

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services



SAU #39 Board Meeting Agenda

Thursday November 15, 2018 – 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		
Public Input	6:05 PM		
Superintendent's Report	6:10 PM	None	
Consent Agenda - <i>Approval</i>	6:20 PM	1. Approve Minutes of October 2, 2018 2. Treasurer's Report 3. SAU 39 Budget Transfer 4. SAU 39 Q1 Expenditure Report	Minutes of October 2, 2018 Treasurer's Report SAU Budget Transfer Q1 Expenditure Report
FY 20 Budget	6:25PM	None <i>Adam Steel, Superintendent, to discuss & review the FY 20 Budget</i>	
Consolidation Discussion	6:35 PM	Possible Vote <i>Each Chair of each district board to give their respective Board's views on consolidation</i>	
Policy Review & Adoption	6:50 PM	Adoption <i>Board to review and adopt revised policies for the district</i>	Policy Packet for Adoption – ACA, IHBAA, IHBG, IHBH, IHBI, IKFC, ILBA, IMBA, IMBC, JJJ, JLCA, JLCB, JLCC, JLCF
Grading & Reporting Update	7:05 PM	None <i>Assistant Superintendent, Christine Landwehrle to update the Board on grading & reporting</i>	
Non-Public Session	7:20 PM	91- A:3 II (a)	
Meeting Adjourned	7:40 PM		

Next SAU Board meeting to be held on December 20, 2018

SAU #39 Board

Tuesday, October 2nd 2018

Meeting Minutes-Not Approved

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Stephanie Grund- Business Administrator, Meg Beauchamp- Director of Student Services, Carrie James- Director of Human Resources,

Amherst School Board: Galen Tremblay-Chair, Elizabeth Kuzsma- Vice Chair, John Glover-Secretary, Terri Behm, and Kevin Shea

Souhegan Cooperative School Board: Jim Manning- Chair, Howard Brown, Steve Coughlan Amy Facey, David Chen, and Pim Grondstra.

Mont Vernon School Board: Peter Eckhoff- Secretary, Kim Roberge and Stephen O'Keefe.

Minute Taker: Danae Marotta

Public: Monica Panait- Risk Management Consultant, Primex, Concord NH and Amherst Community Members.

I. Call to Order

Chair Ms. Amy Facey called the meeting to order at 6:06 PM.

II. Superintendent's Report

Superintendent, Mr. Adam Steel, noted that it has been a while since they met as a Board and they are gearing up for budget season. He added that he wanted to do a strategic planning update for the Board.

He began his discussion by noting that they are on the cusp of making significant changes in the SAU. The staff are open and available to significant change at an appropriate pace. This is update is meant to give them a sense of where they are headed.

He then reviewed the 5 areas on how you move from a traditional school system to a system of deeper learning such as scheduling, design and delivery, assessment, grading and reporting and promotion and crediting.

He then explained what needs to build upon each other starting with Advisory, Articulated Curriculum, Performance Assessment, Grading and Reporting and Effective Human Resources. He noted that they are being sought out by other districts about how their students learn. He added that these are the foundational elements all of which they are working towards right now.

Next, Instructional Strategies (project based learning), Adequate Learning Spaces (appropriate facilities, within the facilities air quality, etc.), and Schedule Design (thinking apart the concept of grade levels) He added that he is not changing the school day or year, but how they reorganize.

35 Last, a plan for each Learner. If you think about the growth of students in the areas of
 36 Academics, Social/Emotional and Physical. Some students might lag in areas and each student is
 37 different, flexibility is important.

38 He reviewed Where they are Going, with the topics of Relationships, Deeper Learning, Learner
 39 Agency, Breaking apart the grade level, Timely World Language, A focus on the Arts,
 40 Aggressive Interventions and a Plan for All.

41 Assessment:

- 42 • Vision: we will use performance assessments as evidence of mastery.
- 43 • Current State: implementation phase

44 Grading and Reporting:

- 45 • Vision: Grades are used for feedback along the part towards mastery of competencies and
 46 academic competencies are reported separately from non-academic areas.
- 47 • Current State: Early implementation phase
- 48 • Next Steps: AMS adopts this year, other three schools use Empower next school year for
 49 all grading and reporting while every teacher builds mastery of new skills.

50 Instructional Design and Delivery:

- 51 • Vision: Students progress at their own speed through competency based units of study
 52 that they have helped determine.
- 53 • Current State: Initial planning soon
- 54 • Next steps: SAU wide committee, similar to AGR, is created to begin the 3+ years of
 55 planning design and implementation necessary to support change.

56 Scheduling:

- 57 • Vision: Student schedules are flexible, modular, student- directed, asynchronous, and
 58 fundamentally different than the industrial model.
- 59 • Current State: Future
- 60 • Next Steps: Early planning discussions at some levels

61 Promotion and Credentialing:

- 62 • Vision: Students advance based on demonstration of mastery, not seat-time with
 63 additional, varied, and external learning experiences available.
- 64 • Current State: Future
- 65 • Next Steps: initial thought planning

66 He then explained a slide with the topics of Assessment Grading and Reporting, Instructional
 67 Design and Delivery, Future Structures and Relationships/Social and Emotional, this year
 68 through the 2022-2023 school year.

69 The three things that he wants the Board and the Public to take away is:

- 70 1. A Plan for Every Learner
- 71 2. Longitudinal Relationships
- 72 3. “Grade Level” Disappears.

73 Superintendent Steel then explained the Areas of Focus.

- 74 • External: Class size, Facilities, Grading and Reporting, Security, Communication.
- 75 • Internally: Empower Implementation, Finalize Curriculum Mapping, refine performance
- 76 assessment, formation of committee instructional practices/ PBL, Advisory and Special
- 77 Programs.

78 He explained “What do we Need?” Long Term- Dependencies

- 79 1. Commit to consolidation plan, in or out
- 80 2. Identify and commit to class size targets
- 81 3. Complete facilities plan (based on items 1 and 2)
- 82 4. Implement interim facilities plan
- 83 5. Identify administrative staffing plan to support implementation
- 84 6. Support professional development to equip faculty
- 85 7. Inform and build support from parents and community during transition.

86 He then discussed Immediate Needs-Budget Implications

- 87 1. School start time adjustment
- 88 2. Student information system transition support
- 89 3. Technology alignment strategy (more internal)
- 90 4. Expansion of special programs to SHS
- 91 5. Advisory program development for AMS
- 92 6. Funding for facilities planning
- 93 7. Funding for Amherst and Mont Vernon security assessment reviews

94 He added that he hopes that the Board has questions and that this was an update on the work that
95 they have done and the vision they have.

96 Mr. Glover commented that he was in support of his plan and thanked him for all of his work. He
97 then added that he has two points, 1. Communication with the parents needs to be there and 2. To
98 remember that MV has a very important role to play as well.

99 Mr. Manning asked when does Superintendent Steel see this going into a project plan. He added
100 that he would like to see basic types of things such as costs.

101 Superintendent Steel replied that they plan to reallocate resources not add to it. He added that he
102 is not sure and his first concern is that the teaching faculty is with them. He has spent a lot of
103 time in the schools and having conversations with teachers. A lot of teachers have mentioned to
104 him that it was like relearning how to teach all over again. The next phase is to bring this to the
105 individual schools these next couple of months. He is trying to do this in phases.

106 He emphasized that the administration knows where they are going.

107 Mr. Manning agreed that the staff needs to have a voice and the community needs to buy in and
 108 understand everything that needs to happen. He added that they need a statement to go out to the
 109 community and public with.

110 Ms. Behm gave her support for Superintendent Steel's presentation. She added that she knows
 111 that AMS has gone a little faster with their work and added that they need to be flexible. They
 112 have asked a lot of the teachers and staff already. A lot of work that they have done already has
 113 been great. She thanked him for clearly laying everything out.

114 Mr. Shea gave his support for Superintendent Steel's presentation. He noted that he is not sure
 115 why they need to use Safe Havens for security recommendations.

116 Mr. Steel replied, that this is not the same level of expense.

117 Mr. Eckhoff asked is this something that has to be done by grades, schools or does it have to be
 118 system wide.

119 Mr. Steel responded that they need to pilot things and phase them in over time.

120 Ms. Facey added that different schools are in different phases, adding that AMS has already
 121 implemented Empower. They are able to learn from each other and capitalize on those learnings.

122 Ms. Tremblay gave her support as well. She added that community buy in is important.

123 Ms. Facey asked what is the next step.

124 Mr. Steel replied that they are in budget season and they have foundational pieces in them.

125 The Board thanked Superintendent Steel.

126 III. Consent Agenda

127 Mr. O'Keefe pulled the 1. May 31st 2018 Minutes. He then noted that there was a change.

128 From Line 108:

129 *"Mr. O'Keefe thanked the SHS Board for having the SHS band play at the MVVS and that it was*
 130 *greatly appreciated. He added that the people were really happy about it."*

131 Changed to:

132 *"Mr. O'Keefe thanked the SHS Board for having the SHS band play at the Mont Vernon Spring*
 133 *Gala and that it was greatly appreciated. He added that the people were really happy about it."*

134 **Ms. Galen Tremblay motioned to accept the Consent Agenda items 1. May, 31st 2018**
 135 **Minutes, as amended 2. July 2018 Treasurer's Report, and SAU Budget Transfer. Mr.**
 136 **Steve Coughlan seconded. 13 in favor. Ms. Kim Roberge abstained. Motion passed.**

137 IV. Public Input

138 No Public Comment

139 V. PRIMEX

140 Superintendent Steel added that Director of Human Resources, Ms. Carrie James, is here to
141 discuss the recent Prime Award.

142 Ms. Monica Panait, Designated Risk Management Consultant of Primex, discussed that they are
143 in the business of providing insurance coverages for schools, businesses, etc., anyone with
144 workers' compensation. She added that they are a non-profit and they have the vested interest in
145 keeping losses low.

146 She then thanked the Board for their long term support and added that they have been members
147 for over 20 years.

148 Next, she congratulated the SAU 39 Office on successfully meeting the requirements for the
149 Primex Recognition of Risk Management Effort, effective May 1st 2018. This achievement
150 signifies a commitment to improved and sustained risk management performance.

151 Lastly, with this recognition comes a savings of 2.5% discount off contributions to Primex
152 Workers Compensation and Property and Liability coverage contributions.

153 The Board thanked Ms. James and Ms. Panait.

154 VI. Special Services Transportation

155 Director of Student Services, Ms. Meg Beauchamp, discussed that she and Director of
156 Operations, Mr. Porter Dodge, have been working to secure long term special education bussing
157 contract with Caring Hands Transportation. They looked at other transportation providers and to
158 go with someone else it would have been drastically higher. They have met with the owner of the
159 bus company on three different occasions.

160 Mr. Chen asked about the costs.

161 Ms. Beauchamp replied, that when they looked at other special education transportation
162 providers the others were very expensive. When they do a multi-year contract, it becomes easier
163 as they do not have to bid every year.

164 Mr. Chen asked what is the cost relative to.

165 Mr. Steel added that it is relative to other providers' costs.

166 Ms. Beauchamp added that with the overcharges it was relative to how they use the vehicles in
167 district.

168 Mr. Brown asked about ridership from year to year and the age that they are released from the
169 program.

170 Ms. Beauchamp explained that it is determined by the IEP Team and separate from the
171 vocational runs. The changes depend on your student population and the students that require
172 specialized transportation. Its until they receive a HS diploma or they reach 21, it depends on the
173 severity as well.

174 Mr. O'Keefe asked how many students are in the program.

175 Ms. Beauchamp estimated, with preschool, 30-35 children.

176 Mr. Chen asked if it included the vocational runs.

177 Ms. Beauchamp responded, yes, it does include the vocational runs.

178 Mr. Steel added that they have encouraged the students to drive themselves, if possible, with no
179 other students, and they have reduced the amount of CTE programs.

180 Ms. Behm asked about the contract end date.

181 Ms. Beauchamp explained that their contract ends this October. She added that they are looking
182 for a 5-year contract with renewal at 3 years.

183 Ms. Behm commented that they are also in the middle of a Statewide bus driver shortage.

184 Ms. Beauchamp added that they do a wonderful job with the students and they have never had
185 any customer satisfaction issues.

186 Mr. Glover asked if the end of October is a potential crisis for them.

187 Superintendent Steel replied, no, they just working out the final details with Caring Hands.

188 The Board thanked Ms. Beauchamp.

189 VII. School Start Times Discussion

190 Superintendent Steel discussed gave his executive summary for School Start times.

- 191 1. All school start times and end times shift by 35 minutes for next school year.
- 192 2. Swapping start times between secondary and elementary schools will not work.
- 193 3. A later start time is anticipated to decrease car traffic in the morning.
- 194 4. Additional buses are likely to be necessary due to enrollment and decreased car traffic.

195 He then reviewed the process:

- 196 • Committee: Ms. Behm lead a committee looking into changes, those changes led to
197 further discussions.
- 198 • Survey: Parent, staff and student survey was conducted in the spring 2018. Wide-ranging
199 support for later support for later start times in secondary.
- 200 • Consultant: Transportation Advisory Services hired to evaluate concepts. Ultimately
201 recommended a later start time for all schools.

202 He also discussed the Impacts Considered:

- 203 1. Athletics and Impact on early dismissal
 - 204 a. NHIAA moving to 5:00PM Games
 - 205 b. Tri-State has flexibility on start times
- 206 2. Staff meetings

- 207 3. Bus transportation
- 208 4. 3rd party activities
- 209 5. Daylight
- 210 6. Sibling child- care responsibilities

211 He then discussed the Issues with Swapping Secondary/Elementary and Issues with moving to
212 the same time.

213 He then explained the Implementation Process:

- 214 1. Hold a public hearing hosted by the superintendent to gather input from the community
- 215 2. Revise plan based on feedback and send out a parent/community survey
- 216 3. Revise plan based on survey feedback and present final plan to SAU #39 Board for
217 adoption.
- 218 4. Advertise and announce final plan after adopted by the SAU Board.

219 Ms. Kuzsma noted that there is a lot of concern with MV and it is a bigger impact on them. She
220 added that there are some activities that start at 3:30. That is why parents are so early in the pick-
221 up line at Wilkins.

222 Superintendent Steel replied that he is assuming that they will adjust as necessary.

223 Mr. Glover asked why the recommendation of 35 minutes.

224 Mr. Steel, responded that the recommendation from their consultant was 30 minutes however,
225 but he is thinking of the middle and high school.

226 Mr. Shea added that pushing the time is late for kids and understands that the high school wants
227 to start late. He then added that he would not support high school students riding with elementary
228 students.

229 Ms. Roberge commented that the two concerns are time change and getting elementary students
230 off the bus in the dark. Second, they are also anticipating starting sports with Tri-County.

231 Superintendent Steel mentioned that the high school and middle school cannot shift without the
232 elementary schools without requiring significant additional expense.

233 He then asked if the Board wanted him to get more feedback from the parents.

234 Mr. O'Keefe replied, yes and echoed Ms. Roberge.

235 Mr. Glover added that they also need to think of why that is even on the agenda. He would hate
236 for the darkness to impact the psychological and physiological benefits.

237 Ms. Kuzsma suggested they speak to the teachers first, as it would impact them a lot as well.

238 Ms. Roberge added that it is more of a safety concern than a fear of the dark.

239 Mr. Shea explained that they are deleting an important block of time for activities.

240 Mr. Brown added that there are some bus drivers that drive for Amherst that their children go to
 241 school in Milford that won't drive for Amherst and vice versa. They may be able to move things
 242 around but it is something to think about.

243 Ms. Facey asked the board if Superintendent Steel should go forward to getting more feedback
 244 from stakeholders.

245 **Mr. Stephen O'Keefe motioned for the Superintendent to proceed to the next step in School**
 246 **Start Times. Mr. David Chen seconded. The vote was unanimous, Motion passed.**

247 The Board thanked Superintendent Steel.

248 VIII. Consolidation Discussion

249 Superintendent Steel discussed that he is passing out a letter followed by warrant articles that
 250 show what consolidation action would look like as the end result.

251 Board discussion 6-9 months ago was to develop plans on how it would work.

252 He added that it shows how it would work. Essentially, there would be warrants on all three of
 253 the districts ballots. They are all contingent upon one another. If any one of the articles failed to
 254 pass, then consolidation would not occur. The SCCSB would cover all the educational needs for
 255 the towns of Amherst and Mont Vernon. The ASD and MVSD will then cease to operate any
 256 longer. Everything would be under the auspices of the SCSB.

257 He then read Warrant Article 3 B on page 4.

258 Mr. Steel explained that it is a protection provision that the MVVS cannot be closed by Amherst
 259 voters.

260 He suggested that they read this on their own time and then dive further at the next meeting.
 261 These are the end result articles, with minor modifications.

262 The biggest issues will be labor, which is complex. He then explained that the Amherst and MV
 263 school districts participate in the Social Security Program. Public employers were not allowed to
 264 participate in the program until the 1950's. Souhegan Cooperative did not choose to participate
 265 at the time it was inception. They do have something else in place in lieu of Social Security, a
 266 401K concept, and they cannot be mixed.

267 Either two things have to happen, 1. All employees will be forced to use Social Security through
 268 an election of the employees. Most likely the Amherst and Mont Vernon employees would elect
 269 that option. 2. An existing statute has to be revised by U.S. Congress. It is not insurmountable
 270 and there is precedence by 21 other states.

271 He added that there have been discussions amongst his staff on how they can reconfigure the
 272 buildings, such as, having all the Kindergarteners in one location.

273 The purpose of this discussion is to gauge how the Board is thinking.

274 Mr. Glover asked about the other issue besides Social Security.

275 Mr. Steel replied, there would be Social Security and then integration of the collective bargaining
276 agreements.

277 Mr. Grondstra asked about the timing.

278 Mr. Steel replied, if all boards were in favor and wanted to place warrants on each of their ballots
279 for March of 2019, then two years from there. They would also have to look at the Souhegan
280 Board and the 5-2 split has to be proportional and cannot be negotiated.

281 Mr. Chen asked about union negotiation among the 3 different unions.

282 Mr. Steel added that there are currently 3 different collective bargaining agreements (3 year, 4
283 year, and 5 year) and a PPC agreement. The contracts would have to be honored until their
284 individual contracts expire.

285 Mr. Shea asked about a scenario of having a two-step process.

286 Mr. Steel responded that there was conversation at one point with all different scenarios
287 discussed.

288 Ms. Kuzsma asked at what point are they going to discuss what the potential Board structure will
289 be.

290 Mr. Steel replied, they will have to determine that before they put it on the ballot.

291 Ms. Kuzsma then asked what would happen if two districts are in support of the consolidation
292 and one is not.

293 Mr. Steel explained that if there is support in the two of the three districts, there might be a
294 subsequent plan that gets developed.

295 Mr. Glover commented that they have to remember why they are thinking of this, because it is
296 better for the students.

297 Mr. Coughlan added that the consolidation committee had looked at it with the two phase option
298 of a partial consolidation and the conclusion was that there was no benefit.

299 Ms. Kuzsma noted that she disagrees with that to a point. There could be some benefits, not as
300 much as there should be.

301 Ms. Roberge commented that each board needs to have a discussion.

302 Superintendent Steel agreed with Ms. Roberge.

303 Ms. Tremblay added that they should also reach out to the public.

304 Mr. Manning commented that he is in support but they need to be articulate.

305 Ms. Roberge remarked that for MV, the only benefit is for the 6th grade, not K-5. She added that
306 they couldn't articulate it to the parents so that they would be in favor.

307 Mr. Glover asked for the justification to merge with the SCSD.

308 Mr. Steel responded that it is an existing school system with lease agreements in place. They can
309 certainly look at it a different way though.

310 Ms. Facey added that the consolidation committee had looked at that too. She then asked
311 Superintendent Steel what the next step is.

312 Superintendent Steel reviewed the benefits for the students. He added that he needs to hear from
313 the boards.

314 Ms. Facey asked if it makes sense to go to the individual Boards.

315 Mr. Steel replied, yes.

316 Ms. Kuzsma commented on the benefits of sharing resources for efficiency.

317 Ms. Roberge explained some benefits from the Mont Vernon perspective.

318 Mr. Grondstra suggested that this goes back to the individual Boards for further discussion.

319 Ms. Facey added that it will be put on the individual Boards agendas.

320 Ms. Behm asked if the work will stop then at the administrative level.

321 Mr. Steel added that it will intersect with the Joint Facilities Committee and he is planning on
322 going to each board to hear feedback.

323 The Board thanked Superintendent Steel.

324 IX. SAU Professional Development Master Plan

325 Assistant Superintendent, Ms. Christine Landwehrle, explained the SAU #39 PD Master Plan
326 Update Overview of Changes.

327 She added that they do need Board approval before they send this to the DOE.

328 She then highlighted a few things:

- 329 • Updated dates, titles, and PD Committee membership list
- 330 • Included strategic planning graphic
- 331 • Refined language around PD Committee annual survey
- 332 • Included ad hoc committee membership
- 333 • Removed Critical Friends Group Coaches role and changed CFGs to Professional
- 334 Learning Community
- 335 • Removed the need for staff members to give a copy of their certification upon renewal to
- 336 the SAU

337 Mr. Coughlan asked about page 10, it's not a change, but how to measure the effectiveness.

338 Ms. Landwehrle replied that they can randomly sample and analyze.

339 Ms. Roberge asked about the SHS tuition reimbursement.

340 Ms. Landwehrle replied that she is the designee and they have to track that separate. She
341 explained that it ties into the appeals process.

342 Mr. Glover asked about the graphic on page 8.

343 Ms. Landwehrle discussed that the SAU wide goals are critically important and that is why she
344 had placed it in there. She added that they can remove it or substitute it.

345 Mr. Glover suggested that it be the most recent graphic that they have.

346 Ms. Landwehrle responded that it was the most recent to her knowledge but she can certainly
347 change it.

348 **Mr. Steve Coughlan motioned to approve the SAU #39 Professional Development Master**
349 **Plan, with the update to Page 10, changing the wording for “random sampling and**
350 **analyze”. and the ability to replace the graphic with a more recent graphic of the Strategic**
351 **Plan. Mr. Stephen O’Keefe seconded the motion. The vote was unanimous, motion passed.**

352 The Board thanked Ms. Landwehrle.

353 X. Policies Review

354 EBB/ADD- School Safety

355 Ms. Galen Tremblay, Chair of the Policy Committee, noted that the first policy that they are
356 reviewing is EBB/ADD- School Safety. She added that the only change is the paragraph in
357 italics. It was done over the summer.

358 Ms. Facey added that they are not approving anything but motioning to move them to the
359 individual boards.

360 **Mr. David Chen motioned to move Policy EBB/ADