questions parents may have had about the program. Visit days are a new opportunity for prospective parents and children visit the school and meet our preschool team. Following visit days, we will engage in the lottery process for interested families for our tuition based typical peers spaces.

### **St. Anselm's College Partnership**

We are excited to have our five full time student teachers start with us this Spring at Clark-Wilkins. They will be completing their internships with Mrs. Eccleston, Mrs. Smith, Ms. Murrell, Ms. Snyder, and Mrs. Boothroyd. We look forward to continuing this partnership with the college and will be having another set of interns in the Fall with us at Clark-Wilkins. This partnership provides us with high quality pre-service educators that were able to help mentor and utilize their skill sets to help support our students.

***Objective: Create and refine structures and supports to build an effective Multi-Tiered System of Support.***

### **MTSS Update**

The CW MTSS Leadership Team will be meeting to review current assessment data from January Benchmarks, NWEA, and SWIS Behavior Referral Data. We will continue our work with Assistant Director of Student Services Heather Jennings, to strengthen our current models of support for students.

### **Wilkins School Guidance Update - Bullying Prevention Unit**

During the months of February and March, Wilkins students will be introduced to the Second Step Bullying Prevention Unit. Mrs. Towne visits classrooms every other week to present these lessons.

Recently, a Home Link letter went home to parents to explain and introduce the Second Step Program. Second Step focuses on skills that help students collaborate, work together, and be successful in the classroom. These specific skills help our school become an environment where students can feel safe and where all students can learn.

The Bullying Prevention Unit focuses on four main components, using a variety of media, books, and activities. In the lessons, the students will learn how to:

- Recognize when bullying is happening
- Report bullying to a caring adult
- Refuse to let bullying happen to themselves or others
- Be a bystander who stands up and is part of the solution to bullying

#### ***Clark-Wilkins Snapshots***



# Principal's Report

## Amherst School District

Amherst Middle School  
February 2022  
Bethany Bernasconi, Ed.D., Principal

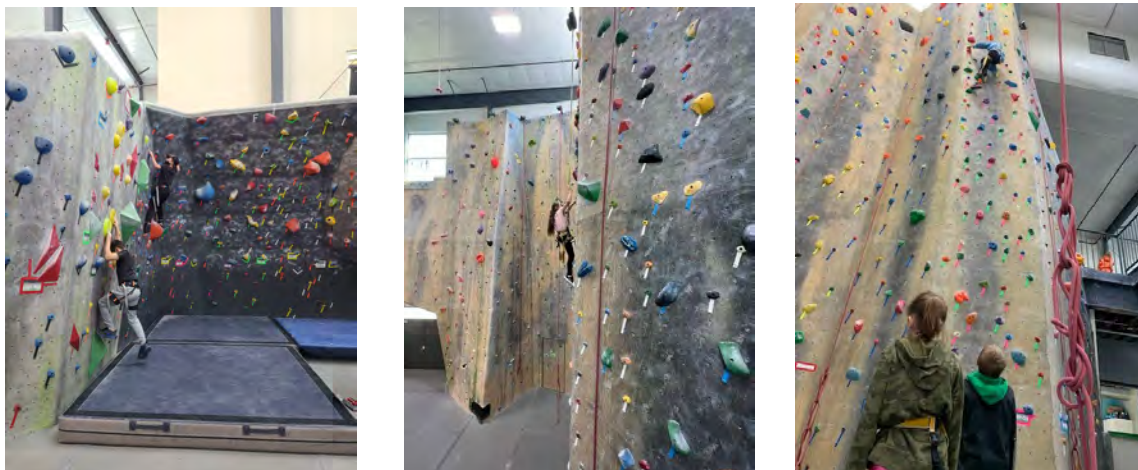
### Middle School Excellence.

*Objective: To reunite our community of learners and recommit to the core beliefs and practices that actively contribute to a positive learning environment.*

- **January Staff Meeting and Late Start-** The focus of professional learning and meetings in the month of January has been focused on staff and student social emotional learning and wellness. As we support our community of learners through the second half of our school year, it is essential for staff to continue to connect with the exceptional human resources throughout our school, to continue to learn how to best support students, and to also focus on their own health and wellness. Our staff meeting focused on framing our journey forward together and the importance of leaning in and on one another. We practiced the art of gratitude and giving genuine compliments to those who make a difference in our professional lives. Then we talked about the power of transferring this same idea into our classes and across our community of learners. Staff also participated in a one word challenge where they decided what their anchor and goal will be for the year. During the late start, staff were treated to a welcome back healthy breakfast from AMS Leadership and had the opportunity to choose from a variety of workshops offered by their colleagues. Offerings included Supporting students through our own self-compassion, Every student needs a champion, and Mindfulness strategies you can use today!
- **Rock Climbing-** As fifth grade students read *Peak*, they went on a field trip to NH Climbing and Fitness gym. Students challenged themselves by rock climbing. This allowed them to connect with the main character who was climbing Mount Everest. Students noted how difficult it was and how they better understood how scary it must have been at such high heights. Students cheered each other on, pushed themselves, and strengthened their relationships with their peers.







*Objective: Students, teachers, and families collaborate, using goals, to empower student success.*

- **Progress Reports-** Q2 progress reports were made available to families through the Empower Parent Portal on February 1st. The report includes two columns of scores, Q1 and Q2, so that families can see how students have grown since the beginning of the year. Q2 includes all scores from this school year as scores continue to roll through the school year with a final report card being issued in June. We continue to encourage parents to reach out to their students' team if they have any concerns, academic or other, for their student. Counselors, Learning Specialists, Teachers, and Leadership all work together as a larger team to support overall growth of the whole child at AMS.
- **Reporting Software Pilot-** A group of 10 teachers, across all grade levels and disciplines, have volunteered their time to pilot PowerTeacher Pro grading and reporting software. This software is integrated into PowerSchool and is currently in use at Souhegan. The pilot group will be using the software as well as entering scores in our current system, Empower, for a minimum of Quarter 3. They will then provide feedback and recommendations to leadership so that we can better understand if PowerTeacher Pro would better meet the needs of teachers and families to collaborate around student learning and growth as a reporting system.
- **EAGLE Support Team-** Our Eagle Support Team is a group of diverse staff from across the school including school nurses, SRO, administration, guidance, and others. This team works to support both students and staff throughout the school day in both proactive and just in time interventions and strategies. They support the design of professional learning, focus on increasing staff understanding of social emotional and behavioral strategies, encourage school wide conversation and discussion on Wellness Wednesdays, help to plan grade level meetings, as well as school wide culture events.
- **Grocery Games-** The GROCERY GAME was a huge success! On a very, very, very cold day, 7 teams, 33 students, 1 FCS teacher and some parent volunteers delivered \$700 worth of groceries to SHARE Food pantry in Milford. Teams (4-6 students) are encouraged to choose one of the menus from their teammate's... this reflects the work they've done in class. (3 recipes= a nutritious and balanced meal) They are to buy the ingredients to make that meal. With money leftover they are to purchase a total of 12 fruits and/or vegetables or more. They can purchase nutritious snacks, lunch items or dinner items. They are only allowed to buy 4 ramen noodle packages. Each team is to make a reliable grocery list to use while shopping. On the day of the competition, they are given a surprise scenario where they have to add items to their list to purchase; this may be a cake mix, frosting and candles for their dad's

birthday, or snacks for their soccer team. Teams may use coupons or store flyers to shop sales. The teams that purchase the most "Nutritious Foods" wins the game. There is a possibility for bonus points earned through team theme, bringing your own recyclable bags, team cheer or chant, and random acts of kindness to the community members or grocery store workers they may see in the store. Congratulations to The Grocery Kings and The Burrito Brothers teams who tied for first place. THANK YOU to our generous school community who donated money to make this happen! AMS has the courage to care!



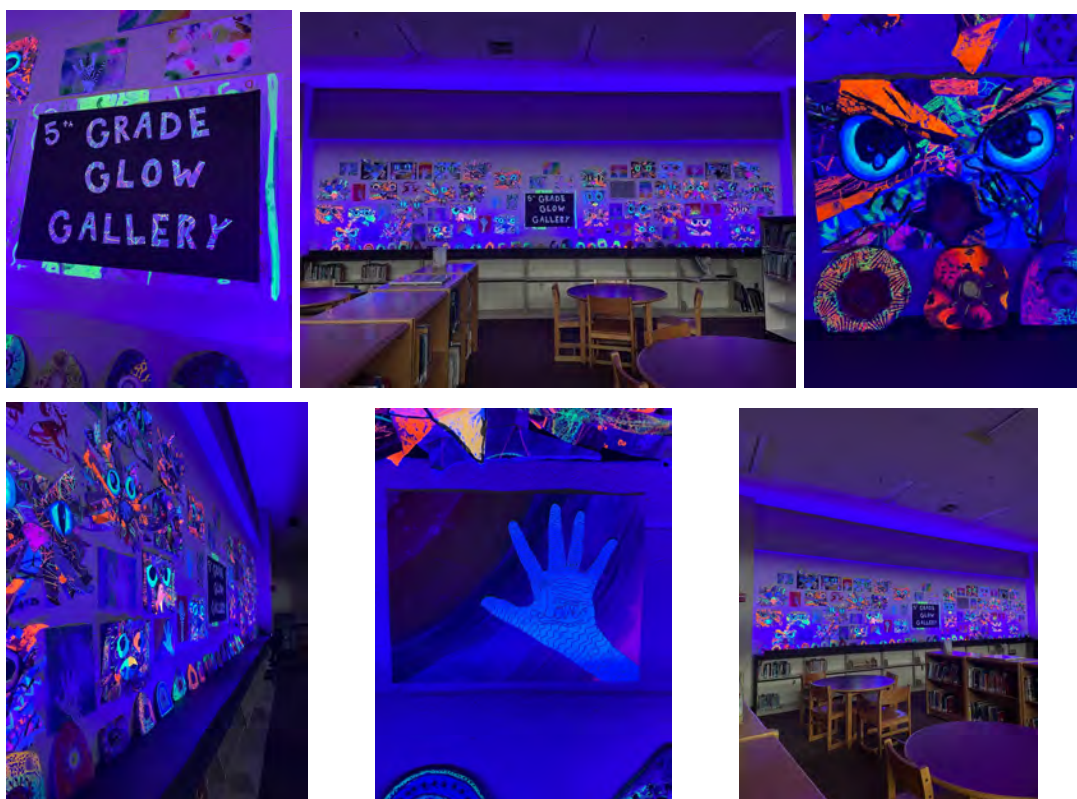
- **National Junior Honor Society-** AMS inducted 66- 8th graders into the National Junior Honor Society on January 31st. The ceremony was led by AMS NJHS Officers and attended by family and friends of the inductees. NJHS acceptance is based on the five ideals of scholarship, service, leadership, character, and citizenship. The AMS Eagles chapter has been active since 2016 and is a very service oriented organization. The current members have already started to generate ideas for service projects at AMS this spring including, reviving the recycling program here at AMS, pairing with our lower grades to build peer relationships, decorating the school with more artwork, organizing events that bolster both school spirit and charity for community organizations.

*Objective: Increase opportunities for student voice and ownership across the school.*

- **Theater Club Update-** The AMS Theater Club started meeting every Monday and Thursday. Mr. Jeff Rath is our director and will be working with our students through drama exercises to hone their acting skills. The club members are very excited about the ideas for this year's performance. Mr. Rath has worked with youth theater for over 10 years and brings his experience, energy and love for youth theater to

AMS. This year our Theater Club is working on a series of dramatic straight plays to be performed in the spring. More details about the performance will be coming soon.

- **Launchpad Leading!**- The Bowler/ Penney Launchpad has recently been discussing their excitement about the Winter Olympics and decided to plan the first ever "The Launch Pad/ Morning Meeting Winter Olympics. This event will take place the last hour of the school day on Tuesday, February 8th. The entire school will participate as athletes representing their LP or MM or spectators cheering on their team. There will be 6 events: Academic Excellence, Skit Performance, Snowshoe Obstacle Course, Snowball Distance Throw, Winter Volleyball, and a Memory Game. This is a great example of student ownership and voice which we are working to cultivate across the school!
- **Student Glow Art Installation-** Fifth grade students from Mrs. Pettus' Q1 art classes explored the Elements of Art (Line, Shape, Color Texture and more!) and were able to weave, collage and doodle their way through several 2D and 3D art projects. Students had the option to use neon supplies in their work and at the end of the quarter their work was displayed in an amazing "Glow Gallery" where their colorful neon artwork literally glowed under the black lights! We look forward to more student art installations throughout the school this year!



- **Food Drive-** Our SOAR Theme for Quarter 2 was Ownership. Ownership is not only accepting and learning from mistakes or celebrating successes, it is also demonstrating responsibility for yourself/others. In December, we challenged the AMS community to help take ownership of our community and help those in need. We collected non-perishable food items, as well as paper products and toiletries, to donate to SHARE Outreach food pantry in Milford. We were proud to be able to collect and donate 915 items to SHARE to help our local community.





*Objective: Support and create healthy, collaborative, flexible instructional spaces throughout campus in order to support personalized learning.*

- **JFAC and Planning for the Future-** AMS Leadership continues to collaborate with JFAC to discuss the need for a building project at the middle school and to help provide opportunities for voters to tour the building.



## Facilities, Finance, and Operations

- **Enrollment**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Ave class size
5	149	150	149	148	148	148	21
6	133	134	134	134	133	134	19
7	175	178	178	178	177	178	22
8	190	187	187	185	185	187	23
<b>Total</b>	647	649	648	645	643	647	

- **December Staff Absences-** 265

- **Homework Club-** Many students have been participating in a new AMS Homework Club. This opportunity invites all students to access a quiet space in which to complete assignments, study, and access support with organizational study skills. The club is staffed by National Honor Society student volunteers from Souhegan High School. The club meets Tuesdays and Thursdays from 3:30 - 4:15 in the library.



## Upcoming Events

Week of January 31: NWEA Testing for all grades

Week of January 31: Basketball playoffs, admission fee for playoff games

January 31: NJHS Induction Ceremony, 7:30pm

February 1: S1/Q2 Progress Reports available in Empower

February 2: 2/2/22- Tutus, Ties and Tennis Shoes- Dress up day

February 8: Late Start Day, School Begins at 10:30am

February 9&10: Valentine Carnation Pre-Sale (\$2 ea or 3 for \$5)

February 10: Student Leadership Meeting, 3:30-4:30pm

February 11: NAEP Testing, 8th grade

February 14: Valentine's Day (Carnations for sale and pick-up, dress in red/pink/white)

February 16: Basketball Athletic Awards Night

February 18: Valentine's Dance, grades 6,7,8, from 7-9pm

February 21-25: Spirit Week

February 22: Student v. Staff Basketball Game

February 28-March 4: No School, February Break

# MVVS Principal's Report - 2/9/22

It takes a village to SOAR together....

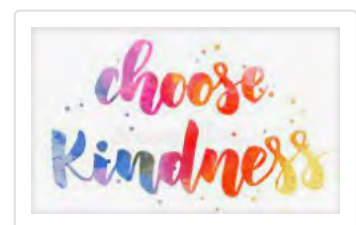


We will Engage, Challenge, and Support All Learners

February 9, 2022

Enrollment Update

Grade	MVVS	VLAC	HS w/Specials
K	26		
1	29		2
2	30	1	1
3	32		5
4	34		
5	32		1
6	29		
<b>Total:</b>	<b>212</b>	<b>1</b>	<b>9</b>
7	(33)		
8	(28)		



## FEBRUARY IS KINDNESS MONTH AT MVVS!

We have been SOARing at MVVS this year! As we journey into February, we will be celebrating kindness in our school community. With that, we will focus on "Others First". On Monday, I will introduce the concept of SOARing Slips to our students. Over the course of the month, a student will receive a SOARing Slip if they are "caught" being kind. The slips will be used to redeem prizes such as popcorn on Fridays. Also, please see some ideas above for sharing kindness over the month.



## MVVS Spirit Week is Coming, Feb. 7-11

Monday - Wear Tie Dye

-We are all tied together

Tuesday - Hat Day

-All of MVVS needs to put their heads together to succeed

Wednesday - Class Theme Day

-Each class will grow class pride and dress as that theme

Thursday - Favorite Shirt Day

-Celebrate what makes you , you. Represent your favorite team, book, movie, etc.

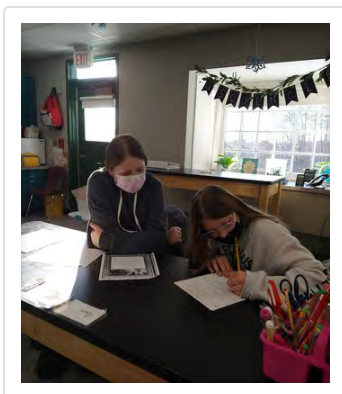
Friday - Career Day

-Dress as your favorite career/job



## ART PROJECT

In August, many of the students who were part of the remote classrooms last year participated in an art project that reflects a bit of their experience. The project has been finalized and is now hanging in the foyer. A special thank to our Reading Specialist, Ms. Holm for taking the lead on this project.



## MVVS Drama and Theatre Arts Clubs



Thank you to Ms. Anderson and Ms. Valihura for advising our Drama and Theatre Arts Clubs. Our students are already deep into their preparations for their spring performance. A big thank you to Ms. Ciatto for volunteering to help with this program.



## Chess Club

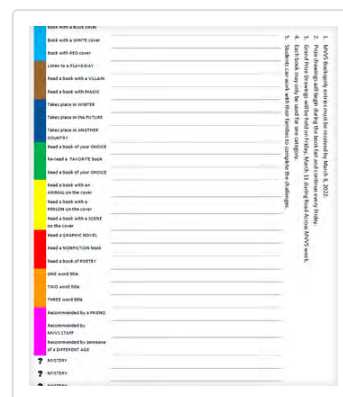
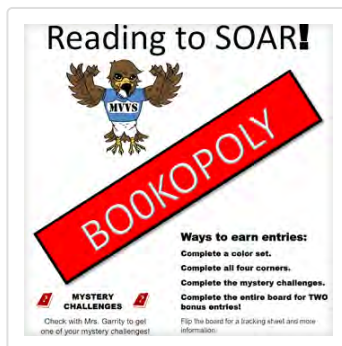
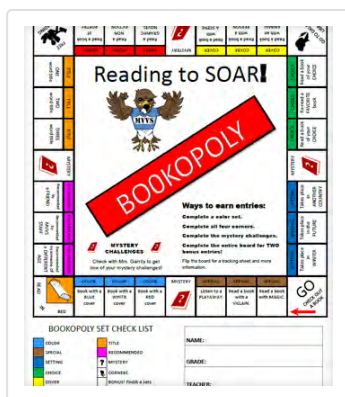
Our chess club is meeting weekly and students are enjoying their time together. We have seen numbers grow each week. Thank you to Mr. Young for his support and help with this program!





# MVVS Chorus

Ms. Ward launched our chorus in January. Though small, the students we have are passionate and enjoying this experience. We look forward to a spring performance.



## Bookopoly

We continue to celebrate literacy at MVVS over the next few months. MVVS is Reading to Soar with our Bookopoly Game! Congrats to our January raffle winners:



## Items of Note

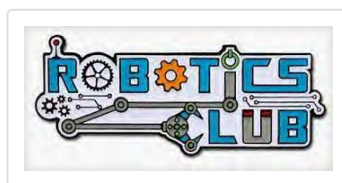
### • Grade 6 Humanities

- I am proud to announce that Ms. Hargreaves assumed the position of long term teacher of grade 6 humanities on Monday, January 31st. She is a familiar face to SAU 39 and the Amherst community having filled positions at both Amherst Middle School and Souhegan High School. Ms. Hargreaves brings with her a range of teaching experiences in addition to strong credentials. Please join me in extending a warm Falcon welcome to the newest member of our MVVS team.

### • Kindergarten Classroom Update

- Ms. Philibotte's classes have been meeting in the Art/Spanish room. The Art/Spanish classes have been pushing into the homerooms.

- We are making progress on the Kindergarten classroom. As of this report, drywall work has begun. Flooring will begin soon.
- **MTSS (Multi-Tiered System of Supports) Update**
  - Our team met weekly in January. We have been using this process with our referral team and are developing plans and meeting the needs of our students through these protocols. As we hit the mid-year mark, we are analyzing student growth and making adjustments to our interventions as needed.
- **Student Leadership**
  - We will have 8 new recess mentors for the month of February.
- **All Staff Attendance Update**
  - November Absences - 32
  - December Absences - 16
  - January Absences - 37
- **Emergency Management**
  - Shelter in Place Drill - 1/26/21
  - We are working with MVPD to bring DARE soon for our 5th graders and possibly our 6th graders.
- **Late Arrival - January**
  - Math Pilot, Humanities Unit Planning
- **Observations**
  - 90+ Classroom walk-throughs (drop-ins)
  - 48 Evaluations out of 92 completed
- **Individual Student Plans**
  - We have a template that we are piloting with a group of students over the course of the next month.



## PTA Updates

- We are kicking off a Robotics Club at MVVS very soon.
- Our PTA is planning a Carnation Gram fundraiser in February.
- The Fall book fair was a terrific success. Our PTA is reaching out to staff to support their needs.

- Monty is still in transit. He's been slowed down by the chilly temperatures in New Hampshire over the past few weeks.

## Kindergarten Update

Kindergarteners are continuing to build their reading powers. We are working on using the picture to help us figure out unfamiliar words. We are learning new sight words and are decoding CVC words. We will be looking at digraphs ch, sh, th, ck, and wh. Students are learning to differentiate between long and short vowel sounds. Students are continuing to practice writing sentences and personal narratives making sure that the sentence starts with a capital letter, has finger spaces, and has ending punctuation. While writing we are practicing making sure that each word contains a vowel. We are practicing making sure that the stories we are writing have a beginning, middle, and end. We are working on using story language in our writing such as first, one day, next, then, suddenly, at last, and finally. In math students are decomposing numbers to 10, writing number sentences, and solving story problems. Students will compose and decompose numbers up to 9 in more than 1 way. Kindergarteners will write expressions to represent decompositions. Students will answer "how many" questions and count out groups within 20. They will understand that numbers 11-19 are composed of one 10 and one, two, three, four, five, six, seven, eight, and nine ones. They will write numbers within 20.

## Grade 1 Update

First graders continue to be busy learners and are constantly growing and changing. We are proud of how far they have come since the beginning of the year. We continue to work on our nonfiction reading unit and have read books about monkeys and owls. While reading these books, students continue to develop strategies on how to become super smart about nonfiction topics. In alignment with our nonfiction reading unit, we also began our nonfiction writing unit. Students are writing nonfiction books on topics they are experts on. We finished unit 7 of Foundations and have begun unit 8. This unit focuses on consonant blends and r-controlled vowels. Students are practicing segmenting, reading, and writing words with these sounds. We finished Unit 4 of our math pilot which focused on measurement, comparing and ordering two-digit numbers, writing inequality statements, finding differences, and working on a number line. In the context of a pretend trip to Antarctica, the class recorded height and other data for two types of penguins: the rockhopper and the king. Students made measuring strips and strings and used them to order and compare the numbers and find differences. We have begun the next portion of our math pilot with a unit focused on geometry and time.

## Grade 2 Update

Second graders have wrapped up a measurement unit and are moving onto place value though the hundreds, including representing numbers with base ten materials, composing numbers, and representing numbers in different ways.

During literacy, students have continued to learn about figurative and understand its use in literature. Next, they will focus on strategies for reading longer books over a period of days. In writing, students have brainstormed lists of topics they are interested in writing about. Their next steps will be to pick one of their topics and generate questions to guide their research. In science, students have been learning about and exploring the properties of materials. They will describe and classify different types of materials by properties.

## Grade 3 Update

Third grade students are working on a cross-curricular Weather Unit. The unit will focus on the NGSS Earth Science standards to analyze and interpret weather and climate data, as well as forecasting weather using meteorological instruments. Students will also learn about extreme weather in different climates of the world. The culminating activity will be creating a weather brochure. Students are learning strategies to read nonfiction expository text. A few of the strategies students will learn are: compare and/or connect the information the author is giving with what you already know; survey the text to see what you think is the main idea and then read the text with that main idea in mind; determine topic, subtopic, and details; and use the table of contents to guide students through the text. During Foundations, students continue to identify types of syllables within multisyllabic words and apply suffixes. We continue to learn exceptions to the syllable patterns as well as vowel sound exceptions (schwa). Students are still working on lower case cursive letters. In math, we have begun a new unit focusing on measurement and fractions. Students will tell time to the minute and solve elapsed time problems. Students estimate, measure, and compare the masses of different objects. Students are introduced to fractions using several different models to build, compare, and investigate the relationships among unit and common fractions. We continue to use Work Places to reinforce strategies taught. Winter NWEA testing has begun, and we have completed the Reading portion.

## Grade 4 Update

### STEM:

In fourth grade math, we've continued to practice our division skills and make connections between multiplication and division concepts. We have also applied division concepts to real world problems. In science, we have started our exploration of the human body, vision, and the brain. We have focused our explorations on how muscles pull on our tendons to make our bones move and how the parts of our eyes work together to help us see. Students have created models to represent our fingers and our eyes in order to make discoveries about how they work.

### Humanities:

We have spent time this month practicing nonfiction summary writing as we continued to learn about research skills. We presented our second group research projects about extreme weather. Students also completed the nonfiction reading unit assessment. We have begun to research the American Revolution, learning how we should approach these informational

books. We discussed what challenges we will face and what specifically to focus on while researching. We also made the transition from personal to persuasive writing and spent time brainstorming potential thesis statements before choosing one to write about. Students spent dedicated time outlining and writing their persuasive essays. We spent time looking at each other's persuasive essays, seeing if they meet the requirements of the rubric and giving each other feedback as we finish up writing them. We also dedicated time to learning about contractions this month. We spent time learning about life in 17th century New Hampshire and learned about the Thirteen Colonies. We've started to explore the American Revolution, guiding our research to start with the events that interest us before moving onto the events leading up to the Revolution.

In social studies, we learned about New Hampshire's three early industries, fish, fur and the forest. We all spent time learning about the forest industry, and then students chose to research either fish or fur with a partner and then were grouped to teach another partnership about the industry. We also compared and contrasted varying perspectives of early settlement, allowing us to bring in the comparing and contrasting skills we learned in reading into social studies. We looked over the Wheelwright Deed as a primary source document and discussed land ownership in early settlements.

## Grade 5 Update

### STEM:

The month of December was a busy one in 5th grade STEM classes. In math we continued our unit on decimal place value and decimal operations. The class practiced rounding and comparing decimals and ordering decimals on a number line, as well as adding and subtracting decimals. The students also learned a lot of new games that we are using regularly in class to practice these concepts. As we return from winter break, we will continue reviewing these concepts and hopefully the students will be ready for the unit test in the next couple weeks.

In science class, students began their Matter unit. This unit started with a study of atoms and their particles. Students learned that a build up or loss of electrons causes static electricity and they had fun taking part in a statically charged lab using balloons to do lots of hairy experiments. We studied some of the basic properties of matter such as mass, volume and physical state, and we learned about how the particles move differently in solids, liquids and gases. Next we will move onto the difference between physical and chemical changes and the Law of Conservation of Mass.

### Humanities:

We have begun reading the novel *Tuck Everlasting*. Students are continuing to write persuasive essays. Currently, they are developing their own businesses and are working to convince "investors" to invest in their company. In social studies, students learned about the Trail of Tears. Working in groups, they were assigned a Native American tribe to research.

## Grade 6 Update

## STEM:

Although sixth grade is undergoing a transition currently, we are full-steam ahead in math. We wrapped up our unit on operations with fractions and decimals and are moving onto ratios. This is an important unit for us and prepares students for the more rigorous math that awaits them in middle school and beyond. We will spend a couple of weeks identifying ratio relationships, finding equivalent ratios, and using ratios in real-world situations before applying these skills to work with rates. In science, students have been exploring the world of chemistry and chemical reactions. They have done work modeling the atomic structure of both atoms and molecules and will now apply this understanding to the movement of atoms in chemical reactions, where molecules rearrange to form new substances. Students will understand that matter is not created or destroyed in chemical reactions, and a loss of mass suggests a gas must have been released. We will continue forward with chemical reactions, leading into endothermic and exothermic reactions.

## Humanities:

Please join me in welcoming Ms. Hargreaves to the MVVS family. We will provide an update on the learning that is happening this month in our next report.

## Art Update

K-1 Students have been learning about line designs and using mixed media and modes to create lines. From cutting lines, drawing lines, hole punching lines, and sculpting a line with glue-soaked yarn, using puffy paint to paint lines- students created line collages to decorate mixed media mittens. Lines were the theme for January- as older students also interpreted the power of lines in optical illusions, 3D forms/isometric drawing, and authenticated the project by creating reminders of kindness (line design hearts) for the month of February. These projects are being hung up around the school to reinforce students the O in SOAR- Others first. These projects also reinforced concepts previously learned, such as warm and cool colors for grades 2-3, and value for grades 4-6. The theater arts club has painted half of the set pieces for the upcoming drama performance, and with 2 classes remaining it looks like we may need an additional session to rehearse run crew duties before the big show.

## Spanish Update

Since having completed the unit on “super siete” high frequency verbs, students in grades 4-6 have successfully been able to read and understand complete sentences in Spanish. They quickly moved on to reading and understanding short paragraphs in Spanish comprised of sentences with high frequency verbs. Most recently, they have mastered reading one page short stories (written by me) in which they can identify the problem and resolution. This month we will be starting our first chapter book, “Brandon Brown Quiere un Perro” by Carol Gaab. I have been so proud to see students use all of their resources in the contexts of stories and class in order to understand what is happening in a foreign language. Students in grades 2-3<sup>24</sup> are beginning a unit on animals. First, we will discuss “mascotas” or pets, specifically the

different kinds, and the students will have the opportunity to draw and describe in Spanish their ideal “mascota” using colors and descriptive words and vocabulary. From there, we will move on to review farm animals and zoo animals.

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Students in grades K-1 have begun an animals unit. I read them the book “Buenas Noches Gorila” by Peggy Rathmann. They have listened to the names for animals, and after repeating those names aloud, they have been delighted to make the corresponding animal sounds. In addition, they have begun to distinguish which animals live on a farm versus which animals live at the zoo. For Valentine’s Day, we will be doing a “Familia Tiburon” or Shark Family theme where they will be able to say and describe basic names of family members. In this theme, I will reinforce descriptions of the sharks using colors as well as go over common gifts and basic phrases. Culturally speaking, after having read aloud the book, the A, B, C’s of Guatemala, children in grades 3-6 had the opportunity to listen to four (4) styles

## Music Update

Classes were introduced to the orchestra and its corresponding families through lessons revolving around the works of Camille Saint-Saens' Carnival of the Animals and Sergei Prokofiev's Peter and the Wolf.

Students continued to identify musical facts (instrumentally and stylistically) for weekly song listening activities.

Lower Elementary students enjoyed moving rhythmically to music while playing instruments and singing along with animal themed songs.

Upper Elementary students began notation writing activities in conjunction with tracking melody shapes from Prokofiev's character themes.

A thorough understanding of orchestral instruments was established before we begin music notation next unit.

## Physical Education Update



This past month in PE, students in all grade levels completed units on basketball and volleyball. These activities promote cardiovascular health and also engage motor skills, specifically passing, dribbling, shooting and volleying skills while increasing speed, strength and stamina. Most recently the students completed a unit on ninja warrior training. Students were challenged to move through various obstacles while learning about some of the skill-related components of fitness such as agility, speed, coordination and balance. The students are learning about Tabata training and how to design and perform their own tabata-style warm up. Much excitement and engagement has occurred during these fun movement and fitness lessons.

## Library & Technology Update

Students in K-2nd grades are completing their study of story elements—character, setting, and plot. They learned how to create a story using Scratch Jr. and will be learning about the parts of a book and working on animal research projects in the next couple of weeks. Students in grades 3rd-6th continue to develop their research skills and learn about the differences between Google and Microsoft applications. They will be completing assignments in many of these different apps including Google Drawings, Slides, Docs and Microsoft Word, Powerpoint, and Publisher. 3rd graders have begun working on a weather research project and brochure. They will be working on book trailer videos next.

The focus for 4th graders over the next several weeks will be their National Parks project. Students will be researching a park of their choice and creating a video to promote the park. 5th graders are working on their Native American research project and 6th graders their Ancient Egypt research project. They will be completing a genre study, comparing fiction and nonfiction books, and working on additional research projects.

All students continue with coding, keyboarding and digital citizenship lessons. They will be researching and learning about important people and events during Black History Month. The Bookopoly Game continues to be popular with challenges completed and student winners drawn weekly.

## School Counselor Update

This month, in the lower grades the students have completed Unit 2, Empathy, and have started Unit 3, Emotion Management, of the Second Step program. Thus far in this unit, the students learned ways to feel confident, respect other's differences, show compassion, identify anger, how to show compassion, the difference between accidents and on purpose and how to predict feelings. The lower grades participate in individual or group activities to reinforce these new skills. Next month, the lower grades will continue to learn about Emotion Management. They will learn about how to recognize feelings in their own bodies, how to calm down, ways to manage frustration, anxiety and anger, and how to handle mistakes. They will continue to practice these skills through individual, partner and group work.

The upper grades have completed the Empathy Unit. To solidify their learning, the fifth and sixth graders just completed a Kindness, Gratitude and Empathy Escape Room. This is a reinforcement activity that includes a combination of puzzles that reinforces their learning and challenges them to use their skills to show empathy, kindness, gratitude and compassion. Fifth graders are now starting Unit 2, Emotion Management, and fourth and sixth graders have begun the Bullying Unit. Unit 2 entails learning about Managing Strong Feelings, Calming Down Anger, Managing Anxiety and not Jumping to Conclusions. The Bullying unit consists of identifying class rules, defining bullying the types of bullying, recognizing, reporting and refusing bullying, bystanders and bystander responsibility. The classes will continue to be given opportunities through partner and group work to practice and refine these skills.

Mid year data was collected on the observation of the use of SEL skills in the classroom. Some grades were seen to improve their use of skills in the classroom since the initial data was collected in October. Other grades were seen to slightly reduce their observed use of skills in the classroom. This is somewhat expected at the mid-year data collection due to the multitude of outside influences, including COVID, the additional stress this has brought over the last few months to the classroom setting, and overall individual and family needs outside of the classroom setting. Students have also reached a level of comfort in their classrooms which allows their teachers to have a more accurate portrayal of their SEL needs.

As a result of the increase in stressors, we have seen an increase in need for teacher support surrounding behavioral interventions. The teaching staff has been able to recognize the need for assistance for individual students in the classroom and they actively seek support and guidance on how to support the students. The school counselor has been able to provide teaching staff with interventions to try in the classroom as well as provided individual support to students in need. The school counselor is also increasing the amount of “lunch bunch” groups to allow peer to peer support in a guided setting. Overall, Students have been proactive in seeking support through the school counselor when feeling overwhelmed, anxious and stressed. During these additional meetings with students, the school counselor is focused on teaching students coping skills to use that will assist them in reducing stress and anxiety when it presents. There will be ongoing monitoring of students' SEL needs by the school counselor so that any ongoing or additional concerns that arise can be managed appropriately.

## Health Office Update

Covid 19 has brought school nurses and the health office to the forefront. The nurse's role, within the educational setting, historically is to manage acute and chronic illnesses, that would preempt a child from accessing an in-person education.

Covid 19 has changed things and permeated what and how we do it. SNAP Health Centers, is an electronic health record used for documentation, placing entries into designated categories. In an attempt for a quicker return, to the classroom setting, the nurse's role has also included contacting parents/guardians via emails and phone calls regarding protocol, answering questions/concerns, providing New Hampshire Department of Health and Human Services (NH DHHS) guidance, for isolation, quarantine, and self-observation, and working directly with NH DHHS with positive cases.

The Snap report summary is as follows (Oct 27-Nov 22):

- 108 Injury Events (includes all minor complaints)
- 77 Illness Events
- 19 Management
- 85 Other (assist with care/emotional)
- 3 Screenings
- 78 Medication
- **Total 378**

The Snap report summary is as follows (Nov 23- Jan 3):

- Injury 150
- Illness 128
- Management 27
- Other Health 130
- Screenings 5
- Scheduled Medication Administration 77
- **Total 517**

The Snap report summary is as follows (Jan 4-Jan 31):

- Injury 98
- Illness 100
- Management 29
- Other Health 124
- Screenings 5
- Scheduled Medication Administration 60
- **Total 416**

## Special Education Update

The special education team continues to provide services to students in both regular education and special education settings. Over the past month, the team has been preparing for NWEA Winter benchmarking, ensuring that all accommodations are met. Initial reading results from the benchmarking assessments indicate that 59% of students receiving academic special education services exceeded their projected growth rate, with 80% of those students gaining at a rate of 70% or higher above the mean. These results indicate that these students are on track to close the gap between their performance and grade level standards, which is very exciting!

The special education team has worked closely with the Multi-Tier Systems of Support team to gain information as students have moved beyond the RtI system to a special education referral. There are a few students in process, and a couple of students have been found to have

educational disabilities that require special education services. Teams are working to develop plans for these students, while continuing to provide supports to both tier 2 and 3 students.

The Occupational Therapist and lower grade special educator are working together to develop a sensory hallway in the building that will be located in the related services hallway. This tool will be available to all students, and is expected to be completed by February break, when custodial staff can wax over the path to secure it. We are excited about this new resource for our students!

All three special educators have finished completing training in SRSD (Self Regulated Strategy Development), a writing methodology that provides strong structure for writing instruction for our students. This methodology has been used to provide writing instruction throughout this year, and students have responded very well, with demonstrated gains in written expression.

## Reading Specialist Update

The month of January was focused upon checking in on student progress. Preliminary analysis shows good growth for many students. As NWEA testing winds down this week, Mrs. Holm will be meeting with grade level teams to review data and anecdotal progress and make adjustments to groups and the support schedule. We look forward to reduced student absences as spring approaches.

## Math Specialist Update

Things have been going well in the realm of math intervention. All students finished the second cycle of intervention and are showing steady progress in focus skills. All groups finished just in time to take the winter NWEA, and we will be using the data gathered to plan for subsequent groupings and content. I am also looking forward to starting pull-out intervention groups with kindergarten and first grade beginning in February. This will increase the number of students participating in pull-out intervention overall, and an update on numbers will be included in the next board report. Teachers have been busy wrapping up their final Bridges units in math and are looking forward to piloting the Illustrative Mathematics materials. We have enjoyed reflecting deeply on our experiences as well as engaging in these fine examples of quality curriculum.

## Upcoming Events:

### **February:**

1 - Progress Reports available to families

7-11 - Spirit Week

8 - Late Start

28 - February/March Break

22 - Second Semester Begins



# Mont Vernon Village School

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# Souhegan High School

## PRINCIPAL'S REPORT: December 2021

I hope all is well. I appreciate the opportunity to update the Souhegan School Board on our efforts. We continue to strive to create the best educational experience possible for all the students of Souhegan and the priorities shared below, along with updates that follow, serve to highlight our work to evolve and improve Souhegan in both the short and long term.

### **I. Strategic Vision & Building Priorities**

Our priorities for the 2021-2022 are aligned to the SAU 39 Strategic Vision. Updates in subsequent sections align to each of these priority areas.

- 1) **Culture & Accountability (Anchoring Adult):** Create a school-wide approach to school climate, student accountability, and classroom culture.
  - **Recommitment to the Souhegan Six**
- 2) **Teaching & Learning (A Challenge that Prepares):** Create and grow a culture of teaching and learning throughout the school.
  - **Make teaching and learning the most prominent responsibility of staff and students**
  - **Focus the energies of teachers to allow for growth in instructional strategies**
  - **Examine and refine supervision and evaluation practice**
- 3) **Personalized Success Plans (A Unique Roadmap to Success in a World of Change):** Implement a plan to develop personal success plans for a group of students during the 21-22 school year.
- 4) **Governance & Decision-Making:** Develop a system that will allow us to pivot more easily as we develop a better educational experience for our students, families, and teachers.
  - **Maximize organizational efficiency**
  - **Encourage staff and students to have a voice and provide input**
  - **Strengthen the relationship between Community Council, staff and administration, and School Board**

### **II. Facilities, Finance, and Operations:**

#### **2021-2022 Enrollment Numbers**

Grade	6/1/2021	9/1/2021	10/1/2021	11/1/2021	12/1/2021
9	162	171	171	171	171
10	179	163	163	162	163
11	190	184	184	184	183
12	178	187	188	187	187
Total	709	705	706	704	704

### **Staff attendance**

September	120 partial or full day request by teachers and paraprofessionals
October	188 partial or full day requests by teachers and paraprofessionals
November	183 partial or full day requests by teachers and paraprofessionals

### **III. Updates from the Dean of Students**

#### **Student Handbook**

This past week at Community Council, the Dean of Students and a small subcommittee of students began to review the proposed handbook for the 2022-2023 school year. The group was able to discuss close to one third of the handbook and plan to complete the rest in the upcoming two months.

#### **Student Attendance**

- 1) 94.7% attendance rate to school.
- 2) .0047% tardy rate to class.

#### **Discipline Data**

##### **1) Suspensions**

- 14 in-school suspensions resulting in 30 days of in-school suspension
- 4 out of school suspensions resulting in 10 days of out-of-school suspension.

##### **2) Recidivism**

- Two students have been suspended more than once.

##### **3) Behaviors to note**

- Possession of or use of tobacco, alcohol and/or marijuana, harassment, inappropriate driving, property destruction, vulgar language, and inappropriate behavior.

##### **4) Bullying**

- While multiple cases have been reported and investigated, we have yet to positively conclude a case of bullying.

#### **Our Approach**

The continual focus of the Dean of Students office to support students through a team approach that supports education, opportunity, and accountability. We have found the removal of driving privileges to be a strong motivator for students, as well as the opportunity of losing off-campus privilege. Students who participate in athletics have also been temporarily suspended from participating with their teams. However, on a case-by-case basis when a student is in-school suspension, we have allowed students to continue to attend practice and games as a spectator only to keep them engaged with a positive and motivational activity. This decision is decided in conjunction with the Athletic Director.

Through multiple conversations with students and their parents, we have successfully mediated several student-to-student issues through conversations often held in the Student Service's office. After a tough year with Covid and with cases continuing to rise, we focus on keeping students in school as much as possible. While exclusionary practices (out-of-school suspension) have been used, best practice and research support inclusion and educating, thus our continual focus on utilizing in-school measures, restricting privileges, and mediation to address problems as much as possible. We believe in incorporating as many appropriate stakeholders in the process as possible to increase communication and support while decreasing the opportunity for future disruptions. There is a



continuous effort to educate every student we work with. Many disciplinary approaches focus on a consequence as the catalyst for change and not conversations, opportunities, and educational approaches to create long term, cultural change. We have found that taking the time to discuss the incidents, analyze behaviors, and spiral these pieces into conversations regarding school and societal norms, creates the greatest opportunity for change.

#### **Students of the Month - December**

9th Grade - Natalie Heimarck, Morgan Hallett

10th Grade - Sam Stevenson, Nolan Colby, Teddy Katsel, Sam Enriquez, Brett Bouvier

11th Grade - Hadley Harris, Julia Dowd

12th Grade - Madeline Glover, Sydney Mazur

#### **IV. Updates from the Dean of Faculty**

**Program of Studies:** We continue to work on updating our Program of Studies. Our goal is for this document to be helpful to students, parents, staff, and post-secondary partners. Representatives from the Staff Steering Committee have been facilitating work within their departments to update course descriptions and provide additional feedback on overall format and structure. Leadership will deliver a presentation of the 2022-2023 Program of Studies to the board on January 12, 2021.

**Teaching & Learning:** All staff in year 1 of the recertification cycle have completed their self-assessment and professional growth plans. Educator goals in this area include topics related to their specific content-area and general pedagogy, with the ultimate goal of improving student learning outcomes. Supervising administrators continue to meet regularly as a group to advance their knowledge and skill and ensure that the system stays grounded in student learning. Classroom observations are also on-going. These observations include not only the initial visit, but also a follow-up conversation and written feedback. Our goal is to have visited every certified staff member again at least once by the end of December.

**Grading and Reporting Update:** As we adjust to using PowerSchool/PowerTeacher Pro for our grading and reporting system we continue to provide professional development and support opportunities for staff and consider additional ways to keep families informed as well. The newness of the program and the custom nature of how we use it means we are sometimes unaware of issues until they happen and we appreciate the patience and understanding of the entire Souhegan community as we roll out this new technology.

**Upcoming Work:** We are in the beginning stages of examining the curriculum and instruction offered to all students in our Core Math 2 course. Given the sequencing of our math courses, this is the first course where students come together with a wide-range of prior experiences. Dana Curran, Dean of Faculty, Ane Swift, STEM Domain Leader, and Jennifer Huard, Special Education Administrator will lead this work and begin by looking at current data. Next steps will include collaborating with math teachers and learning specialists to ensure that we are promoting the learning and growth of all students by providing high-quality and coherent instruction informed by students' varying learning styles, interests, and needs.

**Resilience:** As we creep ever closer towards the winter solstice on December 21 with an eye towards the December break, we acknowledge the challenges we are faced with as a staff. Burnout and disillusionment is normal this time of year (see figure 1). That, along with the increased stresses of teaching through the

backdrop of the pandemic (including the current statistics of our state) and the real changes that are underway (PowerTeacher Pro, new schedule, adjusting to new working styles, etc.), makes this an even more difficult time of year. This is not something that we are ignoring. It is our job as an administrative team to contextualize these challenges and to lead the staff with compassion, to actively listen, and to provide the necessary support. At the start of the year we began a professional development series focused on educator resilience. Building personal resilience is about responding to adversity, to setbacks, to getting knocked down. The resilience comes from learning something in those moments. So right now, in the midst of all of these challenges, we are also presented with an opportunity to cultivate our resilience by “focus[ing] on the bright spots” (Aguilar 2018). This time of year is a perfect time to slow down and look for the light. In the heart of winter it can be easy to let a natural negativity bias take over. It requires us to actively push back against those thoughts and create structures to notice the progress students have made and the many wonderful things happening in our school and our classrooms. It’s easy to ruminate on the negative, the lesson plan gone wrong, the student who doesn’t engage. And it’s hard to keep going unless we are actively working towards refilling our resilience reserves. We consistently send the message to our students that mindset matters. Over the remaining three weeks of this year we will encourage the staff to join us in those same messages of reflection and self-care that we provide to students and to look for the bright spots.

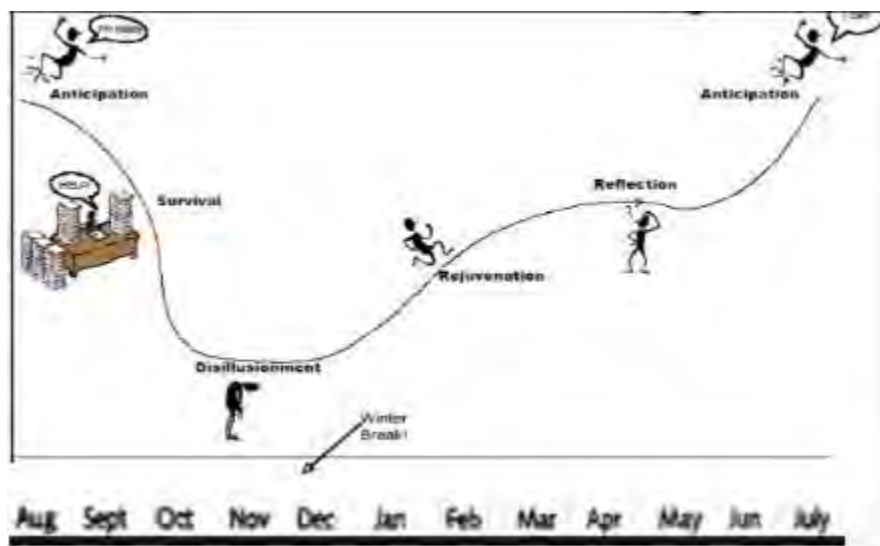


Figure 1: The Phases of Teachers’ Attitudes Towards Teaching  
(<https://evolvedtech.wordpress.com/2016/12/12/the-dip-is-optional/>)

## V. Updates from Student Services

**Advisory:** As we enter the holiday season, advisories have had the opportunity to focus on the power of connection and giving. Toward this end, 9th/10th grade advisories are partnering with Souhegan National Honor Society and Nashua Soup Kitchen and Shelter to “Sponsor a Child”, and 11th/12th grade advisories are partnering with Souhegan Friendship for Peace Club and International Institute of New England to gather donations for incoming refugees. We are also discussing positive self care (reminders of the importance of regular sleep schedules and good routines) and engaging in festive activities, including a

school wide gingerbread house contest, green out day to show our support for the freshman class as well as plenty of cookie decorating and holiday karaoke.

**Student Services Team:** Students are feeling the effects of the changing seasons. Some have expressed difficulty with motivation, with many counting down the days until Winter Break. Our counselors, social worker, and school psychologist meet with many students on a regular basis. Members of Student Services present at Saber Spotlight on a weekly basis about important SEL/mental health topics to help encourage conversation. Additionally, the social worker and Director of School Counseling, along with the Dean of Students and Asst Superintendent, are having a parent information night on December 9th. Continued partnering with parents and school personnel are crucial in providing students the support they need as they navigate high school.

## **VI. Updates from Counseling Department**

**9th & 10th Grade Career Exploration** - Counselors completed a 2 day career exploration lessons with grades 9&10. Students will revisit their career inventories during course selection and again later in the spring.

**Career and Training Expo** - A number of CTE programs, community colleges, certification and training programs are attending this expo on Wed. December 8th to expose our students to these organizations' opportunities. 9th and 10th graders will attend the expo with their advisories and have been prepared with a "Bingo Game" to encourage conversations and gather information from the organizations. 11th and 12th grade students also have the opportunity to attend.

**Mental Health & Wellness Presentation** - Parents are invited to a presentation and discussion on Thursday, Dec. 9th at 6:00pm. This discussion on mental health will be facilitated by Steve Chamberlain, Jon Barry, Sheelu Joshi Flegal, and Karen Chininis.

## **VII. Updates from Athletics**

Our Athletics website has a new home. <https://sabernation.wixsite.com/souheganathletics>.

**Fall Class Time Data-** For the fall season, we worked hard to minimize the amount of class time our student athletes missed by pushing back the start of contests to 4:30pm, whenever possible. Unfortunately, this left many of our sub-varsity teams with shortened games, especially late in the season. [This spreadsheet](#) contains the amount of class time missed for our athletes, per color day, with the later game time start. The number of athletes in each program are listed as a comment on the sport in the first row. We will continue to track this data through the winter and spring seasons as well. N.B.- Many of the start times for winter sports are at the mercy of outside facility availability as basketball and wrestling are the only sports which happen on site.

For the winter season, we have 220 students signed up for participation in all sports. The NHIAA announced last week that there will not be an Indoor Track State Championship this year due to lack of venue willing and able to host. Our team will continue to work at the Dome and we have put together a series of mini meets for our athletes to be able to participate in. The swim season is reduced in the number of meets during the regular season across the state, again due to venue availability and protocols. All other winter sports are in full swing with complete seasons.

Activities:

- The Spring Musical has been chosen and auditions for “Chicago-Teen Edition” will begin this week.
- Jazz night #1 was a great success. The event took place on 12/3 in the SHS Theater with our jazz students showcasing their talents.
- Mock Trial is working twice weekly in preparation for their virtual competition in January.

**VIII. Calendar of Events**

**November:**

12/8 Career Expo

12/9 Mental Health & Wellness  
Presentation

12/13 Late Start: Senior Project  
Panels

12/14 Late Start

12/15 Holiday Concert

12/24- 1/3 No School -  
Winter Break

Respectfully Submitted,

Michael Berry

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**ANNUAL FINANCIAL REPORT**  
**AS OF AND FOR THE FISCAL YEAR ENDED**  
**JUNE 30, 2021**



**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**ANNUAL FINANCIAL REPORT**  
**AS OF AND FOR THE FISCAL YEAR ENDED**  
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## PLODZIK & SANDERSON

*Professional Association/Certified Public Accountants*

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### ***INDEPENDENT AUDITOR'S REPORT***

To the Members of the School Administrative Unit Board  
School Administrative Unit No. 39  
Amherst, New Hampshire

We have audited the accompanying financial statements of the governmental activities and each major fund, of the School Administrative Unit No. 39 as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School Administrative Unit's basic financial statements as listed in the table of contents.

#### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the School Administrative Unit No. 39, as of June 30, 2021, and the respective changes in financial position and the respective budgetary comparison for the general fund and the E-Rate fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Other Matters***

**Required Supplementary Information** – Accounting principles generally accepted in the United States of America require that the following be presented to supplement the basic financial statements:

- Management's Discussion and Analysis,
- Schedule of the School Administrative Unit's Proportionate Share of Net Pension Liability,
- Schedule of School Administrative Unit Contributions – Pensions,
- Schedule of the School Administrative Unit's Proportionate Share of Net Other Postemployment Benefits Liability,

***School Administrative Unit No. 39***  
***Independent Auditor's Report***

- Schedule of School Administrative Unit Contributions – Other Postemployment Benefits,
- Schedule of Changes in the School Administrative unit's Total Other Postemployment Benefits Liability and Related Ratios, and
- Notes to the Required Supplementary Information

Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**Other Information** – Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School Administrative Unit No. 39's basic financial statements. The individual fund schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The individual fund schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the individual fund schedules are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

*Plodzik & Sanderson*  
*Professional Association*

January 25, 2022

**School Administrative Unit #39**  
**Management's Discussion and Analysis (MD&A)**  
**Of the Annual Financial Report for the Year Ended June 30, 2021**

## **INTRODUCTION**

The Superintendent of Schools and Business Administrator of New Hampshire School Administrative Unit (SAU) #39 offer this Management's Discussion and Analysis for the fiscal year which ended June 30, 2021. Responsibility for the accuracy of the data, and the completeness and fairness of this presentation (including all disclosures) rests with management. To the best of our knowledge and belief, the data contained herein is accurate in all material respects. This data is reported in a manner designed to fairly present the SAU's financial position, and the result of operations of the various funds of the SAU. All disclosures necessary to enable the reader to gain an accurate understanding of the SAU's financial activities have been included. Comparative summary financial information is shown here, as is required, and contains meaningful information relating to the SAU's finances and changes in financial position. Readers are encouraged to consider the information presented here in conjunction with additional information found within the body of the annual financial statements.

The SAU is responsible for establishing an accounting and internal control structure designed to ensure that the physical, data, informational, intellectual, and human resource assets of the SAU are protected from loss, theft, and misuse, and to ensure that adequate accounting information is maintained and reported in conformity with generally accepted accounting principles (GAAP). Management also strives to ensure that these assets are put to good and effective use. The internal control structure is designed to provide reasonable assurances that these objectives are attained.

## **FINANCIAL HIGHLIGHTS**

- The SAU's Total Net Position on June 30, 2021 was (\$1,432,390). This was a decrease of \$13,934 from the previous fiscal year. This Total Net Position consists of:
  - \$147,544 in capital assets- a decrease of \$25,997
  - \$28,493 restricted for Brick School Improvements- an increase of \$2,400
  - (\$1,608,427) unrestricted net position balance- an increase of \$9,663
- Governmental funds reported combined ending fund balances of \$386,670, an increase of \$182,720 from the previous fiscal year. See Note 13.
  - The General Fund shows an ending fund balance of \$328,033, an increase of \$179,803.
  - The E-Rate Fund shows an ending fund balance of \$58,637, an increase of \$2,917.

- The SAU carried long term obligations of \$2,543,632 as of June 30, 2021, which was reflected on the financial statements as a reduction in net position. These long-term liabilities consists of:
  - \$106,914 in compensated absences
  - \$2,237,779 in net pension liability
  - \$198,939 in other postemployment benefits
- SAU #39 carries no debt.

## OVERVIEW OF FINANCIAL STATEMENTS

This annual report consists of three parts – management’s discussion and analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of SAU #39. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

**Government-wide Financial Statements.** The government-wide financial statements are designed to provide readers with a broad overview of SAU #39’s finances, in a manner similar to a private-sector business, and to provide both long-term and short-term information.

The *Statement of Net Position* presents information on all of SAU #39’s assets, deferred outflows of resources, liabilities, and deferred inflows of resources, with the difference between them reported as net position. This statement of net position includes debt and contractual obligations as elements of the liabilities of SAU #39.

The *Statement of Activities* presents information showing how SAU #39’s net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows only in future fiscal periods. Growth in net position over time can generally be expected to reflect improving financial condition, while decline would indicate weakening financial condition.

**Fund Financial Statements.** The fund financial statements provide more detailed information about SAU #39’s most significant funds – not SAU #39 as a whole. Funds are accounting devices that SAU #39 uses to keep track of specific sources of funding and spending for particular programs. Some funds are required to be established by state law and by bond covenants. SAU #39 establishes other funds to control and manage money for particular purposes or to show that SAU #39 is meeting legal responsibilities for using certain revenues.

- Governmental funds – SAU #39’s basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets can readily



be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. The governmental funds statements provide a detailed short-term view that helps one to determine whether there are more or fewer financial resources that can be spent in the near future to finance SAU #39's programs. Because this information does not encompass the long-term focus of the government-wide statements, additional information is provided with the governmental funds statements explaining the relationship (or differences) between them.

**Notes to the financial statements.** The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

### NET POSITION

The SAU's negative net position is due to the School District's implementation of GASB Statement No. 68, Accounting and Financial Reporting for Pensions, and GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions which requires the School District to report their proportionate share of the New Hampshire Retirement System's liability based upon their plan contributions for the year.

The table below provides a summary of the change in net position for fiscal year 2021 compared to fiscal year 2020:

Summary of Net Position  
Governmental Activities

	June 30, 2021	June 30, 2020
Current and Other Assets	\$ 481,960	\$ 317,116
Capital Assets	147,544	173,541
Total Assets	629,504	490,657
Deferred Outflows of Resources	771,748	258,915
Current Liabilities	93,757	112,171
Other Liabilities	2,543,632	1,739,731
Total Liabilities	2,637,389	1,851,902
Deferred Inflows of Resources	196,253	316,126
Net Position:		
Net Investment in Capital Assets	147,544	173,541
Restricted	28,493	26,093
Unrestricted	(1,608,427)	(1,618,090)
Total Net Position	\$ (1,432,390)	\$ (1,418,456)

**Changes in Net Position.** SAU #39's total revenue of \$2,552,332 with the total expenses of \$2,566,266 results in a decrease in net position of \$13,949. The majority of SAU #39's revenue (98.5%) came from the School Districts. The majority of SAU #39's expenses were for the Executive Administration (34.6%) and Business Office (29.2%).

Summary of Changes in Net Position  
Governmental Activities

	June 30, 2021	June 30, 2020
<b>Revenues:</b>		
<b>Program Revenue:</b>		
Operating Grants and Contributions	\$ 22,839	\$ 42,230
<b>General Revenue:</b>		
School District Assessment	2,514,622	2,303,972
Unrestricted Investment Income	393	1,153
Miscellaneous	14,478	111,975
Total Revenues	<u>2,552,332</u>	<u>2,459,330</u>
<b>Expenses:</b>		
Instruction	257,263	277,847
Executive Administration	889,044	677,572
Business	749,650	826,015
Operation and Maintenance of Plant	223,544	159,702
Other	331,914	305,725
Noninstructional	114,851	99,316
Total Expenses	<u>2,566,266</u>	<u>2,346,177</u>
Change in Net Position	(13,934)	113,153
Net Position, beginning	<u>(1,418,456)</u>	<u>(1,531,609)</u>
Net Position, ending	<u>\$ (1,432,390)</u>	<u>\$ (1,418,456)</u>

## CAPITAL ASSETS AND DEBT ADMINISTRATION

### Capital Assets

On June 30, 2021, SAU #39 reported capital assets of \$147,544 (net of accumulated depreciation), which consists of a broad range of capital assets, including buildings improvements, and machinery, equipment, furniture and fixtures. More detailed information about SAU #39's capital assets is presented in the notes to the financial statements. See Note 1-G and Note 5.

### Long-Term Liabilities

Compensated absences had a net decrease in potential future payments of \$16,450. The liabilities for other post-employment benefits had a net increase in potential future payments of \$46,009, and net pension related liability was increased by \$774,342. More detailed information about SAU #39's long-term liabilities is presented in Note 8 of the financial statements.

## **CONTACTING SAU'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, parents, participants, investors, and creditors with a general overview of SAU #39's finances and to demonstrate SAU #39's accountability for the money it receives. If you have questions about this report, or need additional financial information, contact Adam Steel, Superintendent, or Amy Facey, Business Administrator, at (603) 673-2690 or by mail at:

SAU #39  
ATTN: Business Office  
PO Box 849  
Amherst, NH 03031

## ***BASIC FINANCIAL STATEMENTS***

**EXHIBIT A**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Statement of Net Position**  
**June 30, 2021**

	Governmental Activities
<b>ASSETS</b>	
Cash and cash equivalents	\$ 428,045
Intergovernmental receivable	53,094
Prepaid items	821
Capital assets, net of accumulated depreciation	147,544
Total assets	<u>629,504</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Amounts related to pensions	744,498
Amounts related to other postemployment benefits	27,250
Total deferred outflows of resources	<u>771,748</u>
<b>LIABILITIES</b>	
Accounts payable	17,011
Accrued salaries and benefits	73,196
Intergovernmental payable	3,550
Due in more than one year	2,543,632
Total liabilities	<u>2,637,389</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Unavailable revenue - received in advance	1,533
Amounts related to pensions	170,748
Amounts related to other postemployment benefits	23,972
Total deferred inflows of resources	<u>196,253</u>
<b>NET POSITION</b>	
Net investment in capital assets	147,544
Restricted	28,493
Unrestricted	<u>(1,608,427)</u>
Total net position	<u>\$ (1,432,390)</u>

The Notes to the Basic Financial Statements are an integral part of this statement.



**EXHIBIT B**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Statement of Activities**  
**For the Fiscal Year Ended June 30, 2021**

	Expenses	Program Revenues Operating Grants and Contributions	Net (Expense) Revenue and Change in Net Position
Governmental activities:			
Instruction	\$ 257,263	\$ -	\$ (257,263)
Support services:			
Executive administration	889,044	-	(889,044)
Business	749,650	-	(749,650)
Operation and maintenance of plant	223,544	-	(223,544)
Other	331,914	22,839	(309,075)
Noninstructional services	114,851	-	(114,851)
Total governmental activities	<u>\$ 2,566,266</u>	<u>\$ 22,839</u>	<u>(2,543,427)</u>
General revenues and contributions:			
Member districts' assessments			2,514,622
Interest			393
Miscellaneous			14,478
Total general revenues and contributions			<u>2,529,493</u>
Change in net position			(13,934)
Net position, beginning			(1,418,456)
Net position, ending			<u>\$ (1,432,390)</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

**EXHIBIT C-1**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Governmental Funds**  
**Balance Sheet**  
**June 30, 2021**

	General	E-Rate	Total Governmental Funds
<b>ASSETS</b>			
Cash and cash equivalents	\$ 369,408	\$ 58,637	\$ 428,045
Intergovernmental	53,094	-	53,094
Prepaid items	821	-	821
Total assets	<u>\$ 423,323</u>	<u>\$ 58,637</u>	<u>\$ 481,960</u>
<b>LIABILITIES</b>			
Accounts payable	\$ 17,011	\$ -	\$ 17,011
Accrued salaries and benefits	73,196	-	73,196
Intergovernmental payable	3,550	-	3,550
Total liabilities	<u>93,757</u>	<u>-</u>	<u>93,757</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
Unavailable revenue - funds received in advance	<u>1,533</u>	<u>-</u>	<u>1,533</u>
<b>FUND BALANCES</b>			
Nonspendable	821	-	821
Restricted	28,493	-	28,493
Committed	-	58,637	58,637
Assigned	8,560	-	8,560
Unassigned	<u>290,159</u>	<u>-</u>	<u>290,159</u>
Total fund balances	<u>328,033</u>	<u>58,637</u>	<u>386,670</u>
Total liabilities, deferred inflows of resources, and fund balances	<u>\$ 423,323</u>	<u>\$ 58,637</u>	<u>\$ 481,960</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

**EXHIBIT C-2**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Reconciliation of the Balance Sheet - Governmental Funds to the Statement of Net Position**  
**June 30, 2021**

Total fund balances of governmental funds (Exhibit C-1)		\$ 386,670
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not current financial resources, therefore, are not reported in the governmental funds.		
Cost	\$ 223,876	
Less accumulated depreciation	<u>(76,332)</u>	
		147,544
Pension and other postemployment benefits (OPEB) related deferred outflows of resources and deferred inflows of resources are not due and payable in the current year, and therefore, are not reported in the governmental funds as follows:		
Deferred outflows of resources related to pensions	\$ 744,498	
Deferred inflows of resources related to pensions	(170,748)	
Deferred outflows of resources related to OPEB	27,250	
Deferred inflows of resources related to OPEB	<u>(23,972)</u>	
		577,028
Long-term liabilities are not due and payable in the current period, therefore, are not reported in the governmental funds.		
Compensated absences	\$ 106,914	
Net pension liability	2,237,779	
Other postemployment benefits	<u>198,939</u>	
		<u>(2,543,632)</u>
Net position of governmental activities (Exhibit A)		<u><u>\$ (1,432,390)</u></u>

**EXHIBIT C-3**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Governmental Funds**  
**Statement of Revenues, Expenditures, and Changes in Fund Balances**  
**For the Fiscal Year Ended June 30, 2021**

	General	E-Rate	Total Governmental Funds
<b>REVENUES</b>			
Member districts' assessments	\$ 2,514,622	\$ -	\$ 2,514,622
Other local	14,871	22,839	37,710
Total revenues	<u>2,529,493</u>	<u>22,839</u>	<u>2,552,332</u>
<b>EXPENDITURES</b>			
Current:			
Instruction	226,551	-	226,551
Support services:			
Executive administration	818,484	-	818,484
Business	697,408	-	697,408
Operation and maintenance of plant	190,663	-	190,663
Other	311,992	19,922	331,914
Noninstructional services	104,592	-	104,592
Total expenditures	<u>2,349,690</u>	<u>19,922</u>	<u>2,369,612</u>
Net change in fund balances	179,803	2,917	182,720
Fund balances, beginning	148,230	55,720	203,950
Fund balances, ending	<u>\$ 328,033</u>	<u>\$ 58,637</u>	<u>\$ 386,670</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

*EXHIBIT C-4*  
*SCHOOL ADMINISTRATIVE UNIT NO. 39*  
*Reconciliation of the Statement of Revenues, Expenditures, and*  
*Changes in Fund Balances - Governmental Funds to the Statement of Activities*  
*For the Fiscal Year Ended June 30, 2021*

Net change in fund balances of total governmental funds (Exhibit C-3)	\$ 182,720
Amounts reported for governmental activities in the Statement of Activities are different because:	
Governmental funds report capital outlays as expenditures, while governmental activities report depreciation expense to allocate those expenditures over the life of the assets.	
Depreciation expense	(14,461)
The net effect of various miscellaneous transactions involving capital assets (i.e., sales and donations) is to decrease net position.	(11,536)
Some expenses reported in the Statement of Activities do not require the use of current financial resources, therefore, are not reported as expenditures in governmental funds.	
Decrease in compensated absences payable	\$ 16,450
Net change in net pension liability and deferred outflows and inflows of resources related to pensions	(140,174)
Net change in net other postemployment benefits liability and deferred outflows and inflows of resources related to other postemployment benefits	(46,933)
	(170,657)
Change in net position of governmental activities (Exhibit B)	\$ (13,934)



**EXHIBIT D-1**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**Budget and Actual (Non-GAAP Budgetary Basis)**  
**General Fund**  
**For the Fiscal Year Ended June 30, 2021**

	Budgeted Amounts		Actual	Variance Positive (Negative)
	Original	Final		
<b>REVENUES</b>				
Member districts' assessments	\$ 2,514,622	\$ 2,514,622	\$ 2,514,622	\$ -
Other local	-	112	14,871	14,759
Total revenues	<u>2,514,622</u>	<u>2,514,734</u>	<u>2,529,493</u>	<u>14,759</u>
<b>EXPENDITURES</b>				
Current:				
Instruction	310,130	310,242	226,551	83,691
Support services:				
Executive administration	867,862	818,917	818,484	433
Business	719,255	719,255	697,408	21,847
Operation and maintenance of plant	189,938	209,448	199,223	10,225
Other	335,496	364,931	311,992	52,939
Noninstructional	110,676	110,676	104,592	6,084
Total expenditures	<u>2,533,357</u>	<u>2,533,469</u>	<u>2,358,250</u>	<u>175,219</u>
Net change in fund balance	<u>\$ (18,735)</u>	<u>\$ (18,735)</u>	171,243	<u>\$ 189,978</u>
Decrease in nonspendable fund balance			310	
Increase in restricted fund balance			(2,400)	
Unassigned fund balance, beginning			121,006	
Unassigned fund balance, ending			<u>\$ 290,159</u>	

The Notes to the Basic Financial Statements are an integral part of this statement.

**EXHIBIT D-2**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
*Statement of Revenues, Expenditures, and Changes in Fund Balance*  
*Budget and Actual (GAAP Basis)*  
**E-Rate Fund**  
**For the Fiscal Year Ended June 30, 2021**

	Original and Final Budget	Actual	Variance Positive (Negative)
<b>REVENUES</b>			
Other local	\$ 18,100	\$ 22,839	\$ 4,739
<b>EXPENDITURES</b>			
Support services:			
Other	18,100	19,922	(1,822)
Net change in fund balance	\$ -	2,917	\$ 2,917
Fund balance, beginning		55,720	
Fund balance, ending		\$ 58,637	

The Notes to the Basic Financial Statements are an integral part of this statement.

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTES TO THE BASIC FINANCIAL STATEMENTS**  
**AS OF AND FOR THE FISCAL YEAR ENDED**  
**JUNE 30, 2021**

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**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTES TO THE BASIC FINANCIAL STATEMENTS**  
**AS OF AND FOR THE FISCAL YEAR ENDED**  
**JUNE 30, 2021**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the School Administrative Unit No. 39, in Amherst, New Hampshire, have been prepared in conformity with U.S. Generally Accepted Accounting Principles (GAAP) for governmental units as prescribed by the Governmental Accounting Standards Board (GASB) and other authoritative sources.

**1-A Reporting Entity**

The School Administrative Unit No. 39 is an entity established by state statute to provide administrative services for Amherst, Mont Vernon, and Souhegan Cooperative School Districts. The School Administrative Unit is governed by the respective School Board of Amherst, Mont Vernon, and Souhegan Cooperative School Districts. In evaluating how to define the School Administrative Unit for financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit in the reporting entity is made by applying the criteria set forth by the GASB. The School Administrative Unit has no component units to include in its reporting entity.

The following is a summary of the more significant accounting policies:

**1-B Government-wide and Fund Financial Statements**

**Government-wide Financial Statements** – The Statement of Net Position and the Statement of Activities report information on all of the nonfiduciary activities of the primary government. Generally, the effect of interfund activity has been eliminated from these statements. Governmental activities normally are supported through assessments and intergovernmental revenues.

The *Statement of Net Position* presents the financial position of the School Administrative Unit at year-end. This Statement includes all of the School Administrative Unit's non-fiduciary assets, deferred outflows of resources, liabilities, and deferred inflows of resources, with the difference reported as net position.

The *Statement of Activities* demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function and (2) grants and contributions that are restricted to meeting the operational requirements of a particular function. Assessments and other items not meeting the definition of program revenues are reported instead as general revenues. Resources that are dedicated internally are reported as general revenue rather than program revenue.

**Fund Financial Statements** – Separate financial statements are provided for governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as nonmajor governmental funds, and are presented in the other governmental column of the fund financial statements.

In the governmental fund financial statements, expenditures are reported by character: current, support services, debt services, facilities acquisition, and construction or noninstructional. Current expenditures are subclassified by function and are for items such as salaries, grants, supplies, and services. Debt service includes both interest and principal outlays related to bonds. Capital outlay includes expenditures for equipment, real property, or infrastructure. The School Administrative Unit had no debt service or facilities acquisition and construction expenditures for the current fiscal year.

**1-C Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

**Measurement Focus and Basis of Accounting** – The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when the liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources* measurement focus and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School Administrative Unit generally considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, with the exception of reimbursement based grants, which use a period of one year. Member Districts' assessments, intergovernmental revenue, and other local sources associated with the current fiscal period are all

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considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. All other revenue items are considered to be measurable and available only when cash is received by the government.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

**Financial Statement Presentation** – A fund is a separate accounting entity with a self-balancing set of accounts. Fund accounting is designed to report financial position and the results of operations, to demonstrate legal compliance, and to aid financial management by segregating transactions related to certain government functions or activities.

The School Administrative Unit reports the following major governmental funds:

**General Fund** – is the School Administrative Unit’s primary operating fund. The general fund accounts for all financial resources except those required to be accounted for in another fund. The primary revenue sources include Member Districts’ assessments, and other local sources. The primary expenditures are for instruction, support services, and noninstructional services.

**E-Rate Fund** – accounts for the resources received from Federal Communications Commission’s Universal Service Fund. The resources provide discounted telecommunications, internet access, and internal connections to eligible schools.

***1-D Cash and Cash Equivalents***

The School Administrative Unit considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. Deposits with financial institutions consist primarily of demand deposits. A cash pool is maintained that is available for use by all funds. Each fund’s portion of this pool is reflected on the combined financial statements under the caption “cash and cash equivalents.”

New Hampshire statutes require that the School Administrative Unit treasurer have custody of all money belonging to the School Administrative Unit and pay out the same only upon orders of the School Administrative Unit Board. The treasurer shall deposit all such monies in participation units in the public deposit investment pool established pursuant to NH RSA 383:22 or in solvent banks in the State. Funds may be deposited in banks outside the State if such banks pledge and deliver to a third party custodial bank or the Federal Reserve Bank, collateral security for such deposits, United States government or government agency obligations or obligations of the State of New Hampshire in value at least equal to the amount of the deposit in each case.

***1-E Receivables***

Receivables in the government-wide and governmental fund financial statements represent amounts due to the School Administrative Unit at June 30, recorded as revenue, which will be collected in the future and consist primarily of accounts and intergovernmental receivables.

***1-F Prepaid Items***

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items and expensed as the items are used.

***1-G Capital Assets***

Capital assets are reported in the governmental activities column in the government-wide financial statements. Purchased or constructed assets are recorded at actual cost or estimated historical cost if actual cost is unavailable. Donated capital assets are recorded at estimated fair value at the date of donation, if received on or before June 15, 2015. Donated capital assets received after June 15, 2015, are recorded at acquisition value. The School Administrative Unit has established a threshold of \$10,000 or more and an estimated useful life in excess of 5 years for capitalization of depreciable assets.

Major outlays for capital assets and improvements are capitalized as projects are constructed. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

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The accounting and reporting treatment applied to capital assets associated with a fund are determined by the fund's measurement focus. General capital assets are assets of the School Administrative Unit as a whole. When purchased, such assets are recorded as expenditures in a governmental fund and capitalized as assets in the government-wide Statement of Net Position.

In the government-wide financial statements, the cost of property sold or retired, together with the related accumulated depreciation, is removed and any resulting gain or loss is included in income.

Capital assets of the School Administrative Unit are depreciated using the straight-line method over the following estimated useful lives:

<b>Capital Asset Class:</b>	<b>Years</b>
Buildings and building improvements	20-25
Software and equipment	5-20

***1-H Accounts Payable***

Accounts payable represent the gross amount of expenditures or expenses incurred as a result of normal operations, but for which no actual payment has yet been issued to vendors/providers as of June 30, 2021.

***1-I Deferred Outflows/Inflows of Resources***

*Deferred outflows of resources*, a separate financial statement element, represents a consumption of net position or fund balance that applies to a future period(s) and thus will not be recognized as an outflow of resources (expenses) until then.

*Deferred inflows of resources*, a separate financial statement element, represents an acquisition of net position or fund balance that applies to a future period(s) which will not be recognized as an inflow of resources (revenue) until that time. Although certain revenues are measurable, they are not available. Available means collected within the current year or expected to be collected soon enough thereafter to be used to pay liabilities of the current year.

***1-J Long-term Obligations***

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the governmental activities Statement of Net Position. The School Administrative Unit reports other long-term obligations in the form of net pension liability, other postemployment benefits and compensated absences.

***1-K Compensated Absences***

General leave for the School Administrative Unit includes vacation and sick pay. General leave is based on an employee's length of employment and is earned ratably during the span of employment. Upon retirement or termination, employees are paid full value for any accrued general leave earned as set forth by the School Administrative Unit's personnel policy.

Vested or accumulated general leave that is expected to be liquidated with expendable available financial resources is reported as an expenditure and a fund liability of the governmental fund that will pay it. Amounts of vested or accumulated general leave that are not expected to be liquidated with expendable financial resources are maintained separately and represent a reconciling item between the governmental fund and government-wide presentations.

***1-L Defined Benefit Pension Plan***

GASB Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*, and as amended by GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date* requires participating employers to recognize their proportionate share of collective net pension liability, deferred outflows of resources, deferred inflows of resources, and pension expense, and schedules have been prepared to provide employers with their calculated proportionate share of these amounts. The collective amounts have been allocated based on employer contributions during the respective fiscal years. Contributions from employers are recognized when legally due, based on statutory requirements.

The schedules prepared by New Hampshire Retirement System, and audited by the plan's independent auditors, require management to make a number of estimates and assumptions related to the reported amounts. Due to the inherent nature and uncertainty of these estimates, actual results could differ, and the differences may be material.



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***1-M Postemployment Benefits Other Than Pensions (OPEB)***

The School Administrative Unit maintains two separate other postemployment benefit plans, as follows:

***New Hampshire Retirement System Plan*** – For the purposes of measuring the total other postemployment benefit (OPEB) liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the New Hampshire Retirement System OPEB Plan (the plan) and additions to/deductions from the plan's fiduciary net position has been determined on the same basis as they are reported by the New Hampshire Retirement System. For this purpose, the plan recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except money market investments and participating interest earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

***Single Employer Plan*** – For purposes of measuring the total OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information has been determined based on the School Administrative Unit's actuarial report. For this purpose, benefit payments are recognized when due and payable in accordance with benefit terms.

***1-N Net Position/Fund Balances***

Government-wide statements – Equity is classified as net position and displayed in three components:

**Net Investment in Capital Assets** – Consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, or other debt attributable to the acquisition, construction, or improvement of those assets.

**Restricted Net Position** – Results when constraints placed on net position use are either externally imposed by a third party (statutory, bond covenant, or granting agency) or are imposed by law through constitutional provisions or enabling legislation. The School Administrative Unit typically uses restricted assets first, as appropriate opportunities arise, but reserves the right to selectively defer the use until a future period.

**Unrestricted Net Position** – Consists of net position not meeting the definition of the preceding categories. Unrestricted net position is often subject to constraints imposed by management which can be removed or modified.

***Fund Balance Classifications*** – GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, provides more clearly defined fund balance categories to make sure the nature and extent of the constraints placed on a government's fund balances more transparent. The following classifications describe the relative strength of the spending constraints:

**Nonspendable** – Amounts that cannot be spent because they are either (a) not in spendable form; or (b) are legally or contractually required to be maintained intact.

**Restricted** – Amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation.

**Committed** – Amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the legislative body (School Administrative Unit Meeting). These amounts cannot be used for any other purpose unless the legislative body removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

**Assigned** – Amounts that are constrained by the School Administrative Unit's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the School Administrative Unit Board or through the Board delegating this responsibility to the Business Administrator through the budgetary process.

**Unassigned** – The portion of fund balance that has not been restricted, committed, or assigned for a specific purpose.

When multiple net position/fund balance classifications are available for use, it is the School Administrative Unit's policy to utilize the most restricted balances first, then the next most restricted balance as needed. When components of unrestricted fund balance are used, committed fund balance is depleted first followed by assigned fund balance. Unassigned fund balance is applied last.

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**1-O Use of Estimates**

The financial statements and related disclosures are prepared in conformity with accounting principles generally accepted in the United States. Management is required to make estimates and assumptions that affect the reported amounts of assets, deferred outflows of resources, liabilities, and deferred inflows of resources, the disclosure of contingent assets and liabilities at the date of the financial statements, and revenues and expenses/expenditures during the period reported. These estimates include assessing the collectability of accounts receivable and the useful lives of capital assets, net pension liability, other post-employment benefits, and deferred outflows and inflows of resources, among others. Estimates and assumptions are reviewed periodically, and the effects of revisions are reflected in the financial statements in the period they are determined to be necessary. Actual results could differ from estimates.

**NOTE 2 – STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY**

**2-A Budgetary Information**

General governmental revenues and expenditures accounted for in budgetary funds are controlled by a formal integrated budgetary accounting system in accordance with various legal requirements which govern the School Administrative Unit's operations. At its annual meeting, the School Administrative Unit adopts a budget for the current year for the general and E-Rate funds. Except as reconciled below, the budget was adopted on a basis consistent with United States generally accepted accounting principles.

Management may transfer appropriations between operating categories as deemed necessary, but expenditures may not legally exceed budgeted appropriations in total. All annual appropriations lapse at year-end unless encumbered.

Encumbrance accounting, under which purchase orders, contracts, and continuing appropriations (certain projects and specific items not fully expended at year-end) are recognized, is employed in the governmental funds. Encumbrances are not the equivalent of expenditures, and are therefore, reported as part of the assigned fund balance at year-end, and are carried forward to supplement appropriations of the subsequent year.

State statutes require balanced budgets but provide for the use of beginning unassigned fund balance to achieve that end. In the fiscal year 2021, \$18,735 of the beginning general fund unassigned fund balance was applied for this purpose.

Expenditures:	
Per Exhibit D-1 (budgetary basis)	\$2,358,250
Adjustments:	
Basis difference:	
Encumbrances, beginning	-
Encumbrances, ending	(8,560)
Per Exhibit C-3 (GAAP basis)	<u>\$2,349,690</u>

**DETAILED NOTES ON ALL FUNDS**

**NOTE 3 – CASH AND CASH EQUIVALENTS**

The School Administrative Unit's deposits are entirely covered by federal depository insurance (FDIC) or by collateral held by the School Administrative Unit's agent in the School Administrative Unit's name. The FDIC currently insures the first \$250,000 of the School Administrative Unit's deposits at each financial institution, per case custodian. Deposit balances over \$250,000 are insured by collateral. As of year-end, the carrying amount of the School Administrative Unit's deposits was \$428,045 and the bank balances totaled \$522,647.

**NOTE 4 – RECEIVABLES**

Receivables at June 30, 2021, consisted of accounts and intergovernmental amounts arising from amounts owed from member school districts of School Administrative Unit No. 39. Receivables are recorded on the School Administrative Unit's financial statements to the extent that the amounts are determined to be material and substantiated not only by supporting documentation, but also by a reasonable, systematic method of determining their existence, completeness, valuation, and collectability.

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**NOTE 5 – CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2021, consisted of the following:

	Balance, beginning	Additions	Retirements	Balance, ending
At cost:				
Buildings and building improvements	\$ 212,220	\$ -	\$ (10,788)	\$ 201,432
Software and equipment	97,246	-	(74,802)	22,444
Total capital assets being depreciated	309,466	-	(85,590)	223,876
Less accumulated depreciation:				
Buildings and building improvements	(55,483)	(9,972)	2,589	(62,866)
Software and equipment	(80,442)	(4,489)	71,465	(13,466)
Total accumulated depreciation	(135,925)	(14,461)	74,054	(76,332)
Net book value, all capital assets	\$ 173,541	\$ (14,461)	\$ (11,536)	\$ 147,544

Depreciation expense was charged to functions of the School Administrative Unit based on their usage of the related assets. The amounts allocated to each function are as follows:

Support services:	
General administration	\$ 4,489
Operation and maintenance of plant	9,972
Total depreciation expense	<u>\$ 14,461</u>

**NOTE 6 – INTERGOVERNMENTAL PAYABLES**

Amounts due to other governments of \$3,550 at June 30, 2021, consist of amounts due to member school districts for food service reimbursements for the month of June.

**NOTE 7 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES**

Deferred outflows of resources at June 30, 2021, consist of amounts related to pensions totaling \$744,498 and amounts related to OPEB totaling \$27,250. For further discussion on these amounts, see Notes 9 and 10, respectively.

Deferred inflows of resources at June 30, 2021, consist of the following:

	Governmental Activities	General Fund
Amounts related to pensions, see Note 9	\$ 170,748	\$ -
Amounts related to OPEB, see Note 10	23,972	-
Amounts received in advance of eligible expenditures being made	1,533	1,533
Total deferred inflows of resources	<u>\$ 196,253</u>	<u>\$ 1,533</u>

**NOTE 8 – LONG-TERM LIABILITIES**

Changes in the School Administrative Unit's long-term liabilities consisted of the following for the year ended June 30, 2021:

	Balance July 1, 2020	Additions	Reductions	Balance June 30, 2021
Compensated absences	\$ 123,364	\$ -	\$ (16,450)	\$ 106,914
Pension related liability	1,463,437	774,342	-	2,237,779
Net other postemployment benefits	152,930	46,009	-	198,939
Total long-term liabilities	<u>\$ 1,739,731</u>	<u>\$ 820,351</u>	<u>\$ (16,450)</u>	<u>\$ 2,543,632</u>

Entire balance at June 30, 2021 is considered to be due in more than one year.

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**NOTE 9 – DEFINED BENEFIT PENSION PLAN**

**Plan Description** – The New Hampshire Retirement System (NHRS or the System) is a public employee retirement system that administers one cost-sharing multiple-employer defined benefit pension plan (Pension Plan), a component unit of the State of New Hampshire, as defined in Governmental Accounting Standards Board (GASB) Statement No. 67, *Financial Reporting for Pension Plans* – an amendment of GASB Statement No. 25. The Pension Plan was established in 1967 by RSA 100-A:2 and is qualified as a tax-exempt organization under Sections 401(a) and 501(a) of the Internal Revenue Code. The Pension Plan is a contributory, defined benefit plan providing service, disability, death and vested retirement benefits to members and their beneficiaries. Substantially all full-time state employees, public school teachers and administrators, permanent firefighters and permanent police officers within the State are eligible and required to participate in the Pension Plan. The System issues a publicly available financial report that may be obtained by writing the New Hampshire Retirement System, 54 Regional Drive, Concord, NH 03301.

**Benefits Provided** – Benefit formulas and eligibility requirements for the Pension Plan are set by state law (RSA 100-A). The Pension Plan is divided into two membership groups. State and local employees and teachers belong to Group I. Police and firefighters belong to Group II.

Group I benefits are provided based on creditable service and average final salary for the highest of either three or five years, depending on when service commenced.

Group II benefits are provided based on age, years of creditable service and benefit multiplier depending on vesting status as of 1/1/12. The maximum retirement allowance for Group II members vested by 1/1/12 (45 years of age with 20 years of service or age 60 regardless of years of creditable service) is the average final compensation multiplied by 2.5% multiplied by creditable service. For Group II members not vested by 1/1/12 the benefit is calculated the same way, but the multiplier used in the calculation will change depending on age and years of creditable service as follows:

<b>Years of Creditable Service as of 1/1/12</b>	<b>Minimum Age</b>	<b>Minimum Service</b>	<b>Benefit Multiplier</b>
At least 8 but less than 10 years	46	21	2.4%
At least 6 but less than 8 years	47	22	2.3%
At least 4 but less than 6 years	48	23	2.2%
Less than 4 years	49	24	2.1%

Members of both groups may qualify for vested deferred allowances, disability allowances and death benefit allowances, subject to meeting various eligibility requirements. Benefits are based on AFC or earnable compensation and/or service.

**Contributions** – The System is financed by contributions from both the employees and the School Administrative Unit. Member contribution rates are established and may be amended by the State legislature while employer contribution rates are set by the System trustees based on an actuarial valuation. All employees are required to contribute 7% of earnable compensation. For fiscal year 2021, the School Administrative Unit contributed 15.99% for teachers and 10.88% for other employees. The contribution requirement for the fiscal year 2021 was \$150,958, which was paid in full.

**Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions** – At June 30, 2021, the School Administrative Unit reported a liability of \$2,237,779 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2019. The School Administrative Unit's proportion of the net pension liability was based on a projection of the School Administrative Unit's long-term share of contributions to the pension plan relative to the projected contributions of all participating towns and school districts, actuarially determined. At June 30, 2020, the School Administrative Unit's proportion was 0.03% which was the same as its proportion measured as of June 30, 2019.

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For the year ended June 30, 2021, the School Administrative Unit recognized pension expense of \$291,130. At June 30, 2021, the School Administrative Unit reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ 173,339	\$ 146,721
Net difference between projected and actual investment earnings on pension plan investments	138,409	-
Changes in assumptions	221,361	-
Differences between expected and actual experience	60,431	24,027
Contributions subsequent to the measurement date	150,958	-
Total	<u>\$ 744,498</u>	<u>\$ 170,748</u>

The \$150,958 reported as deferred outflows of resources related to pensions results from the School Administrative Unit contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Fiscal Year Ending June 30,	
2021	\$ 50,869
2022	91,030
2023	136,061
2024	144,832
Thereafter	-
Totals	<u>\$ 422,792</u>

**Actuarial Assumptions** – The collective total pension liability was determined by an actuarial performed as of June 30, 2019, rolled forward to June 30, 2020, using the following assumptions:

Inflation:	2.0% per year
Wage inflation:	2.75% per year (2.25% for Teachers)
Salary increases:	5.6% average, including inflation
Investment rate of return:	6.75% net of pension plan investment expense, including inflation

Mortality rates were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019.

The actuarial assumptions used in the June 30, 2019, valuation were based on the results of the most recent actuarial experience study, which was for the period July 1, 2016 – June 30, 2019.

**Long-term Rates of Return** – The long-term expected rate of return on pension plan investment was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rate of return net of investment expenses by the target asset allocation percentage and by adding expected inflation.

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Following is a table presenting target allocations and long-term rates of return for 2020:

Asset Class	Target Allocation	Weighted average long-term expected real rate of return
		2020
Large Cap Equities	22.50%	3.71%
Small/Mid Cap Equities	7.50%	4.15%
Total domestic equities	30.00%	
Int'l Equities (unhedged)	13.00%	3.96%
Emerging Int'l Equities	7.00%	6.20%
Total international equity	20.00%	
Core Bonds	9.00%	0.42%
Global Multi-Sector Fixed Income	10.00%	1.66%
Absolute Return Fixed Income	6.00%	0.92%
Total fixed income	25.00%	
Private equity	10.00%	7.71%
Private debt	5.00%	4.81%
Total alternative investments	15.00%	
Real estate	10.00%	2.95%
Total	100.00%	

**Discount Rate** – The discount rate used to measure the collective total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. For purposes of the projection, member contributions and employer service cost contributions are projected based on the expected payroll of current members only. Employer contributions are determined based on the Pension Plan's actuarial funding policy as required by RSA 100-A:16. Based on those assumptions, the Pension Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on Pension Plan investment was applied to all periods of projected benefit payments to determine the collective total pension liability.

**Sensitivity of the School Administrative Unit's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate** – The following table presents the School Administrative Unit's proportionate share of the net pension liability calculated using the discount rate of 6.75% as well as what the School Administrative Unit's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (5.75%) or 1-percentage point higher (7.75%) than the current rate:

Actuarial Valuation Date	1% Decrease 5.75%	Current Single Rate Assumption 6.75%	1% Increase 7.75%
June 30, 2020	\$ 2,897,012	\$ 2,237,779	\$ 1,699,097

**Pension Plan Fiduciary Net Position** – Detailed information about the pension plan's fiduciary net position is available in the separately issued New Hampshire Retirement System Cost-Sharing Multiple Employer Defined Benefit Pension Plan financial report.

**NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)**

**10-A New Hampshire Retirement System (NHRS)**

**Plan Description** – The New Hampshire Retirement System (NHRS or the System) administers a cost-sharing multiple-employer other postemployment benefit plan medical subsidy healthcare plan (OPEB Plan). For additional system information, please refer to the 2019 Comprehensive Annual Financial Report, which can be found on the system's website at [www.nhrs.org](http://www.nhrs.org).



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**Benefits Provided** – Benefit amounts and eligibility requirements for the OPEB Plan are set by State law (RSA 100-A:52, RSA 100-A:52-a and RSA 100-A:52-b), and members are designated in statute by type. The four membership types are Group II, Police Officers and Firefighters; Group I, Teachers; Group I, Political Subdivision Employees; and Group I, State Employees. The OPEB Plan provides a medical insurance subsidy to qualified retired members. The medical insurance subsidy is a payment made by NHRS to the former employer or its insurance administrator toward the cost of health insurance for a qualified retiree, his/her qualified spouse, and his/her certified dependent children with a disability who are living in the household and being cared for by the retiree. If the health insurance premium amount is less than the medical subsidy amount, then only the health insurance premium amount will be paid. If the health insurance premium amount exceeds the medical subsidy amount, then the retiree or other qualified person is responsible for paying any portion that the employer does not pay.

Group I benefits are based on creditable service, age, and retirement date. Group II benefits are based on hire date, age, and creditable service. The OPEB plan is closed to new entrants.

Maximum medical subsidy rates paid during fiscal year 2019 were as follows:

For qualified retirees not eligible for Medicare, the amounts were \$375.56 for a single-person plan and \$751.12 for a two-person plan.

For those qualified retirees eligible for Medicare, the amounts were \$236.84 for a single-person plan and \$473.68 for a two-person plan.

**Contributions** – The OPEB Plan is funded by allocating to the 401(h) subtrust the lesser of: 25% of all employer contributions made in accordance with RSA 100-A:16 or the percentage of employer contributions determined by the actuary to be the minimum rate necessary to maintain the benefits provided under RSA 100-A:53-b, RSA 100-A:53-c, and RSA 100-A:53-d. For fiscal year 2020, the minimum rates determined by the actuary to maintain benefits were the lesser of the two options and were used to determine the employer contributions due to the 401(h) subtrust. The State Legislature has the authority to establish, amend and discontinue the contribution requirements of the OPEB Plan. Administrative costs are allocated to the OPEB Plan based on fund balances. For fiscal year 2021, the School Administrative Unit contributed 1.81% for teachers and 0.29% for other employees. The contribution requirement for the fiscal year 2021 was \$7,231, which was paid in full.

**OPEB Liabilities, OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB** – At June 30, 2021, the School Administrative Unit reported a liability of \$78,136 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2020, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2019. The School Administrative Unit's proportion of the net OPEB liability was based on a projection of the School Administrative Unit's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating towns and school districts, actuarially determined. At June 30, 2020, the School Administrative Unit's proportion was 0.02% which was an increase of 0.01% from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021, the School Administrative Unit recognized OPEB expense of \$45,267. At June 30, 2021, the School Administrative Unit reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ 5,455	\$ -
Net difference between projected and actual investment earnings on OPEB plan investments	292	-
Changes in assumptions	502	-
Differences between expected and actual experience	-	226
Contributions subsequent to the measurement date	7,231	-
Total	<u>\$ 13,480</u>	<u>\$ 226</u>

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTES TO THE BASIC FINANCIAL STATEMENTS**  
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The \$7,231 reported as deferred outflows of resources related to OPEB results from the School Administrative Unit contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ending June 30,	
2021	\$ 5,753
2022	87
2023	103
2024	80
Thereafter	-
Totals	<u>\$ 6,023</u>

**Actuarial Assumptions** – The total OPEB liability in this report is based on an actuarial valuation performed as of June 30, 2019, and a measurement date of June 30, 2020. The total OPEB liability was determined using the following actuarial assumptions applied to all periods included in the measurement, unless otherwise specified:

Price inflation:	2.0% per year
Wage inflation:	2.75% per year (2.25% for Teachers)
Salary increases:	5.6% average, including inflation
Investment rate of return:	6.75% net of OPEB plan investment expense, including inflation
Health care trend rate:	Not applicable, given that the benefits are fixed stipends

Mortality rates were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019.

The actuarial assumptions used in the June 30, 2019, valuation were based on the results of the most recent actuarial experience study, which was for the period July 1, 2016 – June 30, 2019.

**Long-term Rates of Return** – The long-term expected rate of return on OPEB plan investment was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rate of return net of investment expenses by the target asset allocation percentage and by adding expected inflation. Following is a table presenting target allocations and long-term rates of return for 2020:

Asset Class	Target Allocation	Weighted average long-term expected real rate of return <u>2020</u>
Large Cap Equities	22.50%	3.71%
Small/Mid Cap Equities	7.50%	4.15%
Total domestic equities	30.00%	
Int'l Equities (unhedged)	13.00%	3.96%
Emerging Int'l Equities	7.00%	6.20%
Total international equity	20.00%	
Core Bonds	9.00%	0.42%
Global Multi-Sector Fixed Income	10.00%	1.66%
Absolute Return Fixed Income	6.00%	0.92%
Total fixed income	25.00%	
Private equity	10.00%	7.71%
Private debt	5.00%	4.81%
Total alternative investments	15.00%	
Real estate	10.00%	2.95%
Total	100.00%	

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
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**Discount Rate** – The discount rate used to measure the total OPEB liability as of June 30, 2020, was 6.75%. The projection of cash flows used to determine the discount rate assumed that employer contributions will be made under the current statute RSA 100-A:16 and that plan member contributions will be made under RSA 100-A:16. Based on those assumptions, the OPEB Plan’s fiduciary net position was projected to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB Plan investments was applied to all periods of projected benefit payments to determine the collective total OPEB liability.

**Sensitivity of the School Administrative Unit’s Proportionate Share of the OPEB Liability to Changes in the Discount Rate** – The following table presents the School Administrative Unit’s proportionate share of the OPEB liability calculated using the discount rate of 6.75% as well as what the School Administrative Unit’s proportionate share of the OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (5.75%) or 1-percentage point higher (7.75%) than the current rate:

Actuarial Valuation Date	1% Decrease 5.75%	Current Single Rate Assumption 6.75%	1% Increase 7.75%
June 30, 2020	\$ 84,848	\$ 78,136	\$ 72,309

**Sensitivity of the School Administrative Unit’s Proportionate Share of the OPEB Liability to Changes in the Healthcare Cost Trend Rate** – GASB No. 75 requires the sensitivity of the Net OPEB liability to the healthcare cost trend assumption. Since the medical subsidy benefits are a fixed stipend, there is no sensitivity to the change in the healthcare cost trend assumption.

**OPEB Plan Fiduciary Net Position** – Detailed information about the OPEB plan’s fiduciary net position is available in the separately issued New Hampshire Retirement System Cost-Sharing Multiple Employer Defined Benefit OPEB Plan financial report.

### **10-B Retiree Health Benefit Program**

**Plan Description** – GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, requires governments to account for other postemployment benefits (OPEB) on an accrual basis, rather than on a pay-as-you-go basis. The effect is the recognition of an actuarially determined expense on the Statement of Activities when a future retiree earns their postemployment benefits, rather than when they use their postemployment benefit. The postemployment benefit liability is recognized on the Statement of Net Position over time. The School Administrative Unit OPEB plan is not administered through a trust that meets the criteria of paragraph 4 of GASB Statement No. 75.

The total OPEB liability is based on the School Administrative Unit offering retirees post-employment healthcare insurance governed by RSA 100-A:50. The retirees pay 100% of the premium cost to participate and are included in the same pool as the active members. The inclusion of the retirees in the same pool effects the insurance rates of the active employees as the rates for the retirees are assumed to be higher due to the age consideration, thereby creating an implicit rate subsidy.

**Funding Policy** – The School Administrative Unit’s funding policy for the implicit rate subsidy is a pay-as-you-go basis.

**Benefits Provided** – The School Administrative Unit provides postemployment healthcare benefits for certain eligible retirees. The School Administrative Unit provides medical benefits to its eligible retirees. The benefits are provided through HealthTrust.

**Employees Covered by Benefit Terms** – At July 1, 2020, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	2
Active employees	13
Total participants covered by OPEB plan	15

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTES TO THE BASIC FINANCIAL STATEMENTS**  
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**Total OPEB Liability** – The School Administrative Unit’s total OPEB liability of \$120,803 was measured as of June 30, 2020, and was determined by an actuarial valuation as of July 1, 2019. The School Administrative Unit contract with an outside actuary to complete the actuarial valuation and schedule of changes in the total OPEB liability. Detailed information can be found in the separately issued report through request of the School Administrative Unit business office.

**Actuarial Assumptions and Other Inputs** – The total OPEB liability of \$120,803 in the June 30, 2020, actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Discount Rate:	2.21%
Healthcare Cost Trend Rates:	
Current Year Trend	2.20%
Second Year Trend	9.50%
Decrement	0.50%
Ultimate Trend	5.00%
Year Ultimate Trend is Reached	2030
Salary Increases:	2.00%

The discount rate was based on the index provided by *Bond Buyer 20-Bond General Obligation Index* based on the 20-year AA municipal bond rate as of June 30, 2020.

Mortality rates were based on SOA RP-2014 Total Dataset Mortality with Scale MP-2019 (Base Year 2006).

**Changes in the Total OPEB Liability**

	June 30,	
	2020	2021
Total OPEB liability beginning of year	\$ 138,166	\$ 118,500
Changes for the year:		
Service cost	8,926	9,123
Interest	2,468	2,516
Assumption changes and difference between actual and expected experience	(21,926)	-
Benefit payments	(9,134)	(9,336)
Total OPEB liability end of year	<u>\$ 118,500</u>	<u>\$ 120,803</u>

**Sensitivity of the School Administrative Unit’s OPEB Liability to Changes in the Discount Rate** – The following presents the total OPEB Liability, prepared using a discount rate of 2.21%, as well as what the total OPEB Liability would be if it were prepared using a discount rate that is one percentage point lower or one percentage point higher than the current rate:

	Discount Rate		
	1% Decrease	Baseline 2.21%	1% Increase
Total OPEB Liability	<u>\$ 128,732</u>	<u>\$ 120,803</u>	<u>\$ 112,791</u>

**Sensitivity of the School Administrative Unit’s OPEB Liability to Changes in the Healthcare Cost Trend Rates** – The following presents the total OPEB Liability, prepared using the trend rate of 2.20%, as well as what the total OPEB Liability would be if it were prepared using the trend rate that is one percentage point lower or one percentage point higher than the current rate:

	Healthcare Cost Trend Rates		
	1% Decrease	Baseline 2.20%	1% Increase
Total OPEB Liability	<u>\$ 106,087</u>	<u>\$ 120,803</u>	<u>\$ 137,579</u>

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTES TO THE BASIC FINANCIAL STATEMENTS**  
**AS OF AND FOR THE FISCAL YEAR ENDED**  
**JUNE 30, 2021**

**OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB** – For the year ended June 30, 2021, the School Administrative Unit recognized OPEB expense of \$18,232. At June 30, 2021, the School Administrative Unit reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	\$ 13,770	\$ -
Differences between expected and actual experience	-	23,746
Total	<u>\$ 13,770</u>	<u>\$ 23,746</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ending June 30,	
2022	\$ (5,975)
2023	(4,001)
Thereafter	-
Totals	<u>\$ (9,976)</u>

**NOTE 11 - ENCUMBRANCES**

Encumbrances outstanding at June 30, 2021, are as follows:

Support services:	
Operation and maintenance of plant	<u>\$ 8,560</u>

**NOTE 12 – GOVERNMENTAL ACTIVITIES NET POSITION**

Net position reported on the government-wide Statement of Net Position at June 30, 2021, include the following:

	Governmental Activities
Net investment in capital assets:	
Net book value of all capital assets	\$ 147,544
Restricted net position:	
Restricted for Brick School improvements	28,493
Unrestricted	(1,608,427)
Total net position	<u>\$ (1,432,390)</u>

None of the net position is restricted by enabling legislation.

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTES TO THE BASIC FINANCIAL STATEMENTS**  
**AS OF AND FOR THE FISCAL YEAR ENDED**  
**JUNE 30, 2021**

**NOTE 13 – GOVERNMENTAL FUND BALANCES**

Governmental fund balances at June 30, 2021, consist of the following:

	General Fund	E-Rate Fund	Total Governmental Funds
<b>Nonspendable:</b>			
Prepaid items	\$ 821	\$ -	\$ 821
<b>Restricted:</b>			
Brick School improvements	28,493	-	28,493
<b>Committed:</b>			
Special revenue	-	58,637	58,637
<b>Assigned:</b>			
Encumbrances	8,560	-	8,560
<b>Unassigned:</b>	290,159	-	290,159
Total governmental fund balances	<u>\$ 328,033</u>	<u>\$ 58,637</u>	<u>\$ 386,670</u>

**NOTE 14 – RISK MANAGEMENT**

The School Administrative Unit is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; injuries to employees; or natural disasters. During fiscal year 2021, the School Administrative Unit was a member of the New Hampshire Public Risk Management Exchange (Primex<sup>3</sup>) Workers' Compensation and Property/Liability Programs.

The New Hampshire Public Risk Management Exchange (Primex<sup>3</sup>) Workers' Compensation and Property/Liability Programs are pooled risk management programs under RSAs 5-B and 281-A. Coverage was provided from July 1, 2020, to June 30, 2021 by Primex<sup>3</sup>, which retained \$2,000,000 of each workers' compensation loss, \$500,000 of each liability loss, and \$200,000 of each property loss. The Board has decided to self-insure the aggregate exposure and has allocated funds based on actuarial analysis for that purpose. The workers' compensation section of the self-insurance membership agreement permits Primex<sup>3</sup> to make additional assessments to members should there be a deficiency in contributions for any member year, not to exceed the member's annual contribution. GASB Statement No. 10 requires members of a pool with a sharing risk to disclose if such an assessment is probable, and a reasonable estimate of the amount, if any. In fiscal year 2020-21 the School Administrative Unit paid \$5,370 and \$5,061, respectively, to Primex for workers' compensation and property/liability. At this time, Primex<sup>3</sup> foresees no likelihood of any additional assessment for this or any prior year.

The School Administrative Unit continues to carry commercial insurance for all other risks of loss. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

**NOTE 15 – SUBSEQUENT EVENTS**

Subsequent events are events or transactions that occur after the balance sheet date, but before the financial statements are issued. Recognized subsequent events are events or transactions that provided additional evidence about conditions that existed at the balance sheet date, including the estimates inherent in the process of preparing the financial statements. Nonrecognized subsequent events are events that provide evidence about conditions that did not exist at the balance sheet date but arose after the date. Management has evaluated subsequent events through January 25, 2022, the date the June 30, 2021, financial statements were available to be issued, and noted no events occurred that require recognition or disclosure.

***REQUIRED SUPPLEMENTARY INFORMATION***



**EXHIBIT E**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
*Schedule of the School Administrative Unit's Proportionate Share of Net Pension Liability*  
*New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan*  
*For the Fiscal Year Ended June 30, 2021*  
**Unaudited**

Fiscal year-end	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
Measurement date	<u>June 30, 2013</u>	<u>June 30, 2014</u>	<u>June 30, 2015</u>	<u>June 30, 2016</u>	<u>June 30, 2017</u>	<u>June 30, 2018</u>	<u>June 30, 2019</u>	<u>June 30, 2020</u>
School Administrative Unit's:								
Proportion of the net pension liability	0.04%	0.04%	0.04%	0.04%	0.04%	0.03%	0.03%	0.03%
Proportionate share of the net pension liability	\$ 1,861,450	\$ 1,547,951	\$ 1,541,028	\$ 2,002,776	\$ 1,839,673	\$ 1,590,372	\$ 1,463,437	\$ 2,237,779
Covered payroll (as of the measurement date)	\$ 1,268,235	\$ 1,281,510	\$ 1,275,719	\$ 1,258,053	\$ 1,251,726	\$ 1,111,555	\$ 1,194,572	\$ 1,194,572
Proportionate share of the net pension liability as a percentage of its covered payroll	146.77%	120.79%	120.80%	159.20%	146.97%	143.08%	122.51%	187.33%
Plan fiduciary net position as a percentage of the total pension liability	66.32%	59.81%	65.47%	58.30%	62.66%	64.73%	65.59%	58.72%

**EXHIBIT F**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
*Schedule of School Administrative Unit Contributions - Pensions*  
*New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan*  
*For the Fiscal Year Ended June 30, 2021*  
**Unaudited**

Fiscal year-end	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
Measurement date	June 30, 2013	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020
Contractually required contribution	\$ 107,546	\$ 133,790	\$ 130,504	\$ 134,864	\$ 137,038	\$ 139,596	\$ 132,358	\$ 150,958
Contributions in relation to the contractually required contributions	107,546	133,790	130,504	134,864	137,038	139,596	132,358	150,958
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Administrative Unit's covered payroll (as of the fiscal year)	\$1,268,235	\$1,281,510	\$1,275,719	\$1,258,053	\$1,251,726	\$1,111,555	\$1,194,572	\$1,278,607
Contributions as a percentage of covered payroll	8.48%	10.44%	10.23%	10.72%	10.95%	12.56%	11.08%	12.64%

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTE TO THE REQUIRED SUPPLEMENTARY INFORMATION –**  
**PENSION LIABILITY**  
**FOR THE FISCAL YEAR ENDED**  
**JUNE 30, 2021**

***Schedule of the School Administrative Unit's Proportionate Share of Net Pension Liability and  
Schedule of School Administrative Unit Contributions – Pensions***

As required by GASB Statement No. 68, and as amended by GASB Statement No. 71, Exhibits E and F represent the actuarial determined costs associated with the School Administrative Unit's pension plan at June 30, 2021. These schedules are presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

The following assumptions were changed in the current year:

- Reduced the assumed rate of investment return from 7.25% to 6.75%
- Reduced the wage inflation from 3.25% to 2.75% (2.25% for teachers)
- Reduced price inflation from 2.5% to 2.0%
- Updated economic assumptions, including merit and longevity salary increases, disability rates, retirement rates, and mortality tables (specifically the new public pension plan mortality tables).

**Methods and Assumptions Used to Determine Contribution Rates for Fiscal Year 2020:**

Actuarial Cost Method	Entry Age Normal
Amortization Method	Level Percentage-of-Payroll, Closed
Remaining Amortization Period	20 years beginning July 1, 2019 (30 years beginning July 1, 2009)
Asset Valuation Method	5-year smooth market for funding purposes
Price Inflation	2.0% per year
Wage Inflation	2.755% per year (2.25% for Teachers) in the 2007 valuation
Salary Increases	5.6% Average, including inflation
Municipal Bond Rate	2.45% per year
Investment Rate of Return	6.75% per year, net of investment expenses including inflation
Retirement Age	Experience-based table of rates that are specific to the type of eligibility condition. Last updated for the 2015 valuation pursuant to an experience study of the period 2010-2015.
Mortality	Mortality rates were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019.

**Other Information:**

Notes	The board has adopted new assumptions based on the 2015-2019 experience study effective for employer contributions in the 2022-23 biennium.
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**EXHIBIT G**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
*Schedule of the School Administrative Unit's Proportionate Share of the Net Other Postemployment Benefits Liability*  
*New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan*  
*For the Fiscal Year Ended June 30, 2021*  
*Unaudited*

Fiscal year-end	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
Measurement date	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020
School Administrative Unit's:					
Proportion of the net OPEB liability	0.01%	0.01%	0.01%	0.01%	0.02%
Proportionate share of the net OPEB liability (asset)	\$ 32,076	\$ 30,179	\$ 41,620	\$ 34,430	\$ 78,136
Covered payroll (as of the measurement date)	\$1,258,053	\$1,251,726	\$1,111,555	\$1,194,572	\$1,194,572
Proportionate share of the net OPEB liability (asset) as a percentage of its covered payroll	2.55%	2.41%	3.74%	2.88%	6.54%
Plan fiduciary net position as a percentage of the total OPEB liability	5.21%	7.91%	7.53%	7.75%	7.74%

The Notes to the Required Supplementary Information – Other Postemployment Benefits Liability is an integral part of this schedule.

**EXHIBIT H**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
*Schedule of School Administrative Unit Contributions - Other Postemployment Benefits*  
*New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan*  
*For the Fiscal Year Ended June 30, 2021*  
**Unaudited**

Fiscal year-end	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
Measurement date	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020
Contractually required contribution	\$ 3,850	\$ 3,912	\$ 4,021	\$ 3,584	\$ 7,231
Contributions in relation to the contractually required contribution	3,850	3,912	4,021	3,584	7,231
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
School Administrative Unit's covered payroll (as of the fiscal year)	\$1,258,053	\$1,251,726	\$1,111,555	\$1,194,572	\$1,278,607
Contributions as a percentage of covered payroll	0.31%	0.31%	0.36%	0.30%	0.61%

The Notes to the Required Supplementary Information – Other Postemployment Benefits Liability is an integral part of this schedule.

**EXHIBIT I**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**

***Schedule of Changes in the School Administrative Unit's Total Other Postemployment Benefits Liability and Related Ratios***  
***For the Fiscal Year Ended June 30, 2021***

***Unaudited***

	June 30,				
	2017	2018	2019	2020	2021
OPEB liability, beginning of year	\$ 47,406	\$ 128,495	\$ 133,396	\$ 138,166	\$ 118,500
Changes for the year:					
Service cost	5,713	7,184	7,328	8,926	9,123
Interest	1,896	4,481	4,650	2,468	2,516
Changes to benefit terms	-	-	-	-	-
Assumption changes and difference between actual and expected experience	102,172	(115)	(220)	(21,926)	-
Change in actuarial cost method	(28,692)	-	-	-	-
Benefit payments	-	(6,649)	(6,988)	(9,134)	(9,336)
OPEB liability, end of year	<u>\$ 128,495</u>	<u>\$ 133,396</u>	<u>\$ 138,166</u>	<u>\$ 118,500</u>	<u>\$ 120,803</u>
Covered payroll	<u>\$ 1,327,258</u>	<u>\$ 1,150,510</u>	<u>\$ 1,173,520</u>	<u>\$ 1,046,440</u>	<u>\$ 1,067,369</u>
Total OPEB liability as a percentage of covered payroll	9.68%	11.59%	11.77%	11.32%	11.32%

The Notes to the Required Supplementary Information – Other Postemployment Benefits Liability is an integral part of this schedule.

**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**NOTES TO THE REQUIRED SUPPLEMENTARY INFORMATION –**  
**OTHER POSTEMPLOYMENT BENEFITS LIABILITY**  
**FOR THE FISCAL YEAR ENDED**  
**JUNE 30, 2021**

***Schedule of the School Administrative Unit's Proportionate Share of Net Other Postemployment Benefits Liability and Schedule of School Administrative Unit Contributions – Other Postemployment Benefits***

As required by GASB Statement No. 75, Exhibits G and H represent the actuarial determined costs associated with the School Administrative Unit's other postemployment benefits at June 30, 2021. These schedules are presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

The following assumptions were changed in the current year:

- Reduced the assumed rate of investment return from 7.25% to 6.75%
- Reduced the wage inflation from 3.25% to 2.75% (2.25% for teachers)
- Reduced price inflation from 2.5% to 2.0%
- Updated economic assumptions, including merit and longevity salary increases, disability rates, retirement rates, and mortality tables (specifically the new public pension plan mortality tables).

**Methods and Assumptions:**

Actuarial Cost Method	Entry Age Normal
Amortization Method	Level Percentage-of-Payroll, Closed
Remaining Amortization Period	Not applicable under statutory funding
Asset Valuation Method	5-year smooth market: 20% corridor
Price Inflation	2.0% per year
Wage Inflation	2.75% per year
Salary Increases	5.6% Average, including inflation
Municipal Bond Rate	2.45% per year
Investment Rate of Return	6.75% per year, net of OPEB plan investment expense, including inflation for determining solvency contributions
Funding Discount Rate	3.25% per year
Retirement Age	Experience-based table of rates that are specific to the type of eligibility condition. Last updated for the 2015 valuation pursuant to an experience study of the period 2010-2015.
Mortality	Mortality rates were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019.
Health Care Trend Rates	Not applicable, given that benefits are fixed stipends.
Aging Factors	Not applicable, given that the benefits are fixed stipends.

***Schedule of Changes in School Administrative Unit's Total Other Postemployment Benefits Liability and Related Ratios***

As required by GASB Statement No. 75, Exhibit I represents the actuarial determined costs associated with the School Administrative Unit's other postemployment benefits at June 30, 2021. The schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.



***INDIVIDUAL FUND SCHEDULES***

**SCHEDULE 1**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Major General Fund**  
*Schedule of Estimated and Actual Revenues (Non-GAAP Budgetary Basis)*  
*For the Fiscal Year Ended June 30, 2021*

	Estimated	Actual	Variance Positive
Member districts' assessments:			
Current appropriation	\$ 2,514,622	\$ 2,514,622	\$ -
Other local sources:			
Investment earnings	-	393	393
Miscellaneous	112	14,478	14,366
Total from other local sources	112	14,871	14,759
Total revenues	2,514,734	\$ 2,529,493	\$ 14,759
Use of fund balance to reduce school district assessment	18,735		
Total revenues and use of fund balance	\$ 2,533,469		

**SCHEDULE 2**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Major General Fund**  
*Schedule of Appropriations and Expenditures (Non-GAAP Budgetary Basis)*  
*For the Fiscal Year Ended June 30, 2021*

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbered to Subsequent Year</u>	<u>Variance Positive</u>
Current:				
Instruction:				
Special programs	<u>\$ 310,242</u>	<u>\$ 226,551</u>	<u>\$ -</u>	<u>\$ 83,691</u>
Support services:				
Executive administration	818,917	818,484	-	433
Business	719,255	697,408	-	21,847
Operation and maintenance of plant	209,448	190,663	8,560	10,225
Other	364,931	311,992	-	52,939
Total support services	<u>2,112,551</u>	<u>2,018,547</u>	<u>8,560</u>	<u>85,444</u>
Noninstructional	<u>110,676</u>	<u>104,592</u>	<u>-</u>	<u>6,084</u>
Total appropriations and expenditures	<u>\$ 2,533,469</u>	<u>\$ 2,349,690</u>	<u>\$ 8,560</u>	<u>\$ 175,219</u>

**SCHEDULE 3**  
**SCHOOL ADMINISTRATIVE UNIT NO. 39**  
**Major General Fund**  
*Schedule of Changes in Unassigned Fund Balance (Non-GAAP Budgetary Basis)*  
*For the Fiscal Year Ended June 30, 2021*

Unassigned fund balance, beginning		\$ 121,006
Changes:		
Unassigned fund balance used to reduce school district assessment		(18,735)
2020-2021 Budget summary:		
Revenue surplus (Schedule 1)	\$ 14,759	
Unexpended balance of appropriations (Schedule 2)	<u>175,219</u>	
2020-2021 Budget surplus		189,978
Decrease in nonspendable fund balance		310
Increase in restricted fund balance		<u>(2,400)</u>
Unassigned fund balance, ending		<u><u>\$ 290,159</u></u>

# SCHOOL ADMINISTRATIVE UNIT #39 TOWNS OF AMHERST, NH and MONT VERNON, NH Treasurer Report

## November-2021

School Administrative Unit #39		
Towns of Amherst, NH and Mont Vernon, NH		
Monthly Report of the Treasurer		
as of 11/30/2021		
Cash on hand	11/1/2021	\$413,500.74
Deposits		\$1,155,360.58
AP-PR		(\$240,260.00)
Balance on hand	11/30/2021	\$1,328,601.32

Filename: 2021-11-SAU39 Treasurer Report.xlsx  
 Month 11/1/2021

**SAU#39**  
**Monthly Reconciliation Report**  
**Combined Accounts**

<b>November-2021</b>	<b>Peoples United</b>	<b>Peoples United</b>	<b>TOTAL</b>
	<b>*1191</b>	<b>*760</b>	
	<b>Cash Management</b>	<b>Municipal Checking</b>	
<b>11/30/2021</b>	<b>\$1,458,815.96</b>	<b>\$10,000.00</b>	<b>\$1,468,815.96</b>
<b>Deposits in Transit: (add)</b>			
<b>Outstanding Checks: (subtract)</b>			
a) Accounts Payable		<b>\$(10,017.46)</b>	
b) Payroll		<b>(\$58,047.36)</b>	
c) Payroll Direct Deposit & IRS			
<b>Total Outstanding</b>		<b>\$(68,064.82)</b>	<b>\$(68,064.82)</b>
<b>Reconciled Book Balance</b>			<b>\$1,400,751.14</b>
<b>Balance from Treasurer's Journal</b>			<b>\$1,400,751.14</b>
<b>Difference</b>			<b>-</b>

**School Administrative Unit #39**  
**Towns of Amherst, NH and Mont Vernon, NH**  
**Treasurer's Cash Journal**

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
11/1/2021	Beginning Balance		11/1/2021	Beginning Balance		\$485,650.56
11/8/2021	State of NH DOE USDA Meal Programs	\$12,669.71	11/8/2021	Payroll direct Deposit pp10 v6455	(\$46,852.74)	\$451,467.53
11/15/2021	USAC Erate Subsidy	\$15,771.16	11/8/2021	Payroll direct Deposit pp10 v6456	(\$7,313.96)	\$459,924.73
11/4/2021	Remote Deposit: 8363057550	\$19,101.54	11/22/2021	Payroll direct Deposit pp11 v6460	(\$43,985.38)	\$435,040.89
11/15/2021	Remote Deposit: 8379138390	\$267,695.70	11/22/2021	Payroll direct Deposit pp11 v6461	(\$7,086.80)	\$695,649.79
11/22/2021	Remote Deposit: 8390282900	\$822,175.55	11/10/2021	Payroll IRS pp10 6458	(\$8,760.77)	\$1,509,064.57
11/30/2021	Remote Deposit: 8401368080	\$166.59	11/24/2021	Payroll IRS pp11 v6463	(\$8,021.92)	\$1,501,209.24
			11/10/2021	Payroll 457(b) pp10 v6457	(\$1,326.39)	\$1,499,882.85
			11/24/2021	Payroll 457(b) pp11 v6462	(\$1,326.14)	\$1,498,556.71
			11/10/2021	Payroll pp10 v10 ck401475-401475	(\$249.34)	\$1,498,307.37
			11/10/2021	Payroll Ded pp10 v6459 ck401476-401477	(\$539.05)	\$1,497,768.32
			11/24/2021	Payroll Ded pp11 v6464 ck401497-401498	(\$544.55)	\$1,497,223.77
			11/29/2021	Payroll Ded v6465 ck401499-401501	(\$58,047.36)	\$1,439,176.41
						\$1,439,176.41
						\$1,439,176.41
						\$1,439,176.41
			11/4/2021	Expense v1773 ck401461-401474	(\$22,677.79)	\$1,416,498.62
			11/18/2021	Expense v1774 ck401478-401496	(\$34,348.90)	\$1,382,149.72
			11/18/2021	Expense VOID ck401482	\$821.09	\$1,382,970.81
11/30/2021	Heartland Payment Services	\$17,731.05				\$1,400,701.86
						\$1,400,701.86
11/30/2021	Interest - Cash Management	\$49.28				\$1,400,751.14
						\$1,400,751.14
						\$1,400,751.14
11/30/2021	Ending Balances	\$1,155,360.58			(\$240,260.00)	\$1,400,751.14
				Payroll Direct Deposit	(\$124,674.10)	
				Payroll	(\$59,380.30)	
				AP	(\$56,205.60)	

SAU39 Treasurer's Report  
Unreconciled Check Register

Uncleared Transactions  
SAU39 Checking 0760

Num	Date	Payee	Memo	Category	Amount
Expense Categories					
Payroll Ded					
401499	11/29/2021	HEALTHTRUST, INC.	6465	Payroll Ded	(\$32,304.72)
401500	11/29/2021	MONY LIFE INSURANCE COMPANY OF A	6465	Payroll Ded	(\$624.19)
401501	11/29/2021	NEW HAMPSHIRE RETIREMENT SYSTEM	6465	Payroll Ded	(\$25,118.45)
Total Payroll Ded					(\$58,047.36)
Expense!					
401449	10/21/2021	MONT VERNON SCHOOL DISTRICT	1772	Expense!	(\$503.00)
401462	11/4/2021	CONSOLIDATED COMMUNICATIONS, INC	1773	Expense!	(\$6,751.89)
401469	11/4/2021	SDB SPECIALTY NETWORKING, INC.	1773	Expense!	(\$300.00)
401471	11/4/2021	Steel, Adam A.	1773	Expense!	(\$473.82)
401479	11/18/2021	AURORA INSTITUTE	1774	Expense!	(\$150.00)
401480	11/18/2021	BALSAMA, RICHARD	1774	Expense!	(\$450.00)
401481	11/18/2021	BUCKLEY DISPOSAL SERVICES	1774	Expense!	(\$38.00)
401483	11/18/2021	Fazlic, Amina	1774	Expense!	(\$200.00)
401487	11/18/2021	MONT VERNON SCHOOL DISTRICT	1774	Expense!	(\$196.75)
401492	11/18/2021	SOULE, LESLIE, KIDDER, SAYWARD	1774	Expense!	(\$546.00)
401493	11/18/2021	Steel, Adam A.	1774	Expense!	(\$408.00)
Total Expense!					(\$10,017.46)
Total Expense Categories					(\$68,064.82)
Grand Total					(\$68,064.82)



SAU #39 Board

Thursday, January 27<sup>th</sup>, 2022

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Adam Steel- Superintendent

Amherst School Board: Chair- Tom Gauthier, Vice Chair- Elizabeth Kuzsma, Secretary- Victoria Parisi, Terri Behm, and Josh Conklin.

Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff, Kristen Clark, and Stephen O'Keefe.

Souhegan Cooperative School Board: Interim Chair- Stephanie Grund, Secretary- Laura Taylor, John Glover, Steve Coughlan, Pim Grondstra, Christie Peters, and George Torres.

Board Minutes: Danae A. Marotta

Public: Marilyn Gibson, 166 Mack Hill, Amherst NH, Anna Goulet- Zimmerman, 22 Veterans Road, Amherst NH, Martin Goulet, 22 Veterans Road, Amherst NH, Amherst NH, Lisa Eastland, 19 River Road, Amherst NH, Jeanne Ludt 3 School Street, Amherst NH, and Dwayne Purvis, 145 Hollis Road Amherst NH.

I. Call to Order

**Chair of the SAU #39 Board, Mr. Steven O'Keefe, called the meeting to order at 6:00PM.**

II. Non-Public Session

**Mr. Gauthier motioned to enter into Non-Public Session RSA 91 A:3 II (a) and (c) at 6:00PM. Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed.**

**Roll Call: Torres- Yes, Grund-Yes, Taylor- Yes, Conklin- Yes, Kuzsma- Yes, Coughlan- Yes, Glover- Yes, O'Keefe- Yes, Taylor- Yes, Peters- Yes, Grondstra- Yes, Eckhoff- Yes, Gauthier- Yes, Behm- Yes, Parisi- Yes, and Lawrence- Yes.**

III. Public Session

The Board resumed public session at 6:49PM.

**Mr. Coughlan motioned to seal the minutes indefinitely because it is determined that divulgence of this information likely would affect adversely the reputation of any person other than a member of this board. Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed.**

**Roll Call: Torres- Yes, Grund-Yes, Taylor- Yes, Conklin- Yes, Kuzsma- Yes, Coughlan, Yes, Glover- Yes, O'Keefe- Yes, Taylor- Yes, Peters- Yes, Grondstra- Yes, Eckhoff- Yes, Gauthier- Yes, Behm- Yes, Parisi- Yes and Lawrence- Yes.**

IV. Public Comment I of II

Ms. Marilyn Gibson, 166 Mack Hill Road, Amherst NH, distributed information on an acceptable program for curriculum transparency. She explained that this comes from a site called the Manhattan Institute and is meant to encourage discourse between the staff and the community. This should open the conversation, and parents, who are your employers, want this discussion. She expects the boards to start doing something about it. Where there is a will there is a way. This is what the parents are asking for, what is in the curriculum.

The Board thanked Ms. Gibson.

V. Consent Agenda

Mr. O'Keefe asked for questions on items 1. December 16, 2021, Draft Minutes, 2. Treasurer Report 12-2021, and 3. Treasurer Report – 11- 2021 (Revised).

There were no questions or comments.

**Mr. Grondstra motioned to approve items 1. December 16, 2021, Draft Minutes, 2. Treasurer Report 12-2021, and 3. Treasurer Report – 11- 2021 (Revised). Ms. Peters seconded the motion. The vote was unanimous, motion passed.**

VI. Board Updates

Chair of the Amherst School Board, Mr. Tom Gauthier, noted that they are focused on the budget, had their Public Hearing and are getting ready for the Deliberative Session.

When you go to the polls you will see five warrant articles on the ballot related to the Amherst School District.

1. Budget: \$31,665,739 Default: \$31,169,908
2. Capital Facilities Fund- \$650,000
3. AEA Collective Bargaining Agreement- \$551,975
4. Bond for Elementary and Middle School Building Project- \$83,000,000
5. Solar PV Technology for Building Project- \$2,222,000.

They are also focused on their public forums for the school construction project. The most recent was on Saturday, January 22<sup>nd</sup> and then the next is February 15<sup>th</sup>. He asked if there are other groups to keep in mind to reach out to email them at [ASB@sau39.org](mailto:ASB@sau39.org)

The Board thanked Mr. Gauthier.

Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, noted that they had their Public Hearing and regular board meeting on January 13<sup>th</sup>. Their proposed budget is \$5, 873,250 and the default calculation is \$5,829,579. They also had a great presentation by their specialist team. She encouraged the board to watch the most recent board meeting.

The board thanked Ms. Lawrence.

68 Interim Chair of the Souhegan Cooperative School Board, Ms. Stephanie Grund, noted that they  
69 had their Public Hearing and board meeting. They are getting items ready for the deliberative  
70 session and had an update from Community Council. Community Council has voted in the Latin  
71 system for the high school this year this will enable them to recognize more students. They  
72 reviewed policies GBEBB- Staff Student Interaction and GBEBD- Staff Use of Social Media as  
73 a first reading. They will come back as a second reading next month.

74 The Board thanked Ms. Grund.

75 Mr. Glover inquired if their public forums were well attended and if people were engaged.

76 Mr. Gauthier replied that they did have a lot of attendance at the last meeting due to it being  
77 virtual.

## 78 VII. Superintendent's Report

79 Superintendent, Mr. Adam Steel, noted that there is a survey in Powerschool related to the school  
80 start times that will be available until next Wednesday. We have a survey out to teachers and  
81 staff as well right now and they are working one for students related to their academic  
82 performance that hopefully they will be able to have out next week.

83 At the NH School Principals Assistant Principal Conference, Ms. Kathleen Murphy, presented  
84 the keynote address because she was NH Assistant Principal of the Year. She did a wonderful  
85 job representing SAU #39.

86 They are in their second half of the school year, and he emphasized how thankful he is for the  
87 staff and the challenges that they face. He thanked the community for being so supportive.

88 Regarding Covid, there are 35 active cases right now and that is down from a significant high.  
89 They are projected on Monday for some of the schools to move to status green and there will be  
90 a message that confirms that. He is looking forward to having that choice for their students.

91 He will be happy to answer any questions.

92 Ms. Kuzsma inquired what grades will be able to respond to the student survey.

93 Mr. Steel replied, grades 5 and up.

94 Ms. Parisi asked about the bus route schedules.

95 Mr. Steel noted that Butler Bus, SAU #39 Business Administrator, Ms. Amy Facey and Ms. Lisa  
96 Eastland working to straighten out issues. They are in the best shape they have been all year,  
97 with minor improvements to make.

98 Ms. Grund inquired about the surveys sent out to teachers and the method.

99 Mr. Steel noted that it is through Powerschool. He thanked MVSB Member, Ms. Kristen Clark  
100 for assisting with the survey.

101 Ms. Parisi noted her concern is as, a school board, they know that the students need to arrive  
102 before school starts.

103 Mr. Gauthier commented that masks are still required on busses.

104 Mr. Steel replied correct.

105 Ms. Taylor questioned if the vaccination rate should be a metric.

106 Mr. Steel responded that the vaccination numbers have ticked up very slowly. It is one of the less  
107 reliable metrics. Another one that has become much less reliable is the positivity rate because of  
108 all the at home tests and people are not reporting a negative test that gets counted in the system.  
109 He is concerned with the active cases in schools and cases by town.

110 Ms. Grund asked if teachers are ok and feeling safe and comfortable.

111 Mr. Steel noted that he is not sure how they all feel but they are doing the very best for them.

112 Ms. Peters added that the Souhegan School Board is working on cheer packages for the teachers.

113 Mr. O’Keefe asked if the parents could get more specific grade information about the covid.  
114 Second, he had asked about the fail rate and statistics for the elementary school.

115 Mr. Steel replied that the biggest indicator is NWEA testing and that in conjunction with  
116 NHSAS. That is data that they dive deeply into.

117 The board thanked Superintendent Steel.

118 VIII. Policy Committee Update

119 Chair of the Policy Committee, Ms. Elizabeth Kuzsma, noted at the last SAU board meeting the  
120 board approved the new way of having three different policy seasons. This is the first iteration of  
121 that, and they are playing catch up and things are a little bit condensed. These are the policies  
122 from the NHSBA fall update. The committee will look at each one of these and compare them to  
123 what they already have, and they will bring them forward to the SAU board in April/May and  
124 then second reading in June. Mr. O’Keefe has a policy outside of this and that is a separate ask.

125 Mr. O’Keefe asked for questions for Ms. Kuzsma.

126 Ms. Taylor inquired about the “B” policies, are they ones we did not get to.

127 Ms. Kuzsma replied that changes have been made by the NHSBA, there are new versions. It is  
128 an ongoing process.

129 Ms. Grund asked if the minutes to the Policy Committee meetings are posted.

130 Ms. Kuzsma added that the minutes are on the Policy Committee Trello board, and they are  
131 working on adding them to the policy website. They are adding them in both locations for the  
132 community.

133 Mr. Glover mentioned that if there are policies that they have not seen then they should rise to  
134 the top.

135 Ms. Kuzsma replied that is a great first conversation to have.

136 Mr. O’Keefe noted that he got a request from community member, Ms. Marilyn Gibson to  
137 review policies KD and KDA. He asked the Policy Community to add them to their list to see if  
138 anything had changed. Second, Ms. Gibson had a concern about participating in the Zoom  
139 sessions for public comment period.

140 He called up to the NHSBA trying to determine whether or not there was a policy that they could  
141 provide to them that they could adopt. He had a conversation with the director and  
142 correspondence from the staff attorney there and they are willing to partner with the policy  
143 committee to craft one because none exists. The attorney noted that he will step in a craft a  
144 policy that makes sense for us that they can in turn share with other districts. There are concerns  
145 about just arbitrarily doing it, number one is the fairness piece. identifying individuals for the  
146 minutes, which is a requirement, making sure there is a process of when to cut someone off and  
147 when they are allowed to speak. Some of our neighboring districts are doing it but it opens us up  
148 to liability if we do not follow a specific path that is written in writing.

149 He suggested that Ms. Kuzsma reach out to their legal counsel.

150 Ms. Kuzsma inquired if they needed a motion to move this forward.

151 Mr. Steel replied no.

## 152 IX. Public Input II of II

153 Ms. Anna Goulet- Zimmerman, Amherst NH, inquired if anyone is asking the staff how they are  
154 doing anonymously. When the surveys get answered no one wants to get on the radar which  
155 leads to domain leaders. She sent an open record request to the SAU about the identity of any  
156 school using domain leader models. The answer she got was that the SAU is not in possession of  
157 records that show that information. She also asked for research or data. Again, she got the same  
158 answer. She is hoping that people will consider that. The amount of turnover felt high. She got  
159 the list of the people that left in the last three years. You need to know are your people happy,  
160 how do they feel, teachers that don’t want to be here, teachers that don’t feel like they are getting  
161 listened to or cared about are not going to stay and help our kids excel. She encouraged the board  
162 to look at anything that you can do to encourage anonymous feedback.

163 Mr. Martin Goulet, 22 Veterans Road, Amherst NH, noted that his comment is not related to the  
164 situation with Mr. Carl Benevides but gave him the opportunity to talk with school stakeholders.  
165 What he found out surprised him and he found a culture of fear and intimidation. He would like  
166 to see this on an SAU agenda.

167 Ms. Marilyn Gibson, 166 Mack Hill Road, Amherst NH, emphasized that she would like to see  
168 the board review policies KD and KDA.

169 The Board thanked Ms. Goulet- Zimmerman, Mr. Goulet, and Ms. Gibson for their comments.

X. Board Update

Mr. O’Keefe noted that Mr. Glover had sent out an email to several board members asking for them to make a public comment with regard to an update into the investigation involving him. In speaking to district counsel, he was advised to share that the investigation is well underway and almost complete. The respondent has engaged his own counsel and as a result they are still waiting to schedule an interview where the district’s investigator that we hired can actually speak to the respondent and determine his perspective and his point of view. We were also reminded that it is strongly discouraged from us debating the issue tonight. We are all supposed to be neutral parties in this matter, and we should waiting until we receive the formal report from the investigator hopefully sooner than later.

Mr. Glover responded that he has an update as well as far as procedure and process.

As you know from my email to all of you, I requested this discussion be placed on the agenda because over 2 months has passed since anyone here or attending remotely has heard about the status of the matter regarding the Lawrence-Spaulding Trust Committee meeting on November 9th, 2021.

I also emailed you, and I understand our minutes professional has possession of and will enter into the record, the following documents related to the matter:

- “The Communication Email Chain” of Nov 10th & 11th between Superintendent Steel and me w/ Chairs O’Keefe and Gauthier, and eventually then Vice Chair Grund, in copy, which I redacted to protect the confidentiality of the SAU employees who were at the trust meeting.
- “The Monday Email Chain” of Nov 13th and 16th between O’Keefe and me w/ Grund in copy.
- “The Extension Request Email” of Nov 16th from O’Keefe to me w/ Grund in copy, which connects to the Monday email.
- “The Conduct Email Chain” of November 19th that I and SCSB Member Peters received after the Nov 18th SAU 39 Board meeting; all other SAU 39 Board members received this information the day before that meeting.
- “The Investigation Letter” dated Dec 1st that I received from O’Keefe, and that enclosed the relevant policies AC, ACAC, and BCA.
- “The Investigation Email” that I received from the hired investigator on Dec 6th.
- “The Right-to-Know Response” focusing on the matter – inquiry numbers 15 through 18 and associated attachments – that I received last week.

I also now submit into the record, the following additional document subsequently received:

- “The Agenda Request Email” of Jan 25th that I received from O’Keefe

When the matter was discussed at the November 18th SAU 39 meeting, the impression was that the process was estimated to cost \$3k to \$5k and should take 1 to 1½ weeks and maybe longer due to then upcoming holidays and other factors.

208 I am here to report that the process is still ongoing, and that I am shocked, embarrassed, and  
 209 frankly scared for the future of our school system because the process being followed is unfair,  
 210 opaque, and probably illegal.

211 I take no pleasure in reporting that:

212 A. The Will of this Board has been ignored.

213 B. The Policies of this SAU and its constituent Districts are being implemented without fidelity.

214 C. The actions taken against me appear retaliatory.

215 Those acts are unacceptable and should not be tolerated.

216 Not only are those act unprofessional, but also, they expose our SAU and its constituent Districts  
 217 to legal liability and community distrust.

218 We all should ask ourselves and decide together: What are the remedies for such malfeasance?

219 A. The Will of this Board has been ignored because no Title IX Coordinator was hired.

220 The initial motion for an investigation was amended to first hire an independent Title IX  
 221 Coordinator (“Coordinator”), then if warranted, the expectation would be for that person to  
 222 investigate. ~15 min after discussion of this matter began (or ~2:30 into the meeting) where:

- 223 • Coughlan offers clarification that they are hiring this attorney to act and policy to hire a  
 224 Title IV Coordinator who is currently disqualified, and O’Keefe replied that is correct  
 225 (minutes lines 825-27): Recording: “(Mr. Coughlan) We are hiring this attorney to act,  
 226 and follow the policy, in the role of a Title IX Coordinator who is currently disqualified.  
 227 O’Keefe interjects “that is 100% correct.” Coughlan continues “that means all the  
 228 process features and protections of the policy would be implemented by this attorney.”  
 229 O’Keefe interjects “100% correct.” Coughlan continues “this guarantees that otherwise,  
 230 all the other due process steps will occur.” O’Keefe interjects “that is correct.”  
 231 Coughlan continues “and everyone’s rights on both sides of the matter will be preserved.”  
 232 O’Keefe interjects to reiterate “that is correct.”  
 233
- 234 • Ms. Taylor questioned instead of calling it an “investigator” can you say, “Title IX  
 235 Coordinator”, and Mr. O’Keefe replied they can do that (lines 834-35).
- 236 • Mr. Coughlan added that the first duty of the Title IV Coordinator is to determine if  
 237 something needs to go forward. If something does go forward, they can either act as the  
 238 investigator or appoint a separate one so our expectation would be that they would be the  
 239 investigator going forward after that (lines 836-39): Recording (omitted min): Mr.  
 240 O’Keefe interjects “yes.”
- 241 • Roll call vote is halted and restarted after Ms. Taylor clarifies the change from  
 242 investigator to Title IX Coordinator, and Mr. O’Keefe replies yes, we can rescind the  
 243 votes and make a quick amendment to it (lines 857-59).

244 Incredibly, after all that discussion, clarification, affirmation, and amendment, the written motion  
245 still omitted the word 'Coordinator'. The clear understanding and will of the Board, however,  
246 was to authorize the hiring of a Coordinator to evaluate the situation as a first step.

247 How do we know the person hired is not a Coordinator?

248 1. Not once in any written communication since the Nov 18th SAU Board meeting has the word  
249 'Coordinator' been used.

- 250 • The Investigation Letter from O'Keefe is regarding an Investigation, misstates that this  
251 Board voted to hire a person to investigate, and refers to the investigation many more  
252 times.
- 253 • The Investigation Email from the hired person confirms the job is an investigation.
- 254 • The Agenda Request Email refers to an update for the investigation and calls for an  
255 update that will not impede the investigation.

256 2. My conversations with the person hired revealed:

- 257 • The person is not a Coordinator.
- 258 • The person doesn't view the job as fulfilling the duties of a Coordinator.
- 259 • The person has proceeded with an investigation as outlined as the Grievance Process  
260 under Sec III of policy ACAC which is after the Title Coordinator performs their  
261 substantial duties.

262 Why is a Coordinator so important?

- 263 1. A Coordinator must have specific training (ACAC Sec II.D)
- 264 2. A Coordinator must have no conflict of interest or bias (ACAC Sec II.G)
- 265 3. A Coordinator must discuss with potential victims (ACAC Sec II.J.2):
  - 266 a. the availability of and offer supportive measures.
  - 267 b. consider their wishes with respect to supportive measures.
  - 268 c. inform them of the availability of supportive measures with or without the filing of a  
269 Formal Complaint; and
  - 270 d. explain to them the process for filing a Formal Complaint

271 4. A Coordinator may sign a Formal Complaint on behalf of someone but only under certain  
272 circumstances (ACAC Sec III.A), which I will discuss further.

273 5. An external Coordinator can demonstrate and perform those duties but would not be  
274 expected or able to perform other duties like implementing supportive measures (ACAC Sec  
275 II.C.) or recordkeeping (ACAC Sec II.I).

276 Why was a Coordinator not hired as directed by this Board?



277 Who made the decision to act against the will of this Board?

278 The Policies of this SAU and its constituent Districts are being implemented without fidelity  
279 because the Grievance Process, which includes the commissioned investigation, has commenced  
280 without a Formal Complaint.

281 Why is a Formal Complaint so important?

282 Per the ACAC policy, which outlines the sexual harassment policy and grievance process, a  
283 Formal Complaint is required before the Grievance Process can commence. This requirement is  
284 so material to the ACAC policy that the requirement is reiterated no fewer than in 7 policy  
285 sections:

- 286 • Sec II.A: While all “reports” received of sexual harassment must be responded to, the  
287 Grievance Process is initiated only with the filing of a Formal Complaint.
- 288 • Sec II.J.1: A report does not initiate the formal Grievance Process. That process is  
289 begun only upon the filing of a Formal Complaint.
- 290 • Sec II.J.3: A Formal Complaint that contains an allegation of sexual harassment and a  
291 request that the organization investigate the allegations is required before the  
292 organization may conduct a formal investigation...or take any actions (other than  
293 supportive measures) against a person accused.
- 294 • Sec III: The Grievance Process is used only upon the filing of a Formal Complaint.
- 295 • Sec III.A: The Grievance Process is initiated by way of a Formal Complaint.
- 296 • Sec III.A (again): If no Formal Complaint is filed...no disciplinary action may be taken  
297 against a person accused.
- 298 • Sec III.E.3: The investigative report shall start with the receipt of the Formal Complaint.

299 How do we know there is no Formal Complaint?

300 1. In the Conduct Email Chain, Superintendent Steel acknowledges receipt of “informal  
301 complaints” from employees

302 2. In the Right-to-Know Response, Superintendent Steel states that “neither [employee]  
303 indicated that what they sent to [him] was an official complaint”

304 3. In the Conduct Email Chain and the Right-to-Know Response, Parisi’s initial and  
305 amended reports share her point of view; express concern for the employees present; express  
306 gratitude that no students, parents, or the public was present; and requests the matter be taken  
307 seriously in accordance with district policies; neither, however, requests an investigation of the  
308 matter, which is a minimum requirement for a Formal Complaint per policy ACAC Secs II.B and  
309 II.J.3.

310 4. No Coordinator has signed a Formal Complaint on behalf of anyone involved, which is  
311 allowed under policy ACAC Sec III.A, but only initiating the Grievance Process against the  
312 accused is not clearly unreasonable in light of the known circumstances, and in other cases  
313 where, in the exercise of good judgment and in consultation with an attorney as appropriate, the

314 Coordinator determines that a Grievance Process is necessary to comply with the obligation not  
315 to be deliberately indifferent to known allegations of sexual harassment.

316 That's a lot of squishy language but the provided examples suggest the need for particularly  
317 egregious scenarios in order to compel a Coordinator to sign a Formal Complaint:

318 a. reports of sexual assault – not relevant here

319 b. employee on student harassment – no relevant here

320 c. repeat reports – not relevant here

321 d. the conduct in the potential victim's report has not been adequately resolved through  
322 the provision of supportive measures – relevant here, but if this inquiry has been made, the  
323 results have not been shared.

324  
325 So, what do we have then?

326 We have reports from everyone who was physically in the room at the trust meeting: the two  
327 employees, the board member, and me in the Communication Email Chain. The reports show  
328 those in the room deployed the 'see something, say something' spirit. This spirit is memorialized  
329 in policy AC, the Non-Discrimination, Equal Opportunity Employment, and Anti-Discrimination  
330 Plan, which covers discrimination and harassment contemplated under Titles IX and VII.

331 Policy AC Sec F, 2nd Paragraph:

332 1. Describes a duty to report at the expense of disciplinary action.

333 2. Requires reports or complaints of sexual harassment by students (i.e., Title IX),  
334 employees (i.e., Title VII), or third-party contractors (i.e., Titles IX or VII) be made  
335 under policy ACAC, which itself reiterates the duty to report the disciplinary action of not  
336 reporting and requires training to include reporting.

337 Why has a Formal Complaint not been required?

338 Who made the decision to forego the need for a Formal Complaint against our Policies?

339 We cannot have a zoom call for a Policy Committee meeting because it might expose the district  
340 to liability because we need written procedures to follow in order to do so, that is probably true.  
341 We have written procedures that require a formal complaint and that was not followed here on a  
342 serious matter that did not take seriously the policy language is very dangerous precedence set.

343 The actions taken against me appear retaliatory.

344 Retaliatory because at a meeting I had 3 days after the trust meeting, on Friday, November 12th  
345 at 4:30 pm with O'Keefe and Grund, O'Keefe essentially informed me SAU counsel had been  
346 engaged, and I had two paths to choose from: a) resign my Board seat and this all goes away, or

347 b) don't resign and face the consequences, including investigation, potential removal from office,  
348 and possible civil litigation.

349 Retaliatory because I was not provided sufficient time following that Friday meeting to engage  
350 my own counsel. I was given from 4:30PM on Friday to 8:30AM on Monday to make my  
351 choice. I responded on Saturday that it was insufficient time. These emails are in the record. I  
352 was given an extension till Tuesday at 4PM. That totaled about 36 hours to make this decision. I  
353 requested further extension and I was denied. That this meeting on November 8<sup>th</sup> had to go  
354 forward.

355 Retaliatory because I was not provided sufficient time following that Friday meeting to engage  
356 my own counsel to understand the consequences of those paths. See the Monday Email Chain  
357 and the Extension Request Email. Retaliatory because although the Extension Request Email  
358 claims of an obligation to follow a fair, transparent and timely process, I was not afforded the  
359 same by:

- 360 • Not being informed of the relevant policies
- 361 • Not being presented with any specific allegations
- 362 • Not being presumed innocent
- 363 • Not being informed that the so-called 'complaints' were actually reports and not Formal
- 364 Complaints that would trigger the Grievance Process
- 365 • Not being informed of the specific protective measures requested by the employees
- 366 • Not being asked what I could do to provide my own protective measures, as I had written
- 367 in my report in the Communication Email Chain.
- 368 • Not presented with any collaborative solution to adequately resolve the matter.

369 Retaliatory because the protective measures attempted to be implemented and in fact  
370 implemented against me far exceed the wishes expressed by the people who attended the trust  
371 meeting and requested the protection measures.

372 Per the Right-to-Know Response, only received last week, the employees collectively  
373 requested:

- 374 • The presence of someone else at all future meetings with me and them.
- 375 • Electronic means of communication between me and them with any needed phone calls
- 376 scheduled so another person could be present.
- 377 • Prohibiting my calling their personal cell phones.

378 No problem, complying with that, that's very specific it is very easy for me to comply with. I  
379 respect that and in fact those requests actually help me implement a leadership role at the  
380 Souhegan cooperative school board that we attend meetings together, that we are not alone  
381 together. This is why Ms. Grund as vice chair of the SCSB has attended every single four chairs  
382 meeting with me. There was one instance where she was asked not to attend further in a meeting,  
383 and I let that happen and I regret it every day and I have told her that. why is that a leadership  
384 goal? because I have been on boards, and it is stronger together. No one person should shoulder

385 all of that burden, it protects us from a strong administration, it gives us opportunity to  
386 disseminate information, it gives us an opportunity to debrief about the information we've  
387 received. When I look at what the employees want, I say, ok, I am already actually doing that  
388 and I will absolutely comply with that until such time that it changes. They are entitled to those  
389 protective measures, and I respect that.

390 Yet, the measures attempted or implemented are expressly not limited to:

- 391 • Restricting communication between me and any SAU employee (not just the employees  
392 at the meeting).
- 393 • Limiting all communications between me and the SAU 39 employees go through the  
394 Superintendent.

395 There was some debate about what is the difference between an SAU employee and a district  
396 employee. I don't know that anyone really knows the answer because in my mind an SAU  
397 employee is someone who works at the SAU administration office. Some people think probably  
398 think an SAU employee is any employee in the SAU administrative office or any of the  
399 constituent school districts. Which is it? There is some ambiguity there I would say and at the  
400 SCSB level They attempted to remove me from all of my committee assignments as a board  
401 member. These were prepared motions in consultation with SAU council. It appears retaliatory  
402 to me.

403 Why was I threatened and treated unfairly when Policies AC and ACAC prohibit retaliation?  
404 Public comment tonight Talked about teachers feeling like there was retaliation in their ranks. I  
405 can empathize with that now. Who decided to behave in this manner?

406 Closing

407 Ms. Parisi, in her reports about this matter in the Conduct Email Chain and the Right-to-Know  
408 Response, invokes the notion of professional conduct. The acts I have reported in this status  
409 update tonight.

410 A. The Will of this Board being ignored.

411 B. The Policies of this SAU and its constituent Districts being implemented without  
412 fidelity.

413 C. The actions taken against appearing retaliatory.

414 – are not only unprofessional, but also expose our SAU and its constituent Districts to legal  
415 liability and community distrust. Those acts are intentional, not accidental. Those acts  
416 unacceptable and should not be tolerated.

417 Why is leadership behaving in such an unprofessional manner?

418 What are the remedies for such malfeasance?

- 419 • Apology?

- 420 • Monetary Damages?
- 421 • Change in Leadership?
- 422 • Other?

423 Can and will this school system grow?

424 That is his status update regarding the process involving the Trust Meeting on November 9<sup>th</sup>,  
425 2021.

426 Ms. Taylor asked about the email that was sent, Ms. Parisi had a statement that was amended.

427 Mr. O’Keefe responded that they were told not to engage in any dialogue.

428 Ms. Taylor replied that she did not think it was an investigation but a coordinator deciding which  
429 is what they had directed previously.

430 Ms. Grund asked if it said she was to investigate, or did it say she was a coordinator.

431 Mr. O’Keefe responded that he did not receive that letter.

432 Ms. Grund replied the letter that you sent to a lawyer to ask to engage her.

433 Mr. O’Keefe added that this is done through our District Council. All of that was done through  
434 our District Council.

435 Ms. Grund inquired what did it say? the person that is contacting Mr. Glover, what was she told  
436 in a letter to investigate or to coordinate.

437 Mr. O’Keefe added that they have semantics on a term, and I strongly disagree with Mr. Glover  
438 in terms of the context which he frames, and I am not prepared to comment about that. We all  
439 need to be neutral parties. if we go down a path of discussing details and semantics about  
440 coordinator versus investigator, we are losing the point. The point is we have employees that  
441 made a complaint, we have an obligation to look into that complaint and that's the process that  
442 we are doing right now. Anything different from that is distracting people.

443 Ms. Peters mentioned that she did not realize at the time that the complaint was not a formal  
444 complaint. She was left off of the email, the clarification and but it is not clear in all of this. It is  
445 clear that they have not carefully followed this policy.

446 Ms. Peters added that the policy is what is being quoted in multiple documents that is supposed  
447 to be our guiding policy.

448 Mr. O’Keefe replied that is correct.

449 Mr. O’Keefe noted that Mr. Glover has yet to meet with the investigator.

450 Ms. Peters asked if they received an indication from a Title IV Coordinator that an investigation  
451 was warranted. Is there a memo to that effect because that is what they voted on November 18<sup>th</sup>?

452 Ms. Taylor referenced the November 16<sup>th</sup> email that Mr. O’Keefe sent to Mr. Glover. In the  
453 second paragraph it states, “as a result we plan to discuss at our Souhegan 39 board meeting this

454 Thursday, November 18<sup>th</sup> after our public hearing unless you wish to any mitigating actions prior  
455 to our session". This is signed by you. She asked if Mr. O'Keefe could expand on that, she is a  
456 little confused.

457 Mr. O'Keefe replied that the email speaks for itself. If he chose to take a different path, we  
458 would not be discussing it on Thursday.

459 Ms. Taylor asked what was the path? Can you repeat that for the rest of us?

460 Mr. O'Keefe replied that he will not get into any of the specifics and we are advised to refrain  
461 from conversation because this is still an active case, they are currently looking at it. Mr.  
462 Glover has yet to meet with the investigator and he does not want to say anything to impede that  
463 process.

464 Ms. Taylor added that she does not quite understand the conflict but respects your decision.

465 Ms. Peters inquired is it in keeping with the motion that we passed on November 18th to  
466 continue this investigation without a declaration from the Title IV Coordinator that we have  
467 hired that an investigation is warranted.

468 Mr. O'Keefe asked for clarification.

469 Ms. Peters responded is it in keeping with the motion that was passed on November 18th to  
470 continue with the investigation without the Title IV Coordinator notice that an investigation is  
471 warranted. It feels a bit like we have the cart before the horse.

472 Mr. O'Keefe replied that the investigator has yet to speak to Mr. Glover. Whether or not the  
473 determination in terms of whether or not there's actually an issue we're not that's the piece that  
474 we're waiting on as a board to get that violation. Once we get that report, then we as a board will  
475 then determine whether or not there's merit in the accusation, whether or not there's cause for us  
476 as a board to provide additional mediation efforts to protect our employees or taking the  
477 appropriate action.

478 Ms. Peters commented, and I don't think any of those are bad things in themselves, but they don't  
479 meet the qualifications of the motion that we passed on November 18th which seems to be  
480 slightly misworded in the minutes as well. When you look at the motion versus the recording it  
481 doesn't seem to be recorded accurately because it doesn't seem like this body would be making  
482 that decision. It seems like the Title IV Coordinator that this body hired would be making the  
483 decision on whether or not to proceed with an investigation and from these memos that we have  
484 in front of us it does not appear that the Title IV Coordinator we were intending to hire was  
485 properly potentially informed of the role we were asking that person to play on our behalf.

486 Ms. Taylor asked do you have a written formal complaint as defined by our policies and can you  
487 provide that to the board?

488 Mr. O'Keefe replied that he is in receipt of absolutely nothing everything has been delegated to  
489 our investigator to go ahead and provide the proper research mechanism and mechanics.

490 Ms. Taylor inquired Have they provided you saying here's a written formal complaint that we  
491 received?

492 Mr. O'Keefe replied no because we are the arbitrator in this particular case.

493 Ms. Taylor replied right, how does that follow our policies as Mr. Glover very carefully pointed  
494 out.

495 Mr. O'Keefe added so again we are not going to get into, or I am not going to, you guys can  
496 discuss all you want, and I am not going to get into any of the specifics while this investigation is  
497 ongoing, and we are looking into this matter until we get a report that actually gets produced.

498 Ms. Grund asked if the policy states that we need a formal complaint and we do not have a  
499 formal complaint then we need a coordinator that should be guiding us as to whether there  
500 should be an investigation at all.

501 Mr. O'Keefe replied it was articulated to you and I.

502 Ms. Grund added that she is still not clear.

503 Mr. O'Keefe explained that there are mechanisms and avenues to this particular issue using two  
504 different kinds one of requiring a written complaint and one of them requiring paper. Now you  
505 and I were both informed that the mechanism too one if not both of them.

506 Ms. Taylor commented it was hard as to going through the various emails. She inquired if Mr.  
507 Steel received a complaint. Or what did he receive that you said is not a complaint?

508 Mr. O'Keefe responded that he is not going to comment on any of the details.

509 Ms. Taylor replied that she is concerned we are being very disruptive to our board and our  
510 procedures with this matter, and we don't have a complaint and we're spending a lot of money  
511 and time on this. It is very unclear to me and this sentence right here that says, "we're going to  
512 discuss this matter at this meeting unless you wish to take mitigating actions". I think every  
513 board member here should be a little concerned about that for their own safety. Mr. Glover has  
514 had to hire his own attorney, he's had lots of expenses too, it was \$6,000 for the district.

515 Mr. O'Keefe asked for additional comments.

516 Mr. Gauthier asked what are they doing right now? We cannot talk about this, we can't talk about  
517 terms, we can't talk about Mr. Glover talking with somebody, we can't talk to each other about  
518 things, so what are we sitting here for? Something is going to happen with this So what is the  
519 next step? What can we do coming out of this meeting tonight?

520 Ms. Peters added that what we are acting on is different than the motion that we voted on and I  
521 have a problem with that. If we vote to hire someone to do a certain job report back and then  
522 continue on that job if warranted and we didn't have them do the first piece of it, I have a  
523 problem with that.

524 Mr. Gauthier mentioned I have a problem with that as well, but I am reading through some of  
525 this policy stuff, and I don't know that it is clear cut. I think some of this is more terminology

526 where if we're saying an investigator there was a thing in here that says the coordinator, the Title  
527 IV coordinator cannot investigate. To me when you have a coordinator investigating something  
528 ergo, they could be an investigator one could flip those words and infer that meaning. Again, I  
529 get back to what are the steps that we need to take tonight to advance this and move this along. It  
530 is wasting a lot of time, it is wasting a lot of money for the board, it is wasting a lot of money for  
531 Mr. Glover and no matter what comes out of this it's a giant waste of money because nobody  
532 looks good coming out of this. I don't know exactly where we're going tonight, and I don't know  
533 what's going to get resolved tonight. What is the step that we can take tonight? what is the action  
534 required?

535 Mr. O'Keefe replied there's no particular action on my part that I would recommend to anyone.  
536 Mr. Glover requested the time like any board member is entitled to do so he was afforded the  
537 time to address the board that was important.

538 Mr. Gauthier remarked if Mr. Glover will not talk to this person, then I think we're at an impasse.  
539 He inquired if we are ticking off more hours that are billable, Mr. Glover is taking more billable  
540 hours, we continue to have this distraction. So again, I go back to what's the next step of action,  
541 what needs to happen for this to get resolved so this board can decide if we want to open a  
542 formal investigation with a non-formal complaint with a non-investigator coordinator.

543 Mr. O'Keefe responded so I would encourage Mr. Glover to participate in the process and I  
544 believe something is going to be scheduled for next week based on the most recent  
545 correspondence. Once that's done then you will receive the report back

546 Ms. Clark noted that she is disturbed by the fact that we are arguing about semantics in a process  
547 that hasn't completed. To where we can be making decisions instead of allowing the process to  
548 go through and giving respect to people who made the complaint or made the process move  
549 forward. I find this very disrespectful to the people that expressed their concerns and at this point  
550 I don't feel that the policy was not acted on at this stage. I am concerned that we are eroding trust  
551 that individuals who express that they were uncomfortable or that they had concerns about some  
552 kind of sexual harassment activity that we are not giving that the fairness by the way we're  
553 engaged in this dialogue.

554 Ms. Peters commented I want to be really clear that my concerns are not of that vein and my  
555 concerns are that we made emotion we ask for a certain thing where we are being provided with  
556 something different.

557 **Ms. Peters motioned that we request that the Title IV Coordinator indicate to us that yes,**  
558 **they found an investigation was warranted. Ms. Taylor seconded the motion.**

559 Mr. Gauthier added if you read through this the Title IV coordinator has to talk with all of the  
560 people involved in this to determine if there's a reason for an investigation. So, I go back to do  
561 we just change the name of this, do we call her a coordinator from now on and then we're happy  
562 with this we passed this motion, and nobody use the word investigation again. I do not disagree  
563 with Ms. Peters because if a policy was incorrect, I think if a policy was not followed on purpose  
564 or not it doesn't matter. We did something wrong here then Mr. Glover should not be held



565 accountable for a policy that was not followed or a procedure that was not followed like it should  
566 have been for due process. I don't know that changing that wording does that and I am trying to  
567 figure that out.

568 Ms. Peters noted they did change that terminology in the November 18<sup>th</sup> board meeting. That  
569 change was disregarded and that troubles me if we vote on a motion, I think we have to stick  
570 with it whether we think it's disrespectful or semantics or anything. I like what you said, and I  
571 would like the idea that we continue to call this Title IV person a coordinator until such time as  
572 we have entered into an investigation. If we're in an investigation there would be an investigator.

573 Mr. Gauthier added but the coordinator has to do an investigation to find this which is part of the  
574 confusing wording in the policy. My point is if we do this, and we could change this wording and  
575 revert back to this wording at this point is it too late? Are we doing double jeopardy at that point  
576 because we didn't follow the procedure right in the first place?

577 Ms. Peters remarked that it didn't seem like a full-blown investigation was warranted to decide if  
578 an investigation was warranted. It seemed to me it was a much smaller and narrower process we  
579 were voting on and if that narrow process found shadows or doubt or something that needed to  
580 be looked deeper into then we will move into the investigation phase. So, if we are going to  
581 complete the investigation before we decide the investigation is warranted, I'm confused.

582 Ms. Clark added that it is her understanding that all parties need to be initially talked to in order  
583 to no whether or not this goes forward, and that part has not been completed. I don't see how it  
584 has not followed the process that we voted on.

585 Ms. Taylor remarked that she would like to see us have a legal review of is there a complaint.

586 Mr. O'Keefe noted that there is a motion on the table.

587 Ms. Taylor asked for the motion.

588 **Ms. Peters replied that the motion I have is that we respect the motion that we made on**  
589 **November 18th, and we refer to this person as a Title IV Coordinator and this is simply**  
590 **unless someone has the memo, and we don't have it that we've moved from the**  
591 **coordination phase to the investigation phase. I think that we should be very clear that we**  
592 **are in the coordination phase and when we move, if we move to investigation that also be**  
593 **clear as well.**

594 Mr. O'Keefe asked for comments.

595 Ms. Peters added I just think that before we go to an investigation.

596 Mr. O'Keefe added that Mr. Glover has representation, and he does not want to impede in that  
597 process.

598 **Ms. Peters commented that the motion as I best remember it is that this person is a Title IV**  
599 **Coordinator until such time as this person says it is time for an investigation as we voted on**  
600 **November 18<sup>th</sup>, 2021.**

601 Mr. Torres inquired if this is a semantics issue right now?

602 Ms. Grund added that the one difference is that a coordinator is looking to see whether according  
603 to our policies that there is a need for an investigation. The investigator then goes through into  
604 the details.

605 Mr. Torres mentioned that what he's saying is that they can't even have an investigation until  
606 there's a discussion with him.

607 Mr. O'Keefe reminded everyone our policy that protects employees does not cover school board,  
608 we are different. We are in a different classification, nowhere in that policy does it say school  
609 board member will. So, our council when they gave Ms. Grund and myself advice to go ahead  
610 and create a path forward to look into this particular issue because we have employees that came  
611 forward and said they were wronged.

612 We have an obligation to protect those employees, we have an obligation to look into the matter  
613 regardless who is on the other side. This process is all about that, let's not lose sight of that.  
614 Going exactly to what Ms. Clark said this is about protection of the people that actually work for  
615 us and serve this community. So, if we want to call an investigator, if we are going to call it a  
616 coordinator, from my perspective it is completely moot because Mr. Glover has to participate in  
617 the process, and he is not at this point.

618 Ms. Peters commented maybe that is where my confusion is coming in because I thought that  
619 what we were voting on November 18<sup>th</sup> was that these people would look at the complaint and  
620 decide whether this complaint if true, warranted an investigation.

621 Mr. O'Keefe replied they do not know yet because they do not have forward progress. So maybe  
622 this process is almost complete, there is one person that has not spoken to that investigator as it  
623 pertains to this particular matter. He's had multiple conversations; I believe one or two but did  
624 not go into the details.

625 Ms. Peters added so that wouldn't matter for what I was saying. What I'm saying is if you just  
626 took it 100% at face value, read the complaint that a Title IV coordinator would say this  
627 complaint with whatever he says about it, this complaint would warrant an investigation.

628 Mr. O'Keefe added that if he is not going to participate then there is nothing they can do, I will  
629 encourage Mr. Glover to participate. If he chooses not to do so there's nothing all of us can do  
630 about it. We are going to get the results back from this report and it will highlight all the issues  
631 that you are looking to have addressed. That report is going to go into detail about the issue, we  
632 don't even know if there is merit in it, but we have an obligation to look into it and that's the  
633 process we're actually going down.

634 Ms. Peters added again that is what we voted to do on November 18th we voted to hire A  
635 coordinator to look into the matter to see if it warranted an investigation. I understand we're not  
636 having the same understanding of what those words meant and what Ms. Grund and myself  
637 meant when we proposed and seconded that motion.

638 Ms. Taylor remarked, and you said employees' complaints when we had a meeting, we were  
639 never given anything of employee complaint. She is questioning in the process.

640 Mr. O'Keefe responded that you are supposed to be a neutral party. Right now, we are at a  
641 standstill, and with all due respect to Mr. Glover, he's had some issues with his attorney, and I  
642 don't want to go into details but there are a couple of delays that are clearly not his fault. Once  
643 we get beyond that and we schedule that interview, and we can talk to Mr. Glover then the  
644 person can go ahead and generate the report and issue it back.

645 Ms. Taylor asked so any employee that has a complaint about a board member what is the  
646 process for this, so they do not go through this every time. The board was not given the  
647 complaint before.

648 Mr. O'Keefe noted that there is a motion on the floor.

649 **Ms. Peters added that the motion is to follow what we voted on November 18<sup>th</sup>. That we**  
650 **would be careful to follow what we voted on November 18<sup>th</sup>, 2021.**

651 Ms. Lawrence added that it feels like that discovery is in process right now and you can call it  
652 one thing or another, but that person is participating in the process and coordinating that process.  
653 We do not know what that process is because we are not that person.

654 Ms. Peters asked Ms. Lawrence if she was able to read the emails.

655 Ms. Lawrence replied yes.

656 Ms. Peters commented the problem to me is that we agreed to hire a Title IV coordinator and we  
657 very clearly in every email hired an investigator with no mention of the fact that that person was  
658 a Title IV coordinator that might have been discussed in verbiage but that's not here and that's  
659 what's troubling.

660 Ms. Lawrence added that she is waiting to hear if further action warranted or not.

661 Ms. Peters responded further action or further investigation.

662 Ms. Lawrence replied that it is almost both.

663 Mr. Gauthier added it is not punitive action actually I think it's do we need to take this the next  
664 step further and maybe that is where the word investigation comes in.

665 Mr. O'Keefe commented that the process right now that the board approved at the last meeting is  
666 to look into the matter and see if there is an issue that needs to be addressed and then as a result  
667 of the report that is going to come back to this board, the board will then take appropriate action.

668 Like Mr. Purvis said after the last SAU meeting, this board cannot take any personal action  
669 against Mr. Glover. We can censure and make a referral to the Souhegan Cooperative School  
670 District for them to make an eventual referral to a superior court judge. A superior court judge  
671 can then take motions to go ahead and remove Mr. Glover of his office. No one is talking about  
672 that, and we are nowhere near that. We are talking about protecting our employees from an  
673 accusation of state against the board. It is our obligation, our duty, not only to our employees but

674 to our community to protect those individuals. That's the process we approved and that's the  
675 process that we're on now and that's the process we are waiting for Mr. Glover if you participate  
676 in.

677 Mr. Glover noted that he will abstain from all motions made on this matter tonight. He noted to  
678 reaffirm the decision this board already made unanimously by the way, with the understanding  
679 that the title 9 coordinator position was important first Mr. Coughlan's quick analysis of the  
680 policy at that time. I am a board member not an employee just like all of you. I can understand in  
681 order to take the matter seriously you are looking for something to grab onto and you have  
682 policies we have policies that speak on this matter so to attempt to apply them is sensible. I  
683 haven't argued to anyone particularly that the policies are not applicable and maybe they are not  
684 applicable because I am a board member, that is not the issue. The issue is your decision  
685 unanimous decision isn't being implemented that's a problem. That has nothing to do with John  
686 Glover and whether he participates or not, absolutely not. The fact that the policies that  
687 purportedly apply the relevant policies are ACAC and BC according to your letter to me  
688 regarding the investigations on December 1. That policy is not being implemented with fidelity  
689 that has nothing to do with me and the situation of what happened at the trust meeting. But if you  
690 behave in that manner, none of these people here are going to trust you. You want a new school;  
691 you want a budget you want a reelection to forget about it. You want to stimulate lawsuits from  
692 aggrieved people in the community because they're second guessing and they don't trust you  
693 because you can't implement a policy or follow your own decisions, you're going to get it. It has  
694 nothing to do with me. That is what is happening here, and it is a big problem for all of us. It is a  
695 fact.

696 **Mr. Gauthier noted that the motion was that we are reverting and following the policy**  
697 **voted on November 18<sup>th</sup>, 2021, and that we're following that policy with the original intent.**

698 Ms. Peters responded that it is not policy.

699 Mr. Gauthier added that it is making sure that we're following the motion that was passed in the  
700 meeting on November 18th in terms of verbiage, in terms of process. I think that is the motion  
701 that we are voting on now.

702 Ms. Peters replied more specifically making sure that this person who is called the investigator  
703 right now is aware that they are Title IV Coordinator until such time as they have returned a fact-  
704 finding verdict that there is a warrant to look into to move to the investigation phase because  
705 that's what we were promised on November 18th. That we would do factfinding under a  
706 coordinator and then we would move to the investigation phase.

707 I did not write that motion and we all sat here and supported it so I understand people are upset  
708 but when I look add this letter that was sent to Mr. Glover on December 1st and it says that "on  
709 Thursday evening November 18th 2021 the SAU Board voted to retain the services of an  
710 attorney to conduct an independent investigation into the incident involving you at the November  
711 9th 2021 Lawrence Spalding Trust committee meeting in which you allegedly streamed obscene  
712 audio content over your cell phone". We did not vote to return the services of an attorney to

713 conduct an independent investigation, we voted to retain the services of an attorney to act as our  
714 Title IV Coordinator, that's what we voted on and I think that matters.

715 That's my motion that the person we've hired know that they are a title 9 coordinator and they're  
716 acting in a fact-finding mission.

717 Ms. Kuzsma asked for clarification. If what you were asking and what the current motion on the  
718 floor is going to encourage, or force our hands, is if the coordinator realizes that yes, this is  
719 something that needs to move forward they have to pause and come back to us and notify us  
720 before they can move forward with the investigation. They cannot just smoothly move from one  
721 into the other.

722 Ms. Peters remarked no, they do not because our motion on November 18th was if they decided  
723 an investigation was warranted, they could slide into that. I want to make sure that our steps are  
724 being done clearly the way we voted. They do not need to come back to us they just need to note  
725 that in some way.

726 Ms. Lawrence noted that it sounds like that the motion would be to direct the board chair to  
727 contact Ms. Sara Hellstedt and clarify their role.

728 Ms. Peters added that she just wants them to do what they said they were going to do and no  
729 other things.

730 Mr. Glover asked what by a qualified person.

731 Mr. Coughlan added they asked her to fulfill the duties the key thing is be trained in Title IV and  
732 he was going to vote for Ms. Peters and Ms. Lawrence's motion is a little better.

733 **Ms. Lawrence motion to direct the board chair to contact Ms. Sara Hellstedt and clarify**  
734 **the board's direction regarding the process of acting as a Title IV Coordinator before**  
735 **pursuing an investigation in this matter under policy ACAC. Mr. Coughlan seconded the**  
736 **motion.**

737 Mr. Glover added what happens when the clarification, is Ms. Hellstedt told me that she is not a  
738 Title IV Coordinator. Is the instruction then to say can you, are you willing to fulfill that role or  
739 how would we move forward to ensure that that job is done by a qualified person who is  
740 independent of our system?

741 Mr. Coughlan commented that there is no Title IV Coordinator job category. A Title IV  
742 coordinator in the policy is a set of duties assigned to an existing employee within the SAU.  
743 Technically we have never asked her to be a Title IV coordinator, we asked her to fulfill the  
744 duties of a Title IV Coordinator because ours is unable to in this case.

745 The key thing the Title IV Coordinator or substitute needs to do is 1. be trained in Title IV and 2.  
746 follow the policy. Telling Mr. O'Keefe to tell Ms. Hellstedt that she is a Title IV Coordinator is  
747 not helpful. Telling Mr. O'Keefe to tell Ms. Hellstedt you have the duties of a Title IV  
748 Coordinator under policy ACAC, please follow the policy word for word is what we all voted  
749 for. In his opinion it is the right thing to do.

750 Let's not get hung up on our imprecise use of language, try and point out another one which is  
751 the first duty in ACAC is to find out what happened. A normal English speaker would say that  
752 person is investigating but investigator also has a very specific meaning later in the policy and  
753 we are confused.

754 I am going to vote for Ms. Peters' motion because for me as they say it is mostly harmless. It  
755 said what we already intended and would not derail anything, and we emphasized our collective  
756 will again and that is fine. Ms. Lawrence's motion is a little better and I want to make sure that  
757 we all understand the language we are using in this as we vote on it.

758 Mr. Coughlan added that one might argue that policy doesn't absolutely apply to us in the same  
759 way it applies to any other employee in the district, but it does need to be followed in some way  
760 to protect the employees of the district. He hasn't done the research, but that policy is pretty  
761 much directed on us by federal law. Even if the policy does not apply to us the federal law does  
762 and it is going to say the same things anyways.

763 **Ms. Lawrence motioned to direct the board chair to contact Ms. Sara Hellstedt and clarify**  
764 **the board's direction regarding the process of acting as a Title IV Coordinator before**  
765 **pursuing an investigation in this matter under policy ACAC. Mr. Coughlan seconded the**  
766 **motion.**

767 Ms. Taylor noted that they were sent quite a few documents that don't support that what was  
768 followed and that caused concerns.

769 Ms. Clark replied that she disagreed.

770 Mr. O'Keefe called the vote.

771 **Roll call: Torres- Yes, Grund- Yes, Taylor- Yes, Peters- Yes, Grondstra- Yes, Glover-**  
772 **Abstain, Eckhoff- Yes, Clark- Yes, Gauthier- Yes, Coughlan- Yes, Kuzsma- Yes, Conklin-**  
773 **Yes. Behm- Yes, Parisi- Yes, Lawrence- Yes, and O'Keefe- Yes.**

774 Mr. O'Keefe asked Ms. Taylor for her question.

775 Ms. Taylor asked going forward what policies would they refer to if an employee had a  
776 complaint about a board member. Is there a need for them to create or seek a policy?

777 Mr. Coughlan replied that as elected board members Mr. O'Keefe has outlined the options. You  
778 are a board member until your term ends, unless a Superior Court Judge removes you which does  
779 not happen very often.

780 Mr. Glover asked which specific number in BCA are you referring to?

781 Mr. Gauthier replied that he believes that it is covering general employee complaints against  
782 board members. We are not talking about this one specific issue.

783 Ms. Taylor asked what happens in the event that another employee comes forward and has a  
784 complaint that they are uncomfortable referring to policy ACAC our next response we are going to

785 do the same procedure and send it to an outside coordinator and declare them our ACAC Title IV  
786 coordinator. Will this happen again? Is this how we are responding every time?

787 Mr. O’Keefe replied that we can work with the policy committee to actually define that in  
788 greater detail.

789 XI. Public Comment II of II

790 **Ms. Grund motioned to modify the agenda to allow for Public Comment. Ms. Peters**  
791 **seconded the motion. The vote was unanimous, motion passed.**

792 Ms. Lisa Eastland, 19 River Road, asked what jurisdiction the SAU board has over this event of  
793 a board member from the SCSD. If your job as an SAU Board is to run the SAU, she does not  
794 see the connection that these votes have any bearing.

795 She would encourage them all as to why Mr. Glover’s participation in this investigation matters.  
796 Why his testimony is the log jam, and not just the aggrieved individuals? If someone in the  
797 school district did something against her then I don’t really care what that person says. I want  
798 you to act upon my complaint, not his. I would want you to listen to me and have a coordinator  
799 talk to me. I would feel completely invalidated and outraged. I am outraged for the employees  
800 already.

801 I would highly encourage you all to set up a decision tree, a checklist that is available to every  
802 single person and the public to make sure things get checked along the way. Lastly, I support Mr.  
803 Glover’s statement in that it has the sense of being mishandled the erosion of trust is something  
804 that I don’t think anyone wants to experience in our school district and our town.

805 Ms. Anna Goulet- Zimmerman, 22 Veterans Road, Amherst NH, asked for clarification. Who is  
806 hiring this attorney and who is getting the information sent to Ms. Sarah H. Someone should be  
807 seeing those communications. She does not even know if the two employees want them to do all  
808 of this and I cannot imagine how much money is getting spent here. I agree with Ms. Eastland. I  
809 heard again and again, and we are the decision people and cannot know any facts. This  
810 information should not be held from boards.

811 Mr. Martin Goulet, 22 Veterans Road, Amherst NH, noted that he was here for the SAU meeting  
812 on November 18<sup>th</sup>, 2021. I find it disconcerting that the Chair of this body does not acknowledge  
813 the importance of the precision of language that you struggled so mightily with on that evening  
814 and dismisses the attempts of this body to ensure that you follow that direction to that intended  
815 purpose.

816 Second, I just can’t help but notice that the same topic that I brought up in my earlier comment  
817 with respect to threats of coercion and retaliation are apparent even in this board as evidenced by  
818 the comment of Mr. Glover. It would be hard to be sitting in your position and not notice that  
819 trend. I will be exceedingly frustrated until I see this board act on that culture that is being  
820 instilled in our schools. I would like to see you start putting it on agendas “the culture in our  
821 school institutions”.

822 Ms. Jeanne Ludt, 3 School Street, Amherst NH, noted that she has spent time as a school board  
823 member. My comments are going to come from that experience. This thing has been mishandled  
824 so poorly from the very beginning. The first mistake is choosing to make it public. When you  
825 first accused Mr. Glover, I was appalled. That is what non-public is for, so that someone's  
826 reputation is not ruined. Because you opened it up publicly to begin with, and Mr. O'Keefe you are  
827 choosing when to speak publicly and when not to and that is not really fair. The other part is that  
828 you keep protecting the rights of the victims and somehow Mr. Glover's rights have been  
829 completely ignored as far as due process is concerned.

830 The other thing that is really sad about this is that this situation is that it has pitted board  
831 members against board members, SAU employees against board members all of this could have  
832 been avoided. It could have been handled quietly and it could have been resolved. Instead, and  
833 she does not know the details, he has been accused of sexual harassment when in fact he pressed  
834 a button on his phone and something inappropriate came up mistakenly. That got elevated to  
835 sexual harassment and that is a big leap. The other thing is that there was an SAU meeting that  
836 was hacked, it was a mistake, and she wants to put this into perspective.

837 Mr. Dwayne Purvis, Amherst NH, inquired who is paying for this? And the concern is how this  
838 could have been handled and how it has been handled. Ultimately, the taxpayers of the two  
839 towns are going to end up paying for this. The other thing is under what jurisdiction are you guys  
840 all quoting? This grand effort to make all of the policies to look the same, but Mr. Glover serves  
841 in the SCSD. Don't you ever make a mistake because now you have opened the door for anyone  
842 that has a beef to say now "I feel violated". Under what district does the SAU have policies, I  
843 don't think so. So, you are quoting a Souhegan policy and people that aren't on the SCSD are  
844 voting. This is an issue for the SCSD to deal with one way or another. And by the way you want  
845 to build a school for the ASD, you want to pass budgets and there are people that want to get  
846 elected and you are running this circus at the same time. Dial it back and fix this thing and move  
847 on.

848 XII. Meeting Adjourned

849 **Ms. Grund motioned to adjourn the meeting at 8:58PM. Mr. Gauthier seconded the**  
850 **motion. The vote was unanimous, motion passed.**



Introduction 0- 2022-01-27 SAU MEETING GLOVER REMARKS

As you know from my email to all of you, I requested this discussion be placed on the agenda because over 2 months has passed since anyone here or attending remotely has heard about the status of the matter regarding the Lawrence-Spaulding Trust Committee meeting on November 9<sup>th</sup> 2021.

I also emailed you, and I understand our minutes professional has possession of and will enter into the record, the following documents related to the matter:

1. **“the Communication Email Chain”** of Nov 10<sup>th</sup> & 11<sup>th</sup> between Superintendent Steel and me w/ Chairs O’Keefe and Gauthier, and eventually then Vice Chair Grund, in copy, which I redacted to protect the confidentiality of the SAU employees who were at the trust meeting.
2. **“the Monday Email Chain”** of Nov 13<sup>th</sup> and 16<sup>th</sup> between O’Keefe and me w/ Grund in copy.
3. **“the Extension Request Email”** of Nov 16<sup>th</sup> from O’Keefe to me w/ Grund in copy, which connects to the Monday email.
4. **“the Conduct Email Chain”** of November 19<sup>th</sup> that I and SCSB Member Peters received after the Nov 18<sup>th</sup> SAU 39 Board meeting; all other SAU 39 Board members received this information the day before that meeting.
5. **“the Investigation Letter”** dated Dec 1<sup>st</sup> that I received from O’Keefe, and that enclosed the relevant policies AC, ACAC, and BCA.
6. **“the Investigation Email”** that I received from the hired investigator on Dec 6<sup>th</sup>.
7. **“the Right-to-Know Response”** focusing on the matter – inquiry numbers 15 through 18 and associated attachments – that I received last week.

I also now submit into the record, the following additional document subsequently received:

8. **“the Agenda Request Email”** of Jan 25<sup>th</sup> that I received from O’Keefe

When the matter was discussed at the November 18<sup>th</sup> SAU 39 meeting, the impression was that the process was estimated to cost \$3k to \$5k, and should take 1 to 1½ weeks and maybe longer due to then upcoming holidays and other factors.

I am here to report that the process is still ongoing, and that I am shocked, embarrassed, and frankly scared for the future of our school system because the process being followed is unfair, opaque, and probably illegal.

I take no pleasure in reporting that:

- A. The Will of this Board has been ignored.
- B. The Policies of this SAU and its constituent Districts are being implemented without fidelity.
- C. The actions taken against me appear retaliatory.

Those acts are unacceptable and should not be tolerated.

Not only are those act unprofessional, but also they expose our SAU and its constituent Districts to legal liability and community distrust.

We all should ask ourselves and decide together: What are the remedies for such malfeasance?

A. The Will of this Board has been ignored because no Coordinator was hired.

The initial motion for an investigation was amended to first hire an independent Title IX Coordinator (“Coordinator”), then if warranted, the expectation would be for that person to conduct an investigation. ~15 min after discussion of this matter began (or ~2:30 into the meeting) where:

- Coughlan offers clarification that they are hiring this attorney to act and policy to hire a Title IV Coordinator who is currently disqualified, and O’Keefe replied that is correct (minutes lines 825-27): **Recording:** “We are hiring this attorney to act, and follow the policy, in the role of a Title IX Coordinator who is currently disqualified. O’Keefe interjects “that is 100% correct.” Coughlan continues “that means all the process features and protections of the policy would be implemented by this attorney.” O’Keefe interjects “100% correct.” Coughlan continues “this guarantees that otherwise, all the other due process steps will occur.” O’Keefe interjects “that is correct.” Coughlan continues “and everyone’s rights on both sides of the matter will be preserved.” O’Keefe interjects to reiterate “that is correct.”
- Taylor questioned instead of calling it an “investigator” can you say “Title IX Coordinator”, and O’Keefe replied they can do that (lines 834-35).
- Coughlan added that the first duty of the Title IV Coordinator is to determine if something needs to go forward. If something does go forward, they can either act as the investigator or appoint a separate one so our expectation would be that they would be the investigator going forward after that (lines 836-39): **Recording (omitted from minutes):** O’Keefe interjects “yes.”
- Roll call vote is halted and restarted after Taylor clarifies the change from investigator to Title IX Coordinator, and O’Keefe replies yes, we can rescind the votes and make a quick amendment to it (lines 857-59).
- Incredibly, after all that discussion, clarification, affirmation, and amendment, the written motion still omitted the word ‘Coordinator’. The motion per the minutes is “...to authorize the hiring of an independent Title IX/Title VII/fact finder to properly investigate the reported complaints to this Board regarding the actions of Mr. John Glover that occurred at the November 9th, Lawrence Spalding Trust Committee meeting.” (lines 859-62).
- The clear understanding and will of the Board, however, was to authorize the hiring of a Coordinator to evaluate the situation as a first step.

How do we know the person hired is not a Coordinator?

1. Not once in any written communication since the Nov 18<sup>th</sup> SAU Board meeting has the word ‘Coordinator’ been used.
  - The **Investigation Letter** from O’Keefe is regarding an Investigation, misstates that this Board voted to hire a person to conduct an investigation, and refers to the investigation many more times.
  - The **Investigation Email** from the hired person confirms the job is an investigation.
  - The **Agenda Request Email** refers to an update for the investigation, and calls for an update that will not impede the investigation.
2. My conversations with the person hired revealed:
  - The person is not a Coordinator.
  - The person doesn’t view the job as fulfilling the duties of a Coordinator.
  - The person has proceeded with an investigation as outlined as the Grievance Process under Sec III of policy ACAC.

Why is a Coordinator so important?

1. A Coordinator must have specific training (ACAC Sec II.D)
2. A Coordinator must have no conflict of interest or bias (ACAC Sec II.G)
3. A Coordinator must discuss with potential victims (ACAC Sec II.J.2):
  - a. the availability of and offer supportive measures;
  - b. consider their wishes with respect to supportive measures;
  - c. inform them of the availability of supportive measures with or without the filing of a Formal Complaint; and
  - d. explain to them the process for filing a Formal Complaint
4. A Coordinator may sign a Formal Complaint on behalf of someone but only under certain circumstances (ACAC Sec III.A), which I will discuss further.
5. An external Coordinator can demonstrate and perform those duties, but would not be expected or able to perform other duties like implementing supportive measures (ACAC Sec II.C.) or recordkeeping (ACAC Sec II.I).

**Why was a Coordinator not hired as directed by this Board?**

**Who made the decision to act against the will of this Board?**

- B. The Policies of this SAU and its constituent Districts are being implemented without fidelity because the Grievance Process, which includes the commissioned investigation, has commenced without a Formal Complaint.

Why is a Formal Complaint so important?

Per the ACAC policy, which outlines the sexual harassment policy and grievance process, a Formal Complaint is required before the Grievance Process can commence. This requirement is so material to the ACAC policy that the requirement is reiterated no fewer than in 7 policy sections:

- **Sec II.A:** While all “reports” received of sexual harassment must be responded to, the Grievance Process is initiated only with the filing of a Formal Complaint.
- **Sec II.J.1:** A report does not initiate the formal Grievance Process. That process is begun only upon the filing of a Formal Complaint.
- **Sec II.J.3:** A Formal Complaint that contains an allegation of sexual harassment and a request that the organization investigate the allegations is required before the organization may conduct a formal investigation...or take any actions (other than supportive measures) against a person accused.
- **Sec III:** The Grievance Process is used only upon the filing of a Formal Complaint.
- **Sec III.A:** The Grievance Process is initiated by way of a Formal Complaint.
- **Sec III.A (again):** If no Formal Complaint is filed...no disciplinary action may be taken against a person accused.
- **Sec III.E.3:** The investigative report shall start with the receipt of the Formal Complaint.

How do we know there is no Formal Complaint?

1. In the **Conduct Email Chain**, Superintendent Steel acknowledges receipt of “informal complaints” from employees
2. In the **Right-to-Know Response**, Superintendent Steel states that “neither [employee] indicated that what they sent to [him] was an official complaint”
3. In the **Conduct Email Chain** and the **Right-to-Know Response**, Parisi’s initial and amended reports share her point of view; express concern for the employees present; express gratitude that no students, parents, or the public was present; and requests the matter be taken seriously in accordance with district policies; neither, however, requests an investigation of the matter, which is a minimum requirement for a Formal Complaint per policy ACAC Secs II.B and II.J.3.
4. No Coordinator has signed a Formal Complaint on behalf of anyone involved, which is allowed under policy ACAC Sec III.A, but only initiating the Grievance Process against the accused is not clearly unreasonable in light of the known circumstances, and in other cases where, in the exercise of good judgment and in consultation with an attorney as appropriate, the Coordinator determines that a Grievance Process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment.

That's a lot of squishy language but the provided examples suggest the need for particularly egregious scenarios in order to compel a Coordinator to sign a Formal Complaint:

- a. reports of sexual assault – not relevant here
- b. employee on student harassment – no relevant here
- c. repeat reports – not relevant here
- d. the conduct in the potential victim's report has not been adequately resolved through the provision of supportive measures – **relevant here, but if this inquiry has been made, the results have not been shared.**

#### So what do we have then?

We have reports from everyone who was physically in the room at the trust meeting: the two employees, the board member, and me in the **Communication Email Chain**.

The reports show those in the room deployed the 'see something, say something' spirit.

This spirit is memorialized in policy AC, the Non-Discrimination, Equal Opportunity Employment, and Anti-Discrimination Plan, which covers discrimination and harassment contemplated under Titles IX and VII.

Policy AC Sec F, 2<sup>nd</sup> Paragraph:

1. Describes a duty to report at the expense of disciplinary action.
2. Requires reports or complaints of sexual harassment by students (ie, Title IX), employees (ie, Title VII), or third party contractors (ie, Titles IX or VII) be made under policy ACAC, which itself reiterates the duty to report the disciplinary action of not reporting, and requires training to include reporting.

I understand this situation is unique given my role as a Board member, and the policies don't expressly contemplate Board members. I also understand the need to take harassment matters seriously, and so it makes sense to look at applying our policies – those are, after all, our guiding documents.

My grave concern is that the purportedly applicable policies are being implemented improperly, which is even more concerning given the sensitive and serious subject matter of discrimination and harassment.

**Why has a Formal Complaint not been required?**

**Who made the decision to forego the need for a Formal Complaint against our Policies?**

C. The actions taken against me appear retaliatory.

Retaliatory because at a meeting I had 3 days after the trust meeting, on Friday, November 12<sup>th</sup> at 4:30 pm with O’Keefe and Grund, O’Keefe essentially informed me SAU counsel had been engaged, and I had two paths to choose from: a) resign my Board seat and this all goes away, or b) don't resign and face the consequences, including investigation, potential removal from office, and possible civil litigation.

Retaliatory because I was not provided sufficient time following that Friday meeting to engage my own counsel to understand the consequences of those paths. See the **Monday Email Chain** and the **Extension Request Email**.

Retaliatory because although the **Extension Request Email** claims of an obligation to follow a fair, transparent and timely process, I was not afforded the same by:

- Not being informed of the relevant policies
- Not being presented with any specific allegations
- Not being presumed innocent
- Not being informed that the so-called ‘complaints’ were actually reports and not Formal Complaints that would trigger the Grievance Process
- Not being informed of the specific supportive measures requested by the employees
- Not being asked what I could do to provide my own supportive measures, as I had written in my report in the **Communication Email Chain**.
- Not presented with any collaborative solution to adequately resolve the matter.

Retaliatory because the supportive measures attempted to be implemented and in fact implemented against me far exceed the wishes expressed by the employees who attended the trust meeting.

- Per the **Right-to-Know Response**, only received last week, the employees collectively requested:
  - The presence of someone else at all future meetings with me and them.
  - Electronic means of communication between me and them with any needed phone calls scheduled so another person could be present.
  - Prohibiting my calling their personal cell phones.
- Yet, the measures attempted or implemented are expressly not limited to:
  - Restricting communication between me and any SAU employee (not just the employees at the meeting).
  - Limiting all communications between me and the SAU 39 employees go through the Superintendent.
  - Attempting to remove me from all my committee assignments as a Board member.

**Why was I threatened and treated unfairly when Policies AC and ACAC prohibit retaliation?**

**Who decided to behave in this manner?**

## Closing

Parisi, in her reports about this matter in the **Conduct Email Chain** and the **Right-to-Know Response**, invokes the notion of professional conduct. The acts I have reported in this status update tonight –

- A. The Will of this Board being ignored.
- B. The Policies of this SAU and its constituent Districts being implemented without fidelity.
- C. The actions taken against appearing retaliatory.

– are not only unprofessional, but also expose our SAU and its constituent Districts to legal liability and community distrust.

Those acts are intentional, not accidental.

Those acts unacceptable and should not be tolerated.

Why is leadership behaving in such an unprofessional manner?

What are the remedies for such malfeasance?

- Apology?
- Monetary Damages?
- Change in Leadership?
- Other?

Can and will this school system grow?



John Glover &lt;jglover@sau39.org&gt;

## Communication

5 messages

**Adam Steel** <asteel@sau39.org>

Wed, Nov 10, 2021 at 5:34 PM

To: John Glover &lt;jglover@sau39.org&gt;

Cc: Stephen O'Keefe &lt;sokeefe@sau39.org&gt;, Tom Gauthier &lt;tgauthier@sau39.org&gt;

Hello John:

In reference to the incident that occurred earlier this week, I am directing you to not have contact with the SAU employees who were present in the meeting and to direct all communication to me. I am unable to discuss this issue further with you at this time. You can expect to be contacted by SAU Chair Stephen O'Keefe and Souhegan Vice Chair Stephanie Grund in the coming days.

Sincerely,  
Adam Steel

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**Adam Steel | Superintendent of Schools | SAU #39**

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

PO Box 849 | 1 School Street

Amherst, NH 03031

(603) 673-2690 | [www.sau39.org](http://www.sau39.org) | @adamsteelnh
**John Glover** <jglover@sau39.org>

Wed, Nov 10, 2021 at 6:21 PM

To: Adam Steel &lt;asteel@sau39.org&gt;

Cc: Stephen O'Keefe &lt;sokeefe@sau39.org&gt;, Tom Gauthier &lt;tgauthier@sau39.org&gt;

Totally understood Adam. I'm eager to address that unfortunate event, and look forward to hearing from them.

[Quoted text hidden]

**Adam Steel** <asteel@sau39.org>

Wed, Nov 10, 2021 at 6:22 PM

To: John Glover &lt;jglover@sau39.org&gt;, Stephanie Grund &lt;sgrund@sau39.org&gt;, Stephen O'Keefe &lt;sokeefe@sau39.org&gt;,

Tom Gauthier &lt;tgauthier@sau39.org&gt;

I included Tom Gauthier in error and meant to include Stephanie.

Adam

[Quoted text hidden]

**John Glover** <jglover@sau39.org>

Wed, Nov 10, 2021 at 6:29 PM

To: Adam Steel &lt;asteel@sau39.org&gt;

Cc: Stephanie Grund &lt;sgrund@sau39.org&gt;, Stephen O'Keefe &lt;sokeefe@sau39.org&gt;, Tom Gauthier &lt;tgauthier@sau39.org&gt;

No problem. Better to clear up this matter with all our leaders aware.

[Quoted text hidden]

**John Glover** <jglover@sau39.org>

Thu, Nov 11, 2021 at 3:49 PM

To: Adam Steel &lt;asteel@sau39.org&gt;

Cc: Stephanie Grund &lt;sgrund@sau39.org&gt;, Stephen O'Keefe &lt;sokeefe@sau39.org&gt;, Tom Gauthier &lt;tgauthier@sau39.org&gt;

Adam and Board Leaders, I write to address the unfortunate incident that occurred during the Lawrence Spaulding Committee meeting held on 9 November 2021 at the Brick School Community Room. Present at that meeting were Christine Landwehrle, Amy Facey, Victoria Parisi, Terri Behm (via Zoom), George Torres (via Zoom), and myself. Upon arriving, I indicated my presence and need to complete an ongoing phone call, which delayed my participation in the

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meeting for about 10 or 15 minutes, and after the call, I joined the meeting already in progress. Shortly thereafter I received an audible notification tone on my phone. Normally and for common courtesy, I put my phone in silent mode for meetings, but I had not done so at that point. I addressed the notification tone without unlocking my phone by swiping down the screen face to see a long list of notifications; my phone is set up to allow for limited access and interaction while otherwise staying locked. Among the notifications list were some text messages including one from a family member and another adjoining from a number unknown to me. I attempted to tap the family member message but instead tapped the unknown message, and suddenly my phone erupted at full volume. The loud noise startled me, and disrupted the meeting by drawing the attention of everyone in the room; I do not know whether those on Zoom also heard the noise.

At first, the nature of the noise was unclear to me, and regardless, my immediate reaction was to try to lower the volume to mute by pressing and holding the volume down button on the side of the phone. That attempt had no effect because the phone was still locked. Some several seconds having passed, the nature of the noise became clear to me and others in the room and presumably on Zoom. The noise was of an explicit sexual nature. Horrified, I attempted to quickly unlock the phone to shut everything down; this took some several additional seconds because it took me several attempts to get the fingerprint reader to work because in my haste I was not placing my finger in the right place for the right amount of time. Finally, after what seemed to me like many minutes but was probably about 15 or 20 seconds of blaring offending noise, I successfully unlocked the phone and muted the volume. I then put the phone in silent mode, closed everything open, restarted the phone, and placed the phone on the table in order to not further distract from the meeting. It took me several minutes to complete those post-noise tasks and gather my shocked, embarrassed, confused self. The meeting continued and successfully concluded without further incident, as did the subsequent Budget Workshop meeting.

After the meetings, alone, I examined the phone to understand the source of the offending noise. I confirmed the unknown message contained a link. There was no associated picture, video, or other observable content. I did not again tap the link. I deleted the entire message and checked my security scans, which are embedded and automatically run in the phone and the wireless carrier systems. No underlying virus or malware was identified. It is somewhat rare but not unusual for messages from unknown numbers to appear, and I handle them by avoiding any included links and deleting the entire message.

Later that same evening, I contacted but could not reach Adam [REDACTED] for two purposes. One, to thank them for their participation at and preparedness for the meetings. Two, to report the incident (to Adam), to relay my actions and findings after the incident, to apologize for the ugly disruption caused by my phone, and to seek guidance as to how I could apologize [REDACTED]. The next day I received the initial message on this thread from Adam. On 12 November 2021, I am meeting with Stephen O'Keefe and Stephanie Grund. I have had no contacts or communications about the incident with any other school-related personnel.

I've been reflecting on the incident and future actions I can take to ensure nothing like that ever happens again in any setting, let alone at a school meeting. In the first instance, I still feel compelled to apologize in some manner to those at the meeting, and would appreciate your guidance as to the best way to accomplish that goal. I also realize the incident was the result of my failure to follow my normal processes for message management (by tapping on an unknown link) and phone management (by leaving my phone in audible mode), and both failures occurred at the worst possible time – during a school meeting with others. I have never been much of a phone user during meetings because I enjoy remaining focused on and respectful towards meeting objectives. The incident starkly reminds me that even minimal phone interactions can have awful consequences. What I can and will do is be especially vigilant in making sure my phone is both silent and only conscientiously touched during meetings and whenever interacting with others.

Thanks for your attention and response so far, John

[Quoted text hidden]



John Glover &lt;jglover@sau39.org&gt;

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**Monday**

2 messages

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**Stephen O'Keefe** <sokeefe@sau39.org>  
To: John Glover <jglover@sau39.org>  
Cc: Stephanie Grund <sgrund@sau39.org>

Sat, Nov 13, 2021 at 1:37 PM

Good Afternoon Mr. Glover.

I have received your request to extend your Monday morning deadline to allow time for you to seek the guidance of legal council. We are more than willing to extend your deadline to Tuesday, November 16th at 4pm.

Should your legal council inquire, or wish to communicate, please request they do so directly with our district's legal council:

Dean B Eggert, Esq  
Wadleigh, Starr & Peters, P.L.L.C.  
[95 Market Street](#)  
[Manchester NH 03101](#)  
[United States of America](#)  
(603) 206-7209  
[deggert@wadleighlaw.com](mailto:deggert@wadleighlaw.com)

As a reminder, per our conversation on Friday, we will make reasonable accommodations for you to participate at Monday's school board meeting remotely if you choose to do so. We will have the SAU office generate a zoom link and have it sent to you in advance of the session. Please let us know by noon on Monday if you would like us to do so.

Regards,

Stephen S. O'Keefe  
Mont Vernon School Board  
Chair, SAU #39 Consolidated School Board

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**John Glover** <jglover@sau39.org>  
To: Stephen O'Keefe <sokeefe@sau39.org>  
Cc: Stephanie Grund <sgrund@sau39.org>

Tue, Nov 16, 2021 at 9:08 AM

Stephen, I appreciate the accommodation to participate in last night's SCSB meeting. I also appreciate your willingness to extend the deadline to allow time for me to seek the guidance of legal counsel. However, fewer than 36 hours since the initial deadline is an insufficient allowance. I placed calls yesterday, and now await responses. I, like everyone I presume, would like this matter to be resolved as soon as practicable, but I still have to locate counsel who has the requisite skills, who has no conflicts, who has an amenable schedule, and who can thereby engage with me as Client. This process will take some time, more than a day or two, at least a week at the earliest I predict. I therefore request further extension of my response deadline. I imagine my counsel will want to communicate with SAU 39's counsel; you will know with certainty that this process is proceeding once that happens. Respectfully, John

[Quoted text hidden]





John Glover &lt;jglover@sau39.org&gt;

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## Extension Request

1 message

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**Stephen O'Keefe** <sokeefe@sau39.org>  
To: John Glover <jglover@sau39.org>  
Cc: Stephanie Grund <sgrund@sau39.org>

Tue, Nov 16, 2021 at 4:35 PM

Good Afternoon Mr. Glover.

Thank you for your message. Unfortunately, we are unable to offer additional extensions to the matter currently under review. We have a significant obligation to both our employees and communities to follow a fair, transparent and timely process.

As a result, we plan to discuss this matter at our SAU #39 Board meeting, this Thursday, November 18<sup>th</sup> after our public hearing, unless you wish to take any mitigating actions prior to our session.

Regards,

Stephen S. O'Keefe  
Mont Vernon School Board  
Chair, SAU #39 Consolidated School Board



John Glover &lt;jglover@sau39.org&gt;

## Fwd: Conduct Email

1 message

Stephanie Grund &lt;sgrund@sau39.org&gt;

Fri, Nov 19, 2021 at 2:14 PM

To: Christine Peters &lt;cpeters@sau39.org&gt;, John Glover &lt;jglover@sau39.org&gt;

Christie and John,

Your emails were accidentally left off of Adam's email that was sent to all SAU boards.

Stephanie

----- Forwarded message -----

From: **Adam Steel** <asteel@sau39.org>

Date: Wed, Nov 17, 2021 at 11:03 PM

Subject: Fwd: Conduct Email

To: Elizabeth Kuzsma <ekuzsma@sau39.org>, George Torres <gtorres@sau39.org>, Jessica Hinckley <jhinckley@sau39.org>, Josh Conklin <jconklin@sau39.org>, Kristen Clark <kclark1@sau39.org>, Laura Taylor <ltaylor@sau39.org>, Peter Eckhoff <peckhoff@cokenortheast.com>, Peter Eckhoff <peckhoff@sau39.org>, Pim Grondstra <pgrondstra@sau39.org>, Sarah Lawrence <slawrence@sau39.org>, Stephanie Grund <sgrund@sau39.org>, Stephen O'Keefe <sokeefe@sau39.org>, Steve Coughlan <scoughlan@sau39.org>, Terri Behm <tbehm@sau39.org>, Tom Gauthier <tgauchier@sau39.org>, Victoria Parisi <VParisi@sau39.org>

Dear SAU Board:

I am in receipt of the complaint received below. As superintendent, I have no jurisdiction regarding this complaint, and thus am forwarding to you. I am in receipt of informal complaints under the aegis of both Title VII and Title IX from district employees which may or may not be submitted as formal complaints in the future. I have provided SAU chair O'Keefe and Souhegan Vice-chair Grund with the information I have and have done my best to provide protective measures for the employees involved.

Sincerely,  
Adam

----- Forwarded message -----

From: **Victoria Parisi** <vparisi@sau39.org>

Date: Wed, Nov 17, 2021 at 22:24

Subject: Conduct Email

To: Stephen O'Keefe &lt;sokeefe@sau39.org&gt;, Adam Steel &lt;asteel@sau39.org&gt;

I am writing to share my point of view in regard to the actions of John Glover at the Lawrence-Spalding Trust Committee meeting held at the Brick School on November 9, 2021.

At the meeting, inappropriate media was broadcast from Mr. Glover's phone.

This is not professional conduct. I have concern for the district employees subjected to this. I am grateful that it didn't happen in a meeting with students, parents, or the public present.

I have had a week to process the event. I have come to the conclusion that as an elected public official, I should formally report my perspective regarding the incident.

It is important that this matter is taken seriously in accordance with District policies.

Thank you,

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**Adam Steel | Superintendent of Schools | SAU #39**

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

PO Box 849 | 1 School Street

11/20/21, 2:35 PM

School Administrative Unit 39 Mail - Fwd: Conduct Email

Amherst, NH 03031

(603) 673-2690 | [www.sau39.org](http://www.sau39.org) | [@adamsteelnh](mailto:@adamsteelnh)

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent of  
Elementary Education

STEVEN CHAMBERLIN  
Assistant Superintendent of  
Secondary Education

MARGARET A. BEAUCHAMP  
Director of Student Services

AMY FACEY  
Business Administrator



Mr. Stephen O'Keefe – Chairperson, SAU Board  
SAU 39 – Amherst, Mont Vernon, and Souhegan Cooperative School Districts  
1 School Street  
Amherst, NH 03031

December 1, 2021

Mr. John Glover, Souhegan Cooperative School Board  
1 School Street  
Amherst, NH 03031

Re: Investigation into allegations of misconduct

Dear Mr. Glover:

I am writing to formally notify you that on Thursday evening, November 18, 2021 the SAU Board voted to retain the services of an attorney to conduct an independent investigation into the incident involving you at the November 9, 2021 Lawrence-Spalding Trust Committee Meeting in which you allegedly streamed obscene audio content over your cell-phone. You will be contacted by attorney Sara Hellstedt of the law firm of Bernstein Shur, Sawyer & Nelson for an interview. This is an investigation into a public event at a public meeting involving you as a public official. However, you are reminded that you have a duty to maintain the personnel privacy of those administrators who were present at the meeting in question. You are entitled to have a representative of your choosing present at your interview.

We have authorized Adam to extend supportive measures to the involved personnel as we undertake this investigation. These measures include alternative pathways of communication and authorization for the involved staff to be accompanied during meetings which include you. These measures are also designed to protect you during the investigative process. I am enclosing our relevant policies, AC, ACAC and BCA. This investigation is not solely a Title IX investigation, but is also proceeding under Title VII and the Board's general authority to investigate complaints regarding board members. However, I direct your attention to policy ACAC which outlines the protections afforded complainants and respondents. I also direct your attention to Section III., which outlines in detail the Title IX grievance and investigative process. As this investigation is being conducted at the Board level, the Board will take receipt of the investigative report and act as the decision maker in this matter. Our policies and the law also prohibit retaliation against witnesses or complainants. You should exercise care to ensure that you refrain from any conduct which could be deemed retaliatory in nature.

Sincerely,

*Stephen S. O'Keefe*

Mr. Stephen O'Keefe  
Chairperson – SAU Board



# AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

## AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

### A. Prohibition Against Discrimination of Students in Educational Programs and Activities.

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin.

Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board policy JICK Pupil Safety and Violence Prevention.

### B. Equal Opportunity of Employment and Prohibition Against Discrimination in Employment.

The School District and SAU 39 is an Equal Opportunity Employer. The District and SAU ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The District and SAU will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in the pertinent job description(s).

Discrimination against and harassment of employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the District and SAU will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

### C. Policy Application.

This Policy is applicable to all persons employed or served by the District and SAU. It applies to all sites and activities the District and SAU supervises, controls, or where it has jurisdiction under the law, including where it (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or (b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event. Examples of sites and activities include all District and SAU buildings and grounds, school buses and other vehicles, field trips, and athletic competitions.

### D. Anti-Discrimination Plan.

No later than October 15, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written Anti-Discrimination Plan (the "Plan") to include guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.



## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

Among other things, the Plan should include provisions, and recommendations with respect to resources, policies, complaint procedures, student education programs, Plan dissemination and training appropriate to carrying out the Plan objectives stated in the preceding paragraph.

In developing the Plan, the Superintendent is encouraged to seek input from appropriate groups of the school and local community and coordinate with the Human Rights Officer and Title IX and 504 Coordinators.

No less than once every two years the Superintendent shall update the Anti-Discrimination Plan and present the same to the Board for review. Such Plan updates should be submitted to the Board in time for appropriate budget consideration.

#### E. Human Rights [or Non-Discrimination], Title IX, 504 and other Coordinators or Officers.

The Superintendent shall assure that personnel are assigned to the positions listed below. Each year, the Superintendent shall prepare and disseminate as an Appendix AC-E to this Policy an updated list of the person or persons acting in those positions, along with their District contact information, including telephone number, email, postal and physical addresses.

Human Rights [or Non-Discrimination] Officer  
Title IX Coordinator  
504 Coordinator

The Appendix will also include current contact for relevant state and federal agencies including:

U.S. Department of Education, Office of Civil Rights  
U.S. Department of Agriculture, Office of Civil Rights  
N.H. Human Rights Commission  
N.H. Department of Justice, Civil Rights Unit  
N.H. Department of Education, Commissioner of Education

#### F. Complaint and Reporting Procedures.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or



## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy ACAC;  
Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy ACAC;
2. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE, except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and
3. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK.

#### G. Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

*Note:* Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: [humanrights@nh.gov](mailto:humanrights@nh.gov)

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

#### H. Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### AC – NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT and ANTI-DISCRIMINATION PLAN

#### I. Administrative Procedures and Regulations.

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

#### J. Notice of Compliance.

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

Adopted: January 21, 2021 (SAU)



ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

**I. RESTATEMENT OF POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX.**

Per Board policy AC, Title IX of the Education Amendments Act of 1972 (“Title IX”), as well as RSA 193:38, among others, SAU 39 and its constituent Districts do not discriminate on the basis of sex in their educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment are prohibited in SAU 39 and its Districts.

**II. TITLE IX SEXUAL HARASSMENT POLICY.**

**A. Application of This Policy.**

While all forms of sex-based discrimination are prohibited the purpose of this policy is to address, and only to address, *sexual harassment as defined in Title IX and Sec. II.B*, below, that occurs within the educational programs and activities, and to provide a grievance process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The “Title IX Grievance Process” is set out in Sec. III below. While all “reports” received of sexual harassment must be responded to, the Title IX Grievance Process is initiated only with the filing of a formal complaint.

The purpose of this Policy, however, is to address, and only to address, sexual harassment as defined in Title IX that occurs within educational programs and activities. For harassing conduct which does not meet the definition of sexual harassment under Title IX and this Policy, the response will be governed under other applicable laws and policies per Board policy AC, and policies referenced therein.

This Policy shall apply to all students, employees, and any third party who contracts with the District or SAU to provide services to District or SAU students or employees, upon District or SAU property or during any school program or activity.

Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law. Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

The Superintendent shall have overall responsibility for implementing this Policy, and shall annually appoint a District Title IX Coordinator as that position is described in Section II.C, below. The name and contact information for the Title IX Coordinator is set forth in Board Policy AC-E, which policy shall be updated and disseminated annually with the Title IX Coordinator’s name as set forth in Board policy AC.

**B. Definitions.**

As used in this Policy and the Title IX Grievance Process, the terms below shall have the meaning ascribed.

“**Actual knowledge**” occurs when the District’s Title IX Coordinator or **ANY** employee (other than a “respondent” or alleged harasser) receives a notice, report or information or becomes aware of sexual harassment or allegations of sexual harassment.



**ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**

**“Complainant”** is an individual who is alleged to be the victim of conduct that could constitute sexual harassment, whether or not that person files a report or formal complaint.

**“Days”** shall mean calendar days, but shall exclude non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

**“Decision Maker”** means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as “initial decision maker”); or the responsibility to decide any appeal (at times “appeals decision maker”) with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.

**“Determination of Responsibility”** is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal Complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment Under Title IX.

**“Formal Complaint”** means a document filed by a complainant, the complainant’s parent/guardian, or the Title IX Coordinator, alleging sexual harassment against a respondent, and requesting that the district investigate the allegation of sexual harassment.

**“Respondent”** is an individual who is reported to be the individual accused of conduct that could constitute sexual harassment.

**“Sexual harassment”** prohibited under Title IX and by this policy *is conduct on the basis of sex* (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

1. An employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; **OR**
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

- i. Sexually suggestive remarks or jokes;
- ii. Verbal harassment or abuse;
- iii. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
- iv. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- v. Harassing or sexually suggestive or offensive messages that are written or electronic;



**ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**

- vi. Subtle or direct propositions for sexual favors or activities;
- vii. Touching of a sexual nature or groping; and
- viii. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

*Note: incidents of the above conduct would still need to satisfy one or more of the criteria in paragraphs 1-3 of this definition.*

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. **Policies prohibit both, but for purposes of its Title IX obligations the organization must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope Policy and Title IX Grievance Process.** Except as used in other laws (e.g., Title VII) or policies pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean sexual harassment that meets the above definition.

Conduct that satisfies this definition is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser/respondent and the context in which the harassment occurred.

***NOTE Regarding Concurrent Enrollment and Dual Enrollment, Extended Learning Opportunities, 3<sup>rd</sup> Party Distance Learning and Other Alternative Instructional Programs:*** Under federal regulations, in order for the District to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the District must have substantial control over both the respondent and the context in which the harassment occurred. In general, this will mean that unless such learning program is occurring upon district property, conduct otherwise meeting the definition of sexual harassment within that program, may not be subject to this policy.

**“Supportive Measures”** are free, non-disciplinary, non-punitive, individualized services and shall be offered to the complainant, and may be offered to the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision

Such measures shall be designed to restore or preserve equal access to the District’s education programs and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment and/or deter



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sexual harassment. Supportive measures shall remain confidential with exclusive exceptions stated required in Sec. II.E, below.

#### C. Title IX Coordinator.

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. the Title IX Coordinator shall receive general and specific reports of sexual harassment, and coordinate the District's responses to both reports and formal complaints of sexual harassment so that the same are prompt and equitable. In addition to any other specific responsibilities assigned under this Policy, or as assigned by the Superintendent, the Title IX Coordinator will be responsible for:

1. meeting with a complainant, and informing the parent/guardian once the Title IX Coordinator becomes aware of allegations of conduct that could constitute sexual harassment as defined in this Policy;
2. identification and implementation of supportive measures;
3. signing or receiving formal complaints of sexual harassment;
4. engaging with the parents/guardians of parties to any formal complaint of sexual harassment;
5. coordinating with District and school-level personnel to facilitate and assure implementation of investigations, and remedies, and helping to assure that the organization otherwise meets its obligations associated with reports and complaints of sexual harassment;
6. coordinating with the Superintendent with respect to assignment of persons to fulfill the organization's obligations, both general and case specific, relative to this Policy (e.g., investigator, decision makers, etc.; this may involve the retention of third party personnel.);
7. coordinating with personnel to assure appropriate training and professional development of employees and others in accordance with Sec. II.D of this Policy; and
8. helping to assure that appropriate systems are identified and maintained to centralize sexual harassment records and data.

In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason (see Sec. II.G, below), the Superintendent shall assure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances "Title IX Coordinator" shall include the acting Title IX Coordinators.

#### D. Training.

All employees shall receive regular training relative to mandatory reporting obligations, and any other responsibilities they may have relative to this Policy.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must receive training on the definition of sexual harassment, this Policy, the scope of education programs or activities, and how to conduct an investigation (including the requirements of the reporting and the Title IX Grievance Process, including hearings, appeals, and information resolution processes). The training must also include avoiding prejudgment of the facts, conflicts of interest and bias.

Decision-makers must also receive training on issues of relevance of questions and evidence, including when questions about the complainant's sexual predisposition or prior sexual behavior are not relevant.



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Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment, and must be made available to the public as provided in Sec. II.H of this Policy.

**E. Confidentiality.**

The District confidentiality of the complainant and the respondent will be respected as much as possible, however, some information may need to be disclosed to appropriate individuals or authorities. All disclosures shall be consistent with the organization's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action. Examples of required disclosure include:

1. information to either party to the extent necessary to provide the parties due process during the Title IX Grievance Process;
2. information to individuals who are responsible for handling the organization's investigation and determination of responsibility to the extent necessary to complete the grievance process;
3. mandatory reports of child abuse or neglect to DCYF or local law enforcement(per Board policy JLF;
4. information to the complainant's and the respondent's parent/guardian as required under this Policy and or the Family Educational Rights and Privacy Act ("FERPA"); and
5. reports to the New Hampshire Department of Education as required under N.H. Code of Administrative Rules Ed 510 regarding violations of the NH Code of Conduct for Education Professionals.

Additionally, any supportive measures offered to the complainant or the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

Except as specified above, the organization shall keep confidential the identity of:

1. Any individual who has made a report or complaint of sex discrimination;
2. Any individual who has made a report or filed a formal complaint of sexual harassment;
3. Any complainant;
4. Any individual who has been reported to be the perpetrator of sex discrimination<sup>1</sup>;
5. Any respondent; and
6. Any witness.

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Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

#### **F. Retaliation Prohibited.**

Retaliation against any person who makes a report or complaint, or against any person who assists, participates, or refuses to participate<sup>2</sup> in any investigation of an act alleged in this Policy is prohibited. Actions taken in response to **materially** false statements made in bad faith, or to submitting **materially** false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A finding of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith. Complaints of retaliation with respect to reports or formal complaints of sexual harassment shall be filed under the District's general grievance process.

#### **G. Conflict of Interest.**

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

#### **H. Dissemination and Notice.**

The District and SAU shall include in all student and employee handbooks, and shall make publicly available on the district's website the following information:

1. The policy of non-discrimination on the basis of sex (included in Board policy AC),
2. the title, name, office address, email address, and telephone number of the Title IX Coordinator (to be provided pursuant to Board policy AC and its addendum, updated annually, AC-E;
3. the complaint process;
4. how to file a complaint of sex discrimination or sexual harassment;
5. how the District will respond to such a complaint; and
6. a statement that Title IX inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights.

The same information shall be provided to all persons seeking employment with the organization, or seeking to enroll or participate in the organization's educational programs or activities.

Additionally, the organization will make this Policy, as well as any materials used to train personnel as required under Sec. II.D publicly available on its website.

#### **I. Records and Record Keeping.**

1. For each report or formal complaint of sexual harassment, the organization, through the Title IX Coordinator, must create, and maintain for seven (7) years, record of:
  - a. Any actions, including any supportive measures,



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- b. The basis for the organization's conclusion that its response was not deliberately indifferent; and
  - c. Documentation which:
    - If supportive measures were provided to the complainant, a description of the supportive measures taken designed to restore or preserve equal access to the organization's education program or activity; or
    - If no supportive measures were provided to a complainant, explains the reasons why such a response was not clearly unreasonable in light of the known circumstances.
2. In addition, the organization shall maintain the following records for a minimum of seven (7) years:
  - a. Records for each formal complaint of sexual harassment, including:
    - Any determination regarding responsibility, including dismissals;
    - Any disciplinary sanctions imposed on the respondent;
    - Any remedies provided to the complainant designed to restore or preserve equal access to the organization's education program or activity;
    - Any appeal and the result therefrom;
    - Any informal resolution process and the result therefrom;
  - b. All materials used to train Title IX Coordinators, investigators, and decision-makers.

**J. Reports of Sexual Harassment, Formal Complaints and District Responses.**

**1. Report of Sexual Harassment.**

**NOTE:** *A report does not initiate the formal Title IX Grievance Process. That process is begun only upon the filing of a formal complaint under the procedures set out in II.J.3, and III.A, below.*

Any person may report sexual harassment whether relating to her/himself or another person. **However, if any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator** of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

A report of sexual harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Additionally, while the organization strongly encourages reports of sexual harassment to be made directly to the Title IX Coordinator, the report may be made to **any** staff member, including, for instance, a counselor, teacher or principal.

If the Title IX Coordinator is the alleged respondent, the report or formal complaint may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that report/complaint, or delegate the function to another person.



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NOTE: For any allegation of sexual assault on a student under the age of 18, such conduct shall be reported immediately to the DCYF per Board policy JLF. If the alleged respondent (perpetrator) is a person holding a license or credential from the New Hampshire Department of Education (i.e., “credential holder”), then a report shall also be made to the Department.

2. Response to Report of Sexual Harassment.

The organization will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The organization shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

As soon as reasonably possible after receiving a report of alleged sexual harassment from another employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant’s wishes with respect to supportive measures;
- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- iv. explain to the complainant the process for filing a formal complaint.

3. Formal Complaints.

Pursuant to federal regulations, and this Policy, a formal complaint that contains an allegation of sexual harassment and a request that the organization investigate the allegations is required before the organization may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a person accused of sexual harassment. **Once a formal complaint of sexual harassment is received by the Title IX Coordinator, s/he shall commence the Title IX Grievance Process set out in Sec. III below. The process for filing a formal complaint is set forth in Sec. III.A.**

4. Limitation on Disciplinary Action.

In no case shall the organization impose disciplinary consequences or sanctions against a respondent who has been accused of conduct which may constitute sexual harassment, until the Title IX Grievance Process has been completed.

5. Emergency Removal and Administrative Leave.

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other District official charged with a specific function under this Policy or the Title IX Process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student’s IEP and or 504 plan if applicable. Such



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emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process.

The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

**III. TITLE IX GRIEVANCE PROCESS.**

The Title IX Grievance Process is used only upon the filing of a formal complaint of sexual harassment as described in Sec. III.A, below. The provisions of Section I of the Policy are incorporated as part of the Title IX Grievance Process. Upon receipt of a formal complaint of sexual harassment, the Title IX Coordinator will coordinate the organization's efforts to comply with its responsibilities related to the Title IX Grievance Process.

**A. Process for Filing a Formal Complaint of Sexual Harassment.**

The Title IX Grievance Process is initiated by way of a formal complaint ("complaint" or "formal complaint") filed by the complainant, the complainant's parent/guardian, or the Title IX Coordinator. The complainant may file a complaint or choose not to file a complaint and simply receive the supportive measures. If the Complainant does not file a complaint, the Title IX Coordinator may sign a formal complaint, but only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances, and in other cases where, in the exercise of good judgment and in consultation with an attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment (e.g., reports of sexual assault, employee on student harassment, repeat reports, or the conduct in the complainant's report has not been adequately resolved through the provision of supportive measures). If the complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the organization must comply with all of the provisions of the Title IX Grievance Process relative to respondents and complainants.

If no formal complaint is filed by the complainant or the Title IX Coordinator no disciplinary action may be taken against the respondent based upon conduct that would constitute sexual harassment under this policy.

Although there is no time limit per se to filing a formal complaint, for complaints initiated by the complainant or his/her parent/guardian, the complainant must be employed by the organization or participating in or attempting to participate in the education program or activities of the District at the time of filing. Additionally, although the organization will initiate the Title IX Grievance Process regardless of when the formal complaint is submitted, delays in reporting may significantly impair the ability of officials to investigate and respond to the allegations.

At a minimum, a formal complaint must:

1. contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student;
2. describe the alleged sexual harassment.



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3. request an investigation of the matter, and
4. be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator or on the SAU 39 website.

**B. Initial Steps and Notice of Formal Complaint.**

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
  - a. this Title IX Grievance Process, including any informal resolution process;
  - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
  - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
  - e. that each party is entitled to inspect and review evidence; and
  - f. a reference to any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.
3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.
4. The Title IX Coordinator will examine the allegations in the formal complaint, to determine whether even if assumed true, the allegations are sufficient to sustain a finding of sexual harassment under this Policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III.C.4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec. III.G, below.
6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility



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(initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and otherwise qualified (see Sec. II.D “Training”, and Section II.G “Conflict of Interest”).

7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the Board Chair and the latter of whom shall have authority to seek guidance from the organization’s general counsel, but shall not delay response to the report as outlined in this Policy.

**C. General Provisions and Additional Definitions Relative to Title IX Grievance Process.**

1. Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party’s advisor. See Sections III.E.3, and III.E.4).
2. Risk Analysis and Emergency Removal. At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.
3. Administrative Leave. At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.
4. Additional Allegations. If, in the course of an investigation, the organization decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the organization shall simultaneously provide notice of the additional allegations to the parties whose identities are known.
5. No Interference with Legal Privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the organization, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.
6. Consolidation of Complaints. The organization may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the organization has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.



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7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.
  - a. “Disciplinary sanctions” are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this Policy. Remedial actions are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.
  - b. “Disciplinary sanctions” against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or state or federal laws or regulations.
  - c. “Disciplinary sanctions” against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the district’s comprehensive student code of conduct.
  - d. “Remedial actions” as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant’s right to access the district’s program and activity.

Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

**D. Timeframe of Grievance Process.**

The organization shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through at least the determination of responsibility decision within 80 days after filing the formal complaint. In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline.
  - a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
  - b. 10 days for reviewing information prior to conclusion of investigation
  - c. 10 days after receiving report to respond to report
  - d. 10 days for decision maker to allow initial questions
  - e. 10 days for responses to questions



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- f. 10 days for questions and responses to follow-up questions.
  - g. 10 days for determination of responsibility decision
  - h. 10 days for appeal (6 additional days for administrative steps)
  - i. 10 days for argument/statement challenging or supporting determination
  - j. 10 days for decision on appeal
2. Delays and Extensions of Time. At any stage of the grievance process, the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).

**E. Investigation.**

The Title IX Coordinator will coordinate the investigation. The investigator shall be as appointed pursuant to Sec. III.B.5.

- 1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:
  - a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
  - b. Ensure that the burden of proof and the burden of gathering evidencesufficient to reach a determination regarding responsibility rests on the organization and not on either of the parties;
  - c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;
  - d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
  - e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;
  - f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III.D. below.



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- g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
2. Prior to completion of the investigative report, the organization, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.
5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation, and provide the parties the evidence and other information required under Sec. III.E.2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion. In most cases, the investigator should conclude the investigation within 10-20 days after receiving a Formal Complaint.

**F. Determination of Responsibility and Initial Decision Maker.**

The determination of responsibility of the respondent shall be made by the initial decision maker as appointed pursuant to Section III.B.5.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.
3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.



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4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any creditability determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
  - a. Identification of the allegations potentially constituting sexual harassment;
  - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
  - c. Findings of fact supporting the determination;
  - d. Conclusions regarding the application of the applicable codes of conduct, policies, administrative regulations or rules to the facts;
  - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
  - f. The procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

**G. Dismissal of a Formal Complaint.**

1. The organization must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
  - a. Would not constitute sexual harassment, even if proved;
  - b. Did not occur in the organization's education program or activity; or
  - c. Did not occur against a person in the United States.



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2. The organization may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
  - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - b. The respondent is no longer enrolled or employed by the District; or
  - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Prior to dismissal of a complaint, the person responsible at that stage shall consult with the Superintendent.
4. Upon dismissal of a formal complaint, the organization must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

**The dismissal of a formal complaint under Title IX does not preclude the organization from continuing any investigation or taking action under other organization policies, code of conduct or administrative rules/regulations. In some cases, the organization may have an obligation to continue an investigation and proceed under a different policy or mandated process.**

**H. Appeals Process.**

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing (“written appeal”), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.
2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party’s written appeal:
  - i. Procedural irregularity that affected the outcome of the matter;
  - ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
  - iii. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals for any other reason or upon any determination of responsibility not included in the written appeal will not be heard.

Appeals pertain only to the determination of responsibility and non-disciplinary remedies. Once a determination of responsibility is final per Sec. III.I, below, appeals of disciplinary sanctions may be made pursuant to the organization’s ordinary review process for discipline, or, to the extent applicable, any statutory or other processes provided under collective bargaining agreements or individual contracts.



**ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS**

3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal (“appeals decision maker”), who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.
4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement (“appeal statement”) in support of, or challenging, the determination of responsibility or dismissal.
5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party’s appeal statement.
6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.
7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties’ appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence, or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties’ written statements per Section III.H.5.

**I. Finality of Determination of Responsibility.** The determination regarding responsibility becomes final either on the date that the recipient, through the Superintendent, provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal of the Initial Determination of Responsibility would no longer be considered timely. The final determination shall be identified as the Title IX Decision.

Once the Title IX Decision is final, the organization may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and SAU administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The organization may also proceed against the respondent or complainant pursuant to the organization’s applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the organization.

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

#### J. Informal Resolution.

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the organization may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the organization:

1. Provides written notice to the parties disclosing:
  - a. The allegations of the formal complaint;
  - b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
  - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and

**In no event may the organization offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.**

Adopted: January 21, 2021 (SAU)



# AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

## BCA – Board Member Code of Ethics

Each Board member should adhere to the following expectations to facilitate the Board in its duty of providing educational services within the District:

1. Attend all proper Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Understand that the Board, as governing body, does not manage the District, but rather sets the broad goals and standards for the District by way of policies adopted by a quorum of the Board at proper meetings under the state's Right-to-Know law.
3. Be informed about current educational issues by individual study and through information, such as those sponsored by state and national school board associations.
4. Make decisions and take votes based upon the available facts, the full deliberation of the Board, and independent judgment; refuse to surrender or subordinate that judgement to any individual or special interest group.
5. Work respectfully with other Board members by encouraging the free expression of opinions and ideas, and by displaying and demonstrating courtesy and decorum at all public meetings and in all public statements.
6. Seek opportunities for the Board to establish systematic communication channels with students, staff, and members of the community.
7. Recognize that final Board actions will be supported by all members of the Board; take no private action that will compromise the Board or administration; and refrain from private actions which undermine or compromise official Board action.
8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or in non-public session.
9. Recognize that individual Board members are without authority to act relative to District business, and may not individually speak for or commit the Board to any action except as specifically designated to do so by Board action.
10. Understand the chain of command and refer problems or complaints to the proper administrative office per applicable Board policies.
11. Work with other Board members to establish effective Board policies, and foster a relationship with the District administration toward the effective implementation of those policies.
12. Communicate to the Superintendent and to the Board (only as consistent with the state's Right-to-Know law) expressions of public reaction to Board policies, policies, and actions; and, encourage the public to express such reactions directly to the Superintendent and the Board.
13. Present personal criticisms concerning the District to the Superintendent rather than to District staff or the public.
14. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
15. Avoid being placed in a position of conflict of interest and refrain from using Board position for personal or partisan gain.



Adopted: October 13, 2021 (SAU)



# Signature Certificate

Document Ref.: KHUZH-YFM6H-6MKJN-NRWDA

Document signed by:

	<p><b>Stephen O'Keefe</b> Verified E-mail: sokeefe@sau39.org</p>	<p><i>Stephen S. O'Keefe</i></p>
<p>IP: 107.115.17.68</p>	<p>Date: 01 Dec 2021 16:59:14 UTC</p>	

Document completed by all parties on:  
01 Dec 2021 16:59:14 UTC

Page 1 of 1



Signed with PandaDoc.com

PandaDoc is a document workflow and certified eSignature solution trusted by 25,000+ companies worldwide.







John Glover &lt;jglover@sau39.org&gt;

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## SAU 39 Investigation -- Interview Request

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Sara S. Hellstedt &lt;shellstedt@bernsteinshur.com&gt;

Mon, Dec 6, 2021 at 12:48 PM

To: "jglover@sau39.org" &lt;jglover@sau39.org&gt;

Hello John,

I hope this email finds you doing well. As you may know, I have been asked to conduct a neutral, external investigation into allegations that you engaged in improper conduct at a November 9, 2021 Lawrence-Spalding Trust Committee meeting. I am hoping that you might be willing to share your account of what happened with me. Please let me know if there are any dates/times during the week of December 13 that would be convenient for you and I to connect via Zoom videoconference.

I look forward to hearing from you soon. In the meantime, please don't hesitate to reach out with any questions or concerns that you may have. Thank you and take care.

Sincerely,

Sara

**Sara S. Hellstedt**  
**she/her/hers pronouns**  
**Shareholder**

207 228-7124 direct

207 774-1200 main

207 774-1127 fax

[LinkedIn](#) | [Twitter](#)

**BERNSTEINSHUR**

[Portland, ME](#) | [Manchester, NH](#) | [Augusta, ME](#) | [bernsteinshur.com](#)

**Confidentiality notice:** This message is intended only for the person to whom addressed in the text above and may contain privileged or confidential information. If you are not that person, any use of this message is prohibited. We request that you notify us by reply to this message, and then delete all copies of this message including any contained in your reply. Thank you.

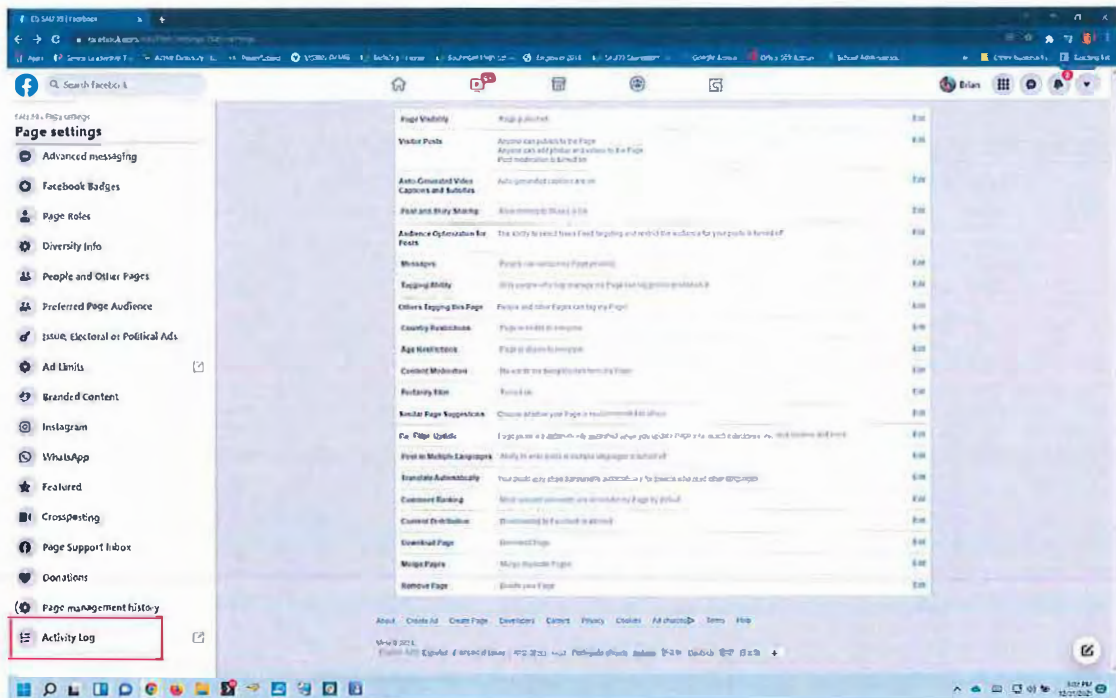
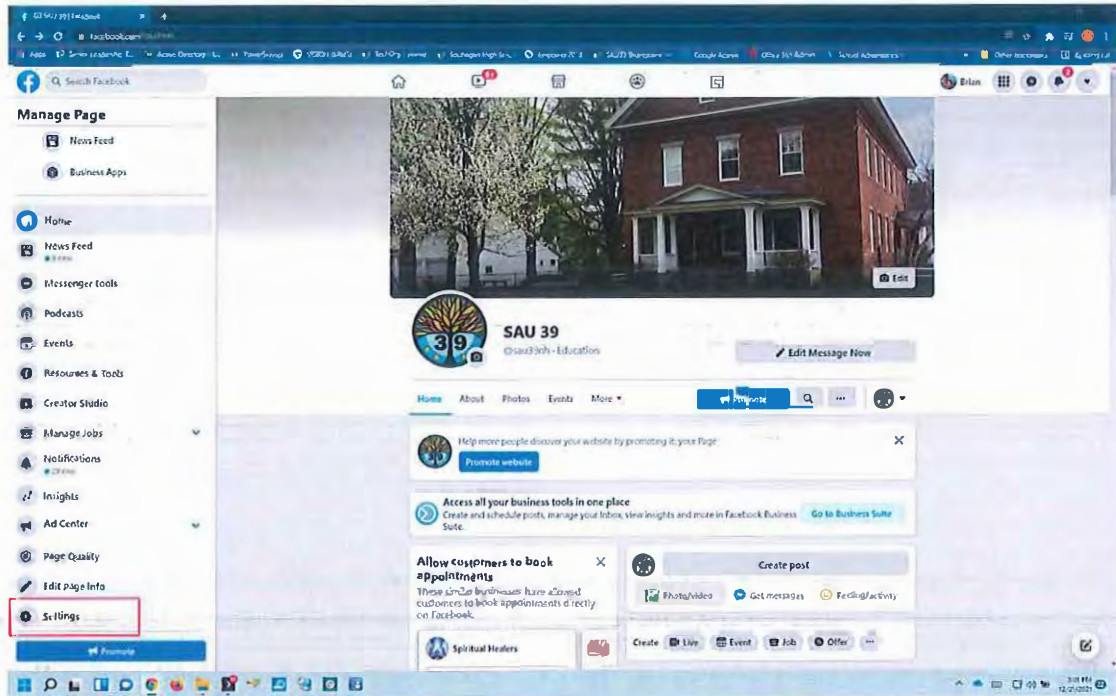
1. Any written policies or procedures regarding teachers taking school property off the school premises, which have been in effect at any time from July 1, 2018, to the present. [None. See Policy GBEB re Staff Conduct, attached, for general conduct rules.](#)
2. Any documents showing how the policies, if any, produced in response to Request#1, above, have been enforced from July 1, 2018, to the present. [None. Any disciplinary records related to violations of Policy GBEB are exempt under RSA 91-A:5, IV.](#)
3. Any written policies, emails, or other documents pertaining to the use of air purifiers at Souhegan High School, that have been in effect at any time after July 1, 2018. [None specific to air purifiers but see an Emergency Policy on Personal Protective Measures, attached.](#)
4. Any documents pertaining to the purchase of the air purifiers used during the 2020-2021 school year in the band room at Souhegan High School. [Purchase orders for SHS Air Purifiers and Replacement Filters are attached.](#)
5. Any documents showing the identity of teachers or staff whose employment with SAU 39 or any of the SAU 39 school districts ended after July 1, 2018. With regard to this request, if there are multiple responsive documents for each individual, then only one such document need be provided. I am NOT asking for the details of any separation or for anything showing personal contact information, just the identity of individuals who are no longer affiliated with the schools. [Document attached.](#)
6. Regarding the individuals identified in response to Request #5, above, any documents showing the date of separation from with SAU 39 or any of the SAU 39 school districts ended after July 1, 2018. If there are multiple responsive documents for each individual, then only one such document need be provided. [Document attached.](#)
7. For any teachers who have left employment with SAU 39 or any of the SAU 39 school districts since July 1, 2018, a copy of their last contract before separation. [Contracts attached.](#)
8. For any staff who left employment with SAU 39 or any of the SAU 39 school districts since July 1, 2018, one document per individual which shows their years of service at the time of separation. [SAU 39 does not maintain a report or documents which show years of service for former employees.](#)
9. For any teacher or staff who left employment with SAU 39 or any of the SAU 39 school districts since July 1, 2018, any official notices given to the school community via email or otherwise regarding the cause of the individuals separation (such as an email announcing a resignation or retirement). [Documents attached.](#)
10. Any complaint or grievance which was brought, pursuant to Policy GBK-R, Section 4, to the Souhegan Cooperative School Board at any time from July 1,

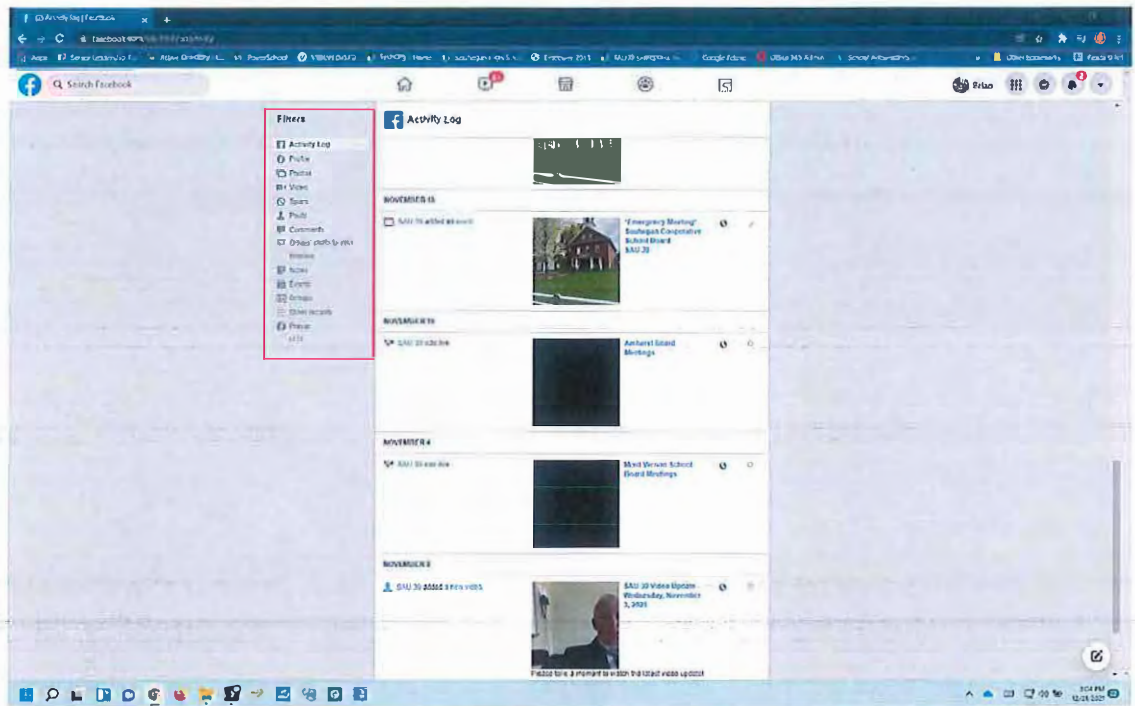
2018 to the present. [Employee grievance documents are exempt under RSA-91-A:5, IV.](#)

11. All Policy Committee Meeting Minutes pertaining to the proposed amendments of Policy GBK and/or GBK-R and created at any time from July 1, 2018, to the present. [This policy is currently under discussion. Meeting minutes from this summer are attached.](#)
12. Any documentation showing the rate or percentage of teacher and staff turnover from July 1, 2018 to the present of: [Lists of former employee from 2018 to present are provided in response to request #5 and 6. 2018 list is attached.](#)
  - a. SAU 39 Employees
  - b. Employees of the Souhegan Cooperative School District
  - c. Employees of the Amherst School District
  - d. Employees of the Mont Vernon School District
13. Any documentation showing the rate and/or percentage of teacher and staff turnover from July 1, 2013 through July 1, 2018 of: [None.](#)
  - a.SAU 39 Employees
  - b.Employees of the Souhegan Cooperative School District
  - c.Employees of the Amherst School District
  - d.Employees of the Mont Vernon School District
14. The original Facebook Posts, including all comments from the livestream of the SAU Board and the Souhegan Cooperative School Board meetings on November 18, 2021; and the Souhegan Cooperative School Board Meetings of November 15, 2021. While these appear to have been deleted from the SAU39 Facebook page, they are recoverable for a period of 30 days and, accordingly, remain available. If this request is denied for any reason, please accept this as my formal request that this information be preserved until a court can rule on the subject.

The recovery of deleted Facebook posts is an available feature on a personal page. Currently, there is no method of recovering deleted Facebook posts from business pages. The location in which this option is found on a personal page (Settings > Activity Log), is not found on a business page. (see below screenshots and additional screenshots attached).







15. The minutes and Zoom video, or any other recording of the Lawrence Spaulding Trust Committee meeting of November 9, 2021. While we had committee members join via Zoom, this meeting was not recorded. Minutes were taken in a memo format and shared with the school boards at their December meeting. A copy of the memo is attached.
16. Any documents showing the date of any complaint(s) made against John Glover regarding conduct during the Lawrence Spaulding Trust Committee meeting of November 9, 2021. See response to #17 below.
17. A copy of any complaint(s) regarding John Glover and his alleged conduct during the Lawrence Spaulding Trust Committee meeting of November 9, 2021. I am not seeking the identity of the individual(s) making such complain and have no objection to that information being redacted. Copies of the original complaints are attached. All other records related to this matter are exempt under RSA 91-A:5, IV.
18. Any emails or other communications between any employees of SAU 39 regarding the subject matter of the complaint(s) made against John Glover which were sent or received before the complaining individual officially filed the complaint. None.
19. The identity of any schools using the "Domain Leader" model which were reviewed while considering whether to adopt domain leaders within SAU 39 and its school districts. The SAU is not in possession of records that provide the



requested information.

20. Research or data on the success of the "Domain Leader" model in the schools identified in response to Request #19, above. The SAU is not in possession of records that provide the requested information.

# Memo

**To:** Amherst School Board  
and  
Souhegan Cooperative School Board  
**From:** SAU 39 Trust Fund Committee  
**Date:** Nov 9, 2021  
**Re:** Aaron Lawrence and Isaac Spalding Trusts  
**Attachment:** 2005 Trust Fund Committee Summary

## Task:

Update the Districts' management and usage of the trust funds designated for the Amherst schools through the Aaron Lawrence and Isaac Spalding Trusts

## Committee:

Terri Behm, John Glover, Victoria Parisi, George Torres with administrative support from Assistant Superintendent Christine Landwehrle and Business Administrator Amy Facey

## Findings:

As referenced in the attached 2005 summary, "Aaron Lawrence and Isaac Spalding in the late 1800's left money in Trust Funds designated for the Amherst schools... According to the Lawrence and Spalding wills, the Amherst schools should receive the income each year."

The 2020 Amherst Town Report provides information regarding the status of these funds as of June 30, 2020:

Isaac Spalding Trust	Date of Creation: 1/1/1867
Principal End of Year June, 2020	\$182,520.96
Interest End of Year June, 2020	\$28,056.37

Aaron Lawrence Trust	Date of Creation: 1/1/1894
Principal End of Year June, 2020	\$30,857.16
Interest End of Year June, 2020	\$7,438.57

### **Plan for Managing the Fund:**

The Committee used the 2005 model and made several changes to allow for a more open use of the funds for SAU 39 Amherst schools.

The Committee has agreed that the money from the Trust Funds will support professional development geared toward improving the quality of teaching and/or school programs. The funds will support the educational goals of the SAU 39 District, specifically the Amherst School District and the Souhegan Cooperative School District.

The funds are meant to pay for in-house or contracted educators to provide professional development and/or training for staff as well as the associated costs for such. The intent is for these funds to have the widest impact on the educational professionals within the districts. These funds could be used for a speaker to present to staff or for a consultant to provide job embedded coaching, mentoring, or other PD support. It is not intended to pay for attendees' salaries related to their time. Funds could be used to support an SAU-wide conference as originally noted in the 2005 document or used for other professional development. While this was entrusted to the town of Amherst for the schools, Mont Vernon educators are invited to attend such professional development as they are part of the SAU39 community.

At the time of the Wills, the schools were configured differently than they are today. The Committee agreed to continue the division of these funds between the Amherst School District and Souhegan Cooperative School District at a 60/40 split accordingly.

The funds would be managed by the Superintendent or his/her designee(s) who is responsible for curriculum development and the SAU #39 Professional Development Committee. As the Amherst Trustees of the Trust Fund have requested, that person would bring forth the plan for Board approval prior to the Trustees of the Trust Fund releasing funds. The Committee recommends that the funds are projected as revenue and expense for budgeting purposes.

15.

## Summary of the "Trust Fund Committee's" Work

### Task:

Decide how to manage and expend the Trust Funds that Jeanne Ludt discovered were designated for the Amherst Schools but have not been accessed for many years.

### "Committee":

Jeanne Ludt and Pam Dudoff with administrative support from Howard Colter, Susan Ward and Steve Zadrevac

### Findings:

Aaron Lawrence and Isaac Spalding in the late 1800's left money in Trust Funds designated for the Amherst Schools. The 2004 Amherst Town Report provides information regarding the status of these Trust Funds as of June 30, 2004:

Trust Fund	Principal		Income		Principal Only	
	Beg.	End	Beg.	End	Beg.	End
	Annual Delta		Annual Delta		Annual Delta	
A. Lawrence	\$12,607.98	\$12,486.35	\$7,246.86	\$7,587.08	\$17,131.65	\$19,202.31
	(\$121.63)		\$340.22		\$2,070.66	
I. Spalding	\$74,584.01	\$73,864.50	\$42,869.69	\$44,882.30	\$101,344.33	\$113,593.57
	(\$719.51)		\$2,012.61		\$12,249.24	
June 30, 2004 Totals	\$86,350.85		\$52,469.38		\$132,795.88	
Total 2004 Income			\$2,352.83			

According to the Lawrence and Spalding Wills, the Amherst Schools should receive the income each year. The fund has not been accessed in many years leading to the current income balance being considerably higher than the 2004 income. A reading of the wills appears to indicate that there are no restrictions on the use of the funds and the Amherst Trustees of the Trust Funds have refused to provide any guidance in writing as to the intended use of the funds. Verbally Steve Mantius has repeatedly said that we can simply request that they cut us a check for whatever portion of the Income balances that we want.

### Plan for Managing the Funds:

At the time of the Wills the schools were configured differently than they are today. To avoid having to get tangled in how to divide this money given the current configuration of the schools, we agreed to use this money for a single purpose that would benefit all of the schools. Many thanks to Dwight Brew for this helpful suggestion! The Committee has agreed that the money



from the Trust Funds will support professional development that is geared towards improving the quality of teaching and/or school programs. This would take the form of the "SAU #39 Annual Lawrence/Spalding Professional Development Conference". Depending on the SAU educational goals each year, the presenter at the conference may also be engaged to do some consulting work to recommend improvements to our educational programs. The money from the Trust Funds would primarily be used to pay for the National Speaker/Consultant. Additional funds for the other conference expenses would be sought from other sources such as business partnerships. The conference may also accept paying attendees from other SAU's to offset expenses.

Don Borrer from the DRA has given the following opinion about these funds. He does not believe that the SAU receiving the funds would be appropriate; he would be more comfortable with one or both of the school districts receiving the money. Don is in favor of a gross budget approach and does not view this money (even in the 1<sup>st</sup> year) to be unanticipated revenue. We could request to receive the money this year but we would not be able to exceed the bottom line of our budgets. Don also recommended that going forward we project this money as revenue and budget for its use as well.

Given Don Borrer's opinion we have agreed to wait until the next budget cycle to access these funds. The money from this fund would be managed by the Assistant Superintendent of Curriculum and the SAU #39 Professional Development Committee. This Committee would prepare a conference budget in time for the appropriate projected revenues and expenses to be included in the budget. It is anticipated that the amount of money from the Trust Funds would be between \$5,000 and \$10,000 each year with the amount decreasing over time as the conference becomes established. Eventually the fund may reach the point where there is less than \$5,000 of income available each year and at that time other funds would need to be secured to make up the difference or a new plan would need to be created. Currently the annual amount of income from the funds is around \$2,300. Each year, the Amherst School District would budget for 60% of the projected income and expenses for the conference while the Souhegan School District would budget for the remaining 40%. The first conference would be held some time after July 1, 2006. It is thought that holding the conference a few days prior to the beginning of school would allow new teachers to attend. In addition the 1<sup>st</sup> day of school is a fixed date while the last day of school is not determined far enough in advance to plan this type of event. Therefore late August is a likely time for the conference to be held. The Assistant Superintendent of Curriculum would be responsible for initiating the request to access the needed amount of money from the Trust Funds at the appropriate time.

Respectfully Submitted,

Pamela Dudoff  
Amherst School Board Member

April 25, 2005



16 17



Adam Steel &lt;asteel@sau39.org&gt;

**Conduct Email**

5 messages

**Victoria Parisi** <vparisi@sau39.org>

Wed, Nov 17, 2021 at 10:24 PM

To: Stephen O'Keefe &lt;sokeefe@sau39.org&gt;, Adam Steel &lt;asteel@sau39.org&gt;

Hi,

This is my amended statement.

Thanks,

Victoria

I am writing to share my point of view in regard to the actions of John Glover at the Lawrence-Spalding Trust Committee meeting held at the Brick School on November 9, 2021.

At the meeting, inappropriate media was broadcast from Mr. Glover's phone.

This is not professional conduct. I have concern for the district employees subjected to this. I am grateful that it didn't happen in a meeting with students, parents, or the public present.

I have had a week to process the event. I have come to the conclusion that as an elected public official, I should formally report my perspective regarding the incident.

It is important that this matter is taken seriously in accordance with District policies.

Thank you,

**Adam Steel** <asteel@sau39.org>

Wed, Nov 17, 2021 at 11:03 PM

To: Elizabeth Kuzsma <ekuzsma@sau39.org>, George Torres <gtorres@sau39.org>, Jessica Hinckley <jhinckley@sau39.org>, Josh Conklin <jconklin@sau39.org>, Kristen Clark <kclark1@sau39.org>, Laura Taylor <ltaylor@sau39.org>, Peter Eckhoff <peckhoff@cokenortheast.com>, Peter Eckhoff <peckhoff@sau39.org>, Pim Grondstra <pgrondstra@sau39.org>, Sarah Lawrence <slawrence@sau39.org>, Stephanie Grund <sgrund@sau39.org>, Stephen O'Keefe <sokeefe@sau39.org>, Steve Coughlan <scoughlan@sau39.org>, Terri Behm <tbehm@sau39.org>, Tom Gauthier <tgauthier@sau39.org>, Victoria Parisi <VParisi@sau39.org>

Dear SAU Board:

I am in receipt of the complaint received below. As superintendent, I have no jurisdiction regarding this complaint, and thus am forwarding to you. I am in receipt of informal complaints under the aegis of both Title VII and Title IX from district employees which may or may not be submitted as formal complaints in the future. I have provided SAU chair O'Keefe and Souhegan Vice-chair Grund with the information I have and have done my best to provide protective measures for the employees involved.

Sincerely,

Adam

[Quoted text hidden]

--

**Adam Steel | Superintendent of Schools | SAU #39**

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

PO Box 849 | 1 School Street

Amherst, NH 03031

(603) 673-2690 | [www.sau39.org](http://www.sau39.org) | @adamsteelnh

**Stephanie Grund** <sgrund@sau39.org>  
To: Adam Steel <asteel@sau39.org>

Fri, Nov 19, 2021 at 12:55 PM

Just so you are aware, Christie Peters and John Glover were not sent this email.

Stephanie  
[Quoted text hidden]

---

**Adam Steel** <asteel@sau39.org>  
To: Stephanie Grund <sgrund@sau39.org>

Fri, Nov 19, 2021 at 1:38 PM

Ok- not sure how I missed them. Feel free to  
Forward.  
[Quoted text hidden]

---

**Stephanie Grund** <sgrund@sau39.org>  
To: Adam Steel <asteel@sau39.org>

Fri, Nov 19, 2021 at 2:12 PM

Ok, thanks. I didn't want to do it without checking first.

Stephanie  
[Quoted text hidden]

## Conduct Concern

email: "vparisi@sau39.org Victoria Parisi"      Wednesday, November 17, 2021 at 5:37:41 PM Eastern Standard Time  
To: email: "sokeefe@sau39.org Stephen O\342\200\231\231Keefe" , email: "asteel@sau39.org Adam Steel"

I am writing to convey my displeasure with the actions of John Glover at the Lawrence-Spalding Trust Committee meeting held at the Brick School on November 9, 2021.

At the meeting, inappropriate media was broadcast from Mr. Glover's phone. His handling of the situation made an already awkward situation extremely uncomfortable.

This is not conduct becoming of a school board member. I have concern for the district employees subjected to this. I am grateful that it didn't happen in a meeting with students, parents, or the public present.

I have had a week to process the event. I have come to the conclusion that as an elected public official, I feel compelled to report my perspective regarding the action of a fellow Board member.

How our Board and District respond to this situation is extremely important.

I cannot be party to sweeping anything related to Title IX under the rug.

How can we hold staff and students to an expectation that we are not willing to uphold ourselves? Policy GBEA states that staff must “exhibit professional conduct.”

Thank you.

## Victoria

16



Amina Fazlic &lt;afazlic@sau39.org&gt;

## Complaints Received

1 message

Adam Steel &lt;asteel@sau39.org&gt;

Thu, Nov 18, 2021 at 2:08 PM

To: Stephen O'Keefe &lt;sokeefe@sau39.org&gt;

Cc: "Dean B. Eggert" &lt;deggert@wadleighlaw.com&gt;, Stephanie Grund &lt;sgrund@sau39.org&gt;, Amina Fazlic &lt;afazlic@sau39.org&gt;

Dear Chairman O'Keefe:

Two of my staff members have written to me to ask for protective measures as a result of an incident that is alleged to have occurred on 11/9/2021 involving John Glover. According to both staff member's written messages to me, they both describe in their own words that Mr. Glover's phone played an inappropriate audio message that made them feel uncomfortable. One staff member additionally indicated that Mr. Glover attempted to contact the staff member later that evening on the staff member's personal cell phone which additionally made the staff member even more uncomfortable.

Both staff members requested that I put protective measures in place. One staff member made these requests:

- "1. The presence of someone else at all future meetings with Mr. Glover.
2. Mr. Glover shall be prohibited from calling my personal cell phone.
3. Future communication be limited to electronic communication, with the exception of meetings where there is someone else present."

The other staff member made these requests:

"I respectfully request that someone else be present any time I may need to meet with Mr. Glover, either as a board member or a parent. I would also prefer all communication to occur electronically. If a phone call is necessary, I prefer it to be planned in advance so someone else can be present on the call if needed."

Although neither staff member indicated that what they sent to me was an official complaint, I have no choice but to treat them as such because of the nature of the protective measures they have requested and our obligations under state and federal law.

While I am not in a position to make findings regarding the allegations, I need to ask your help in providing these protective measures to my employees. It is imperative to me that I take all available steps to protect these employees. Without disclosing their identities, both employees are senior staff members who have regular contact with board members, especially board chairs. I am not sure how to balance the organizational need to protect my employees while also working collaboratively with a board chair in this position.

Sincerely,

Adam Steel

Cc: Stephanie Grund, Souhegan Vice-Chair

Amina Fazlie, HR Director

**Adam Steel | Superintendent of Schools | SAU #39**

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

PO Box 849 | 1 School Street

Amherst, NH 03031

(603) 673-2690 | [www.sau39.org](http://www.sau39.org) | [@adamsteelnh](mailto:@adamsteelnh)





John Glover <jglover@sau39.org>

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## Agenda Request

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**Stephen O'Keefe** <sokeefe@sau39.org>

Tue, Jan 25, 2022 at 8:20 PM

To: John Glover <jglover@sau39.org>

Thank you Mr. Glover for your email.

Per your request, I will have Abby amend the agenda to include an official update regarding the pending investigation. I will attempt to schedule this towards the end of the meeting to allow our district employees an opportunity to leave the room. I do not yet know if we will have a second non-public session.

In addition to your agenda request, you requested several items be included in the board packet. With your email to the full SAU #39 Board, you have already provided the documents to the entire board via email, hence constituting a public record subject to disclosure in policy BHE B: 3.

The more appropriate action at this juncture would be to submit your documents into the record at the meeting as we have done in the past with other public record requests. In an effort to streamline your request, I will make sure Danae receives them in advance of our session.

As a reminder of my December 1st communication to you, we have a duty to protect the privacy of those administrators who were present at the meeting in question. As a result, the Board had been advised to provide a fact based update that will not impede the investigation or its process.

Regards,

Stephen S. O'Keefe  
Mont Vernon School Board  
Chair, SAU #39 Consolidated School Board

**Enrollment 2021-2022 School Year**  
**By Grade Level and School**

**February 1, 2022**

	<b>Total</b>	<b>pK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Clark-Wilkins Elementary</b>	685	45	123	122	123	144	128								
<b>Mont Vernon Village School</b>	213		26	29	31	32	34	32	29						
<b>Amherst Middle School</b>	647							148	134	178	187				
<b>Souhegan High School</b>	703											172	163	184	184
<b>Total</b>	2248														

**January 3, 2022**

	<b>Total</b>	<b>pK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Clark-Wilkins Elementary</b>	686	45	122	121	124	145	129								
<b>Mont Vernon Village School</b>	215		26	29	31	33	34	32	30						
<b>Amherst Middle School</b>	648							150	134	178	186				
<b>Souhegan High School</b>	707											172	163	185	187
<b>Total</b>	2256														

**December 1, 2021**

	<b>Total</b>	<b>pK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Clark-Wilkins Elementary</b>	687	46	122	120	125	145	129								
<b>Mont Vernon Village School</b>	214		26	28	31	33	34	32	30						
<b>Amherst Middle School</b>	649							150	134	179	186				
<b>Souhegan High School</b>	704											171	163	183	187
<b>Total</b>	2254														

**November 1, 2021**

	<b>Total</b>	<b>pK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Clark-Wilkins Elementary</b>	682	45	120	120	123	145	129								
<b>Mont Vernon Village School</b>	215		26	28	31	33	34	33	30						
<b>Amherst Middle School</b>	652							151	134	179	188				
<b>Souhegan High School</b>	704											171	162	184	187
<b>Total</b>	2253														

**October 1, 2021**

	<b>Total</b>	<b>pK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Clark-Wilkins Elementary</b>	678	42	119	121	122	146	128								
<b>Mont Vernon Village School</b>	216		26	29	31	33	34	33	30						
<b>Amherst Middle School</b>	650							150	134	178	188				
<b>Souhegan High School</b>	707											171	164	185	187
<b>Total</b>	2251														

*This is an increase of 75 students from last year at this time.*

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent of  
Elementary Education

STEVEN CHAMBERLIN  
Assistant Superintendent of  
Secondary Education

MARGARET A. BEAUCHAMP  
Director of Student Services

AMY FACEY  
Business Administrator



To: Stephen O’Keefe, SAU 39 Board Chair

From: Adam Steel, Superintendent of Schools

RE: Superintendent Report – February 9, 2022

February 9, 2022

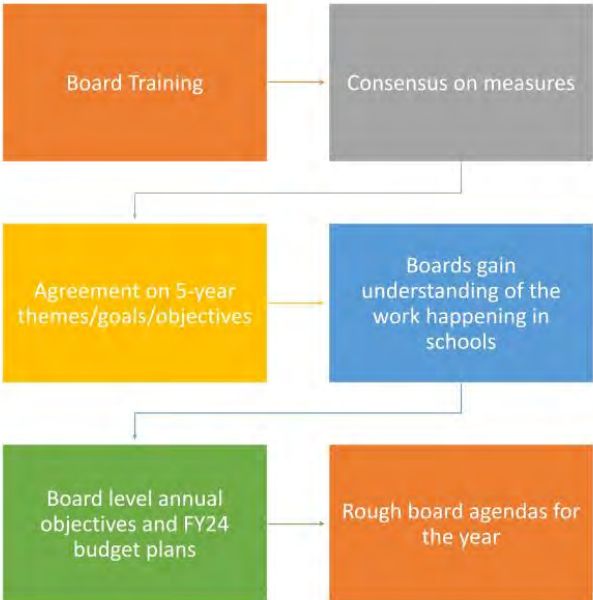
Dear Chairperson O’Keefe,

As we finish our week of Deliberative Sessions for the Mont Vernon, Amherst, and Souhegan Cooperative School districts, please allow me to extend my gratitude to the board members who committed so much time to these events. I truly appreciate every member of our boards who contributes so much to our school districts.

**Board Retreat**

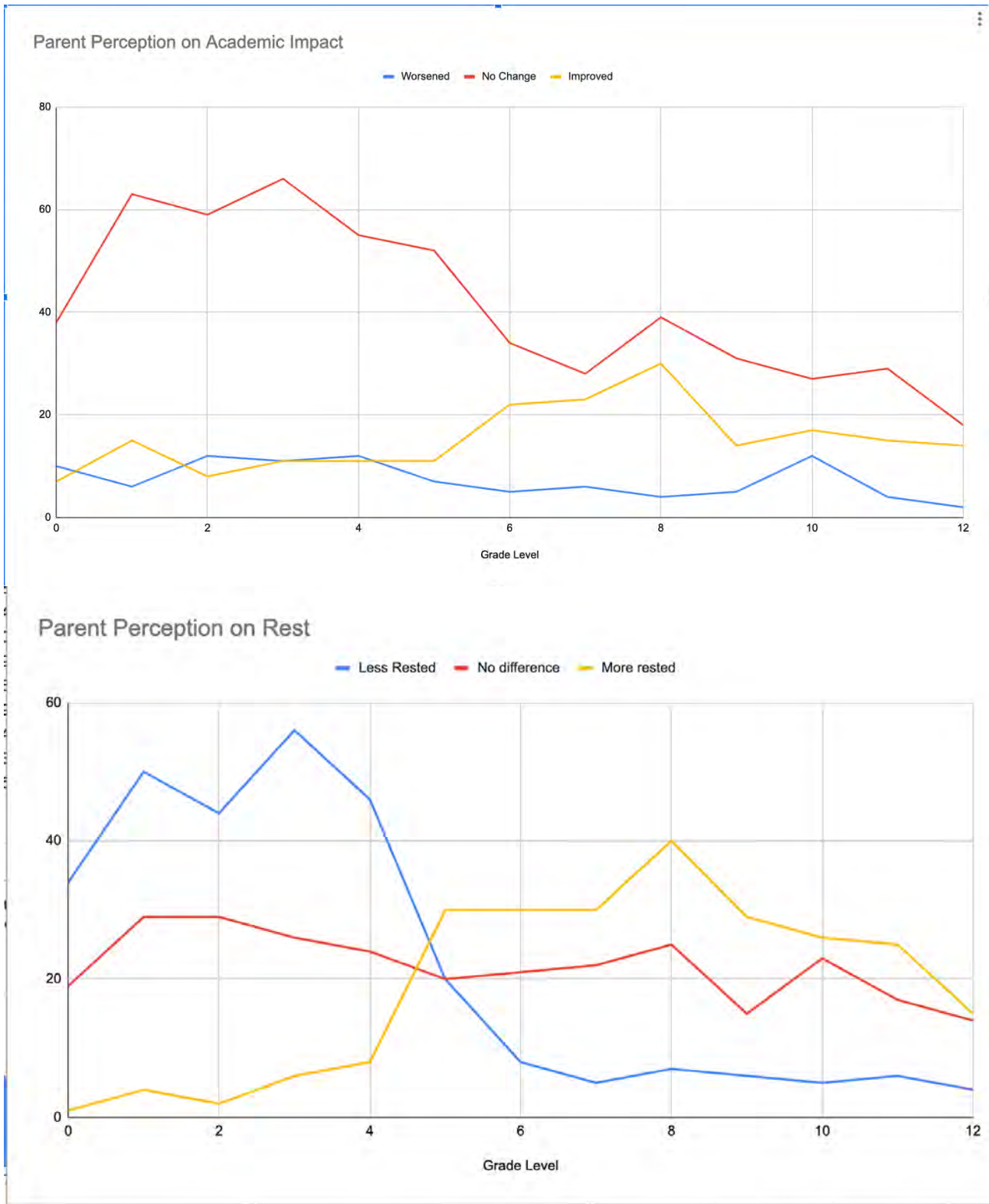
March voting quickly approaches, and we will soon welcome new and seasoned board members to a fresh year of work for the 22-23 school year. I believe it would be advantageous to our boards and district leadership to host a School Board Retreat in the early spring. I hope the boards will consider attending such an event to unify our work and begin the new board season with a collective vision. More details to come regarding potential dates and a proposed agenda.

**Intended Outcomes**



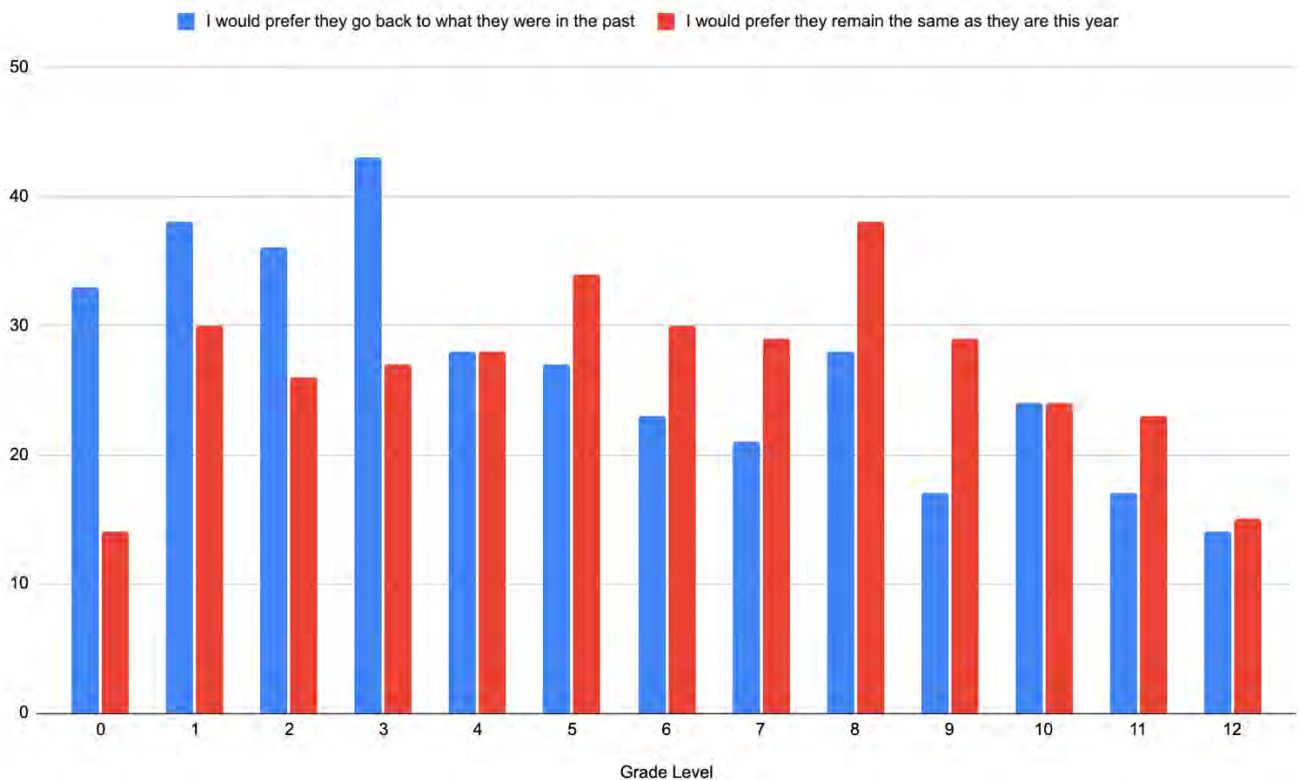
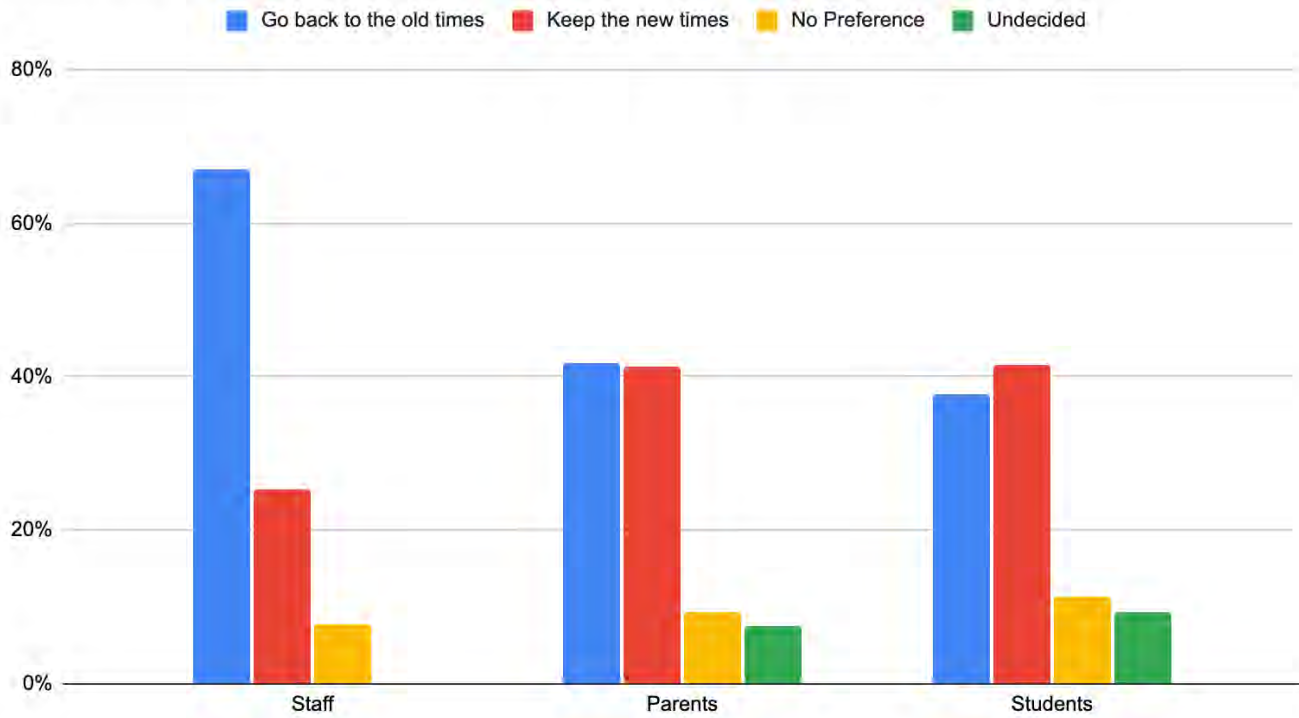
**School Start Time Survey**

Below are the results from our recent school start time survey. This information was presented to the board chairs, as well as shared with all board members last week. I welcome your insight and questions regarding this information.





## Start/End Time Preferences by Group



## **COVID Update**

Our numbers have continued to remain lower since the surge last month. We continue to monitor buildings and their individual needs. As of today, all buildings remain Mask Optional in Green status.

**SAU #39**

**1/31/2022**

**Souhegan High School**

**January Facilities Update**

**Vendor Maintenance Completed**

- Kitchen hood inspection
- Locker replacement
- Tagged and charged fire extinguishers
- Care and upkeep of grounds and athletic surfaces
- Waste management services weekly schedule
- Monthly pest services monitoring program

**SHS Facilities Staff Projects Completed**

- Mounted new AED cabinet in Annex building
- Ordered entry cards for door system
- Tested operation of garage heater
- Troubleshoot gym RTU overheating
- Replaced heating valve actuator in room 128
- Installed heating valve actuator in room A204
- Installed filters in Room A115
- Reconnected return ductwork in room A101
- Repaired drain for domestic hot water condensate pump
- Replaced blower motor in Annex staff room
- Replaced ballast in core area
- Changed Molekule filters
- Repaired unit ventilator leak in room A103, A119, A211, A117, A217, A210
- Adjusted window in room A220
- Repaired boys room toilet in core area
- Replaced battery of ADA button at Main Entrance
- Replaced battery in electronic door controller of room 131
- Replaced light bulb in freezer
- Repaired multiple chairs in cafeteria
- Replaced faucet cartridges in custodial closet
- Replaced combustion fan motor on Boiler #2 in Annex
- Remounted 5 wall pads in gym
- Replaced O ring for urinal in C-wing 2nd floor boys room
- Replaced clock in room 115
- Repaired two toilets because of damage (1st floor core and C-wing)
- [Daily water meter readings are being recorded](#)
- [Daily cleaning and disinfecting](#)
- [Monthly Fire extinguisher inspection](#)

**Upcoming Work**

- LED upgrade Gym, 1st/2nd floor core area
- Exterior and interior door repairs
- Boiler Room Sequencer Panel

**Repaired unit ventilator leak in room A103, A119, A211,  
A117, A217, A210**



**Reconnected return ductwork in room A101**



**Tested operation of garage heater**



**Tagged and charged fire extinguishers**



**Amherst Middle School****January Facilities Update****Vendor Maintenance Completed**

- Kitchen hood inspection
- Replaced outdoor faucet
- Library RTU controller installation
- Waste management services weekly schedule
- Monthly pest services monitoring program

**AMS Facilities Staff Projects Completed**

- Replaced cooler and freezer door gaskets
- Replaced t-stat and baseboard heater for room 19
- Flushed coil and replaced actuator for room 2 and 3
- Replaced actuator and linkage for room 201
- Rotated switch rack in room 28
- Repiped water heater circulator pump correctly
- Installed mixing valve at 2nd floor water heater
- Installed replacement relay for room 24
- Repaired sink in room 19
- Replaced gasket in faucet in FCS
- Replaced ballast and bulbs in room 37
- Replaced ballast and lamps in boiler room
- Repaired wall in room 8
- Replaced 2nd floor water heater t-stat
- Installed powers strip in room 22, 25, 26, 32, 35, 9, 4, 16, and library (identified during fire department walk-through)
- Troubleshoot bleachers not closing all the way
- Reset motor starter for RTU 1 For gym
- Removed two unused desks from room 4
- Installed new can opener
- Replaced hot water coil actuator on Library RTU
- Removed items 18" from ceiling in rooms 2, 3, 108, 13, 14, 30, 32, 23, and 22 (identified during fire department walk-through)
- Cleaned coils in art room unit ventilators
- Repaired/replaced all three kitchen water heater exterior concentric vents after delivery truck damage
- Tightened and aligned belt for Library RTU
- Repaired volleyball gym sleeves in gym floor
- Care and upkeep of grounds
- [Daily water meter readings are being recorded](#)
- [Daily cleaning and disinfecting](#)
- [Weekly fuel readings are being recorded \(generator and propane\)](#)
- [Monthly Fire extinguisher inspection](#)

**Upcoming Work**

- Replace main basketball hoops safety pads



- Duct cleaning (53 unit vents, scheduled for 2/28 - 3/4)

**Replaced cooler and freezer door gaskets**



**Replaced outdoor faucet**



**Repaired wall in room 8 (before)**



**Repaired wall in room 8 (after)**



**Wilkins Elementary School**

**January Facilities Update**

**Vendor Maintenance Completed**

- Replacement door installation for specialists office
- Temporary facilities cleaning services
- Waste management services weekly schedule
- Monthly pest services monitoring program

**Wilkins Facilities Staff Projects Completed**

- Installed outdoor speaker for announcements
- Repaired exit sign in MPR
- Replaced batteries and bulbs in failed EBU's
- Reset freeze stat for room 33
- Replaced shade in health office
- Relocated desk in main office
- Installed GFCI outlet for room 21 and 25
- Troubleshoot low temperature for room 26
- Lowered room temp in room 31
- Installed cages over exit signs in MPR
- Troubleshoot and repair dishwasher
- Installed crosspin on AHU-1 damper linkage
- Confirmed outdoor speakers are working
- Replaced bulbs in room 36
- Resecured handrail on right side of stage
- Troubleshoot MPR HVAC unit shutdown
- Troubleshoot overloading electrical circuit
- [Daily water meter readings are being recorded](#)
- [Daily cleaning and disinfecting](#)
- [Weekly fuel readings are being recorded \(building fuel\)](#)
- [Monthly Fire extinguisher inspection](#)
- [Monthly underground storage tank inspection](#)

**Upcoming Work**

- Installation of bus drop off sign



**Replacement door installation for specialists office**



**Replaced batteries and bulbs in failed EBU's**



**Installed cages over exit signs in MPR**



**Relocated desk in main office**



**Clark Elementary School**

**January Facilities Update**

**Vendor Maintenance Completed**

- Boiler plant controller troubleshooting and repair
- Waste management services weekly schedule
- Monthly pest services monitoring program

**Clark Facilities Staff Projects Completed**

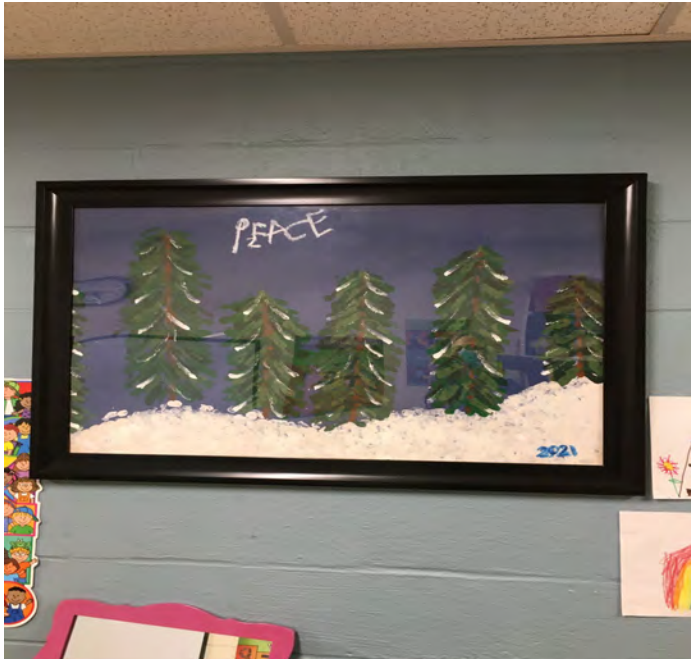
- Replaced batteries and bulbs in failed EBU's
- Adjusted HX2 outside damper for room A202
- Changed HVAC air filters
- Replaced outside air damper actuator for room 11
- Remounted fire extinguisher hook in preschool room
- Assembled two new chairs for Mrs. Bacon
- Blower shaft bearing repair for room 11
- Replaced broken flush handle in the center boys bathroom
- Changed water in food warmer
- Mounted picture in guidance office
- Fixed broken chair in preschool room
- Installed wiring for access point in guidance office
- Care and upkeep of grounds
- [Daily water meter readings are being recorded](#)
- [Daily cleaning and disinfecting](#)
- [Weekly fuel readings are being recorded \(building fuel\)](#)
- [Monthly Fire extinguisher inspection](#)
- [Monthly aboveground storage tank inspection](#)

**Upcoming Work**

- Replace exterior door
- Domestic water backflow testing
- Video inspection of chimney prior to cleaning



**Mounted picture in guidance office**



**Replaced batteries and bulbs in failed EBU's**



**Remounted fire extinguisher hook in preschool room**



**Changed water in food warmer**





SAU #39

1/31/2022

Brick School

January Facilities Update

**Vendor Maintenance Completed**

- Facilities staff uniform order
- Waste management services
- Monthly pest services monitoring program

**Facilities Staff Projects Completed**

- Ordered vacuum for new custodian
- Care and upkeep of grounds
- Daily cleaning and disinfecting
- [Monthly Fire extinguisher inspection](#)

**Upcoming Work**

- Removal of bats and squirrels from the attic



**Mont Vernon Village School**

**January Facilities Update**

**Vendor Maintenance Completed**

- Kindergarten room water damage cleanup and restoration
- Kitchen hood inspection
- Troubleshoot and repair generator fuel system
- Well and water system maintenance
- Waste management services weekly schedule
- Monthly pest services monitoring program

**MVVS Facilities Staff Projects Completed**

- Cleaned coils of baseboard heater near MPR
- Replaced broken section of plumbing piping in kindergarten room
- Sealed behind t-stats in room E8, E11, and bathrooms
- Replaced p-trap in art room
- [Daily water meter readings are being recorded](#)
- [Daily cleaning and disinfecting](#)
- Weekly generator test
- [Weekly fuel readings are being recorded \(building fuel and generator\)](#)
- [Monthly Fire extinguisher inspection](#)
- [Monthly underground storage tank inspection](#)

**Upcoming Work**

- Replace generator fuel fill elbow
- External and internal door repairs
- Exterior painting and minor wood repairs
- Installation of chimney cap and indoor cleanout

**Replaced broken plumbing piping in kindergarten room**



**Kitchen hood inspection**



**Cleaned coils of baseboard heater near MPR**



**Troubleshoot and repair generator fuel system**



**AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY****BDD- BOARD-SUPERINTENDENT RELATIONSHIP**

The adoption of policies is a primary function of a Board and the execution of policies is a primary function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Superintendent is responsible for the administration of Board policies, the execution of Board decisions, the operation of school programs, for keeping the Board informed about school operations and issues, and for satisfactory fulfillment of the duties required by statute and rules of the State Board of Education.

The Board will:

1. Give the Superintendent full administrative authority for properly discharging their professional duties, holding them responsible for acceptable results.
2. Act upon matters of employment or dismissal of school personnel only on the recommendation of the Superintendent.
3. Hold all meetings of the Board in the presence of the Superintendent (or their designee) except when their contract and salary are under consideration, or by mutual agreement.
4. Refer all complaints to the Superintendent and discuss such complaints only at a Board meeting as required.

<b>ROLES AND RESPONSIBILITIES</b>	
<b>BOARD</b>	<b>SUPERINTENDENT</b>
1. To select a competent, educational leader as Superintendent.	To administer effectively and provide the professional leadership necessary.
2. To serve as a policy-making body.	To recommend sound policy and implement adopted policies by formulating and enforcing rules and regulations.
3. To grant authority to the Superintendent to administer the schools.	To make Board policy effective through efficient administration.
4. To exercise sound judgement in business affairs of the school district.	To keep the Board informed on financial matters, do sound long- range planning, and keep expenditures within the approved budget.
5. To deal always in an ethical, honest, straight- forward, open-and- above- board manner with the Superintendent, staff, students, and community.	To deal always in an ethical, honest, straight-forward, open- and-above board manner with the Board, staff, students, and community.
6. To provide within budget limitations, necessary personnel.	To present personnel needs to the Board.

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### BDD- BOARD-SUPERINTENDENT RELATIONSHIP

ROLES AND RESPONSIBILITIES	
BOARD	SUPERINTENDENT
7. To approve an organizational pattern for the administration.	To make assignments for each position with the Board's authorization.
8. To take legal action required by law.	To recommend to the Board all action required by law.
9. To examine and approve an annual budget.	To recommend an annual budget with necessary supporting data.
10. To function as a Board, rather than as individuals.	To deal with the Board as a whole, rather than with individuals members.
11. To carry on communications with staff members through the Superintendent.	To see that the staff can have necessary communication through the Superintendent with the Board.
12. To hold the Superintendent accountable for results.	To accept responsibilities for results.
13. To remember that schools exist for the benefit of students and the community.	To remember that schools exist for the benefit of the students and the community.
14. To fulfill other duties required by regulations of the State Board of Education and State Law.	To fulfill such other duties required by regulations of the State Board of Education and State Law.



## **SOUHEGAN and SAU39 POLICY**

### **GBK - STAFF CONCERNS, COMPLAINTS, GRIEVANCES**

#### **A. PRINCIPLES**

It is the Board's desire that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal. The Board encourages the resolution of employee concerns prior to entering the concern communication procedure, which is defined below.

A "concern" or "complaint" is defined as an alleged material violation Board policies or administrative procedures that apply to all employees.

*Complaint processing should be viewed as a positive and constructive effort which seeks to establish the facts upon which the complaint is based and come to a fair conclusion. Employees will not be discriminated against nor will reprisal be attempted against an employee because the employee filed a complaint. Complaints, grievance correspondence, and decisions shall be kept in a separate grievance file in the superintendent's office. [from existing SCSD policy]*

*An employee has the right to have a representative of choice present when processing a complaint or grievance at any level. [from existing SCSD policy]*

*A "grievance" is defined as is a formal employee complaint that is an accusation of a violation of workplace contract terms or policy. The process designated for the resolution of "grievances" is established in the absence of a collective bargaining agreement. [Added to clarify non-CBA process]*

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to non-renewal of contracts, transfer, assignment, dismissal or any other employment decision relating to school personnel.

All employment decisions remain within the sole and continuing discretion of the administration and/or the Board, as appropriate, subject only to the conditions and limitations prescribed by law.

In order to promote efficiency in administration and to avoid misunderstandings and misinterpretations, all personnel must observe a chain of command when bringing staff concerns or complaints to the administration's attention.

In order to promote such efficiency, the following guidelines should be followed:

1. All employees shall be responsible to the Board through the Superintendent. No dispute or other personnel issue shall be brought to the Board without first having gone to the Superintendent for determination. No personnel issues will be brought to the Board unless the affected employee has a right to a hearing before the Board, as established by law, *policy*, or collective bargaining agreement.
2. No dispute or other personnel issue shall be brought to the Superintendent without first having been presented to the building Principal (or in the case of SAU employees, the supervising administrator) for determination.
3. Building personnel working under the immediate direction and/or supervision of

## SOUHEGAN and SAU39 POLICY

### GBK - STAFF CONCERNS, COMPLAINTS, GRIEVANCES

someone other than the Principal or SAU administrator will inform their immediate superior of any dispute or personnel issue s/he intends to bring to the Principal or administrator.

It is the Board's policy not to involve itself in personnel complaints or disputes until the matter has properly followed these guidelines.

Unless the affected employee has a right to hearing before the Board, administrative decisions shall be final. An employee's failure to adhere to such decision or directive may be considered insubordination and may lead to adverse employment action.

*The Principal or Superintendent shall ensure the appropriate authorities are notified if the complaint is reportable pursuant to laws, rules and Board Policies. Referrals and reports under this policy are in addition to those required by other applicable policies and laws (for example, abuse or neglect of children as required by RSA 169-C:29 and Policy JLF, acts of "theft, destruction, or violence" as defined under RSA 193-D:4, I(a), incidents of "bullying" per Board Policy JICK, and hazing under RSA 671:7). Records of reports and referrals will be maintained according to the District's policies and procedures. [New 11/29/21 to address concerns raised at the SAU Board reading 10/13/21.]*

#### B. PROCEDURES

Complaints will be processed according to the step-by-step procedures outlined below:

##### 1. Step 1: Working Site Level

- a. A complaint or grievance will be presented orally and informally to the immediate supervisor. If the complaint is not promptly resolved, it will be reduced to writing, ~~using the Employee Complaint Form~~, and submitted to the immediate supervisor.
- b. Within five (5) workdays of receiving the complaint or grievance, the immediate supervisor will render a decision, in writing, ~~using the Complaint Response Form~~, to the complainant and the person or persons originally involved in the complaint.

##### 2. Step 2: Working Site Level

- a. Within five (5) workdays after receiving the decision at Step 1, the complainant may appeal the decision, in writing, to the appropriate Principal or SAU Administrator. ***If the original (Step 1) immediate supervisor is the Superintendent, then the appeal is to the board (Step 4), submitted to Board Chair.***
- b. The Principal (or Administrator) will, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the immediate supervisor and to the person or persons originally involved in the complaint.

##### 3. Step 3: Superintendent Level

- a. Within five (5) workdays after receiving the decision at Step 2, the complainant may appeal the decision, in writing, to the Superintendent, or official designee.
- b. The Superintendent, or official designee, will, within 10 workdays of receipt of the appeal, investigate and render a decision, in writing, to the complainant, the Principal (or supervising administrator), or immediate supervisor, and to the person or persons

## SOUHEGAN and SAU39 POLICY

### GBK - STAFF CONCERNS, COMPLAINTS, GRIEVANCES

originally involved in the complaint. ~~Such decisions will be final.~~ *[Omitted because existing policy has a Step 4.]*

*c. The Superintendent will notify the Board of any complaints or grievances resolved at the Superintendent level [from existing policy]*

#### *4. Step 4: Board Level [not in Model, from existing SCSD policy]*

*a. Within five (5) workdays after receiving the decision at Step 3, the complainant may request review of the decision by the board **if entitled to such a hearing under laws, rules, or other applicable policy.***

*b. The Board will schedule the matter for review within 20 workdays following receipt of the request. The Board will render a decision within 10 workdays after the review, and such decision will be deemed final.*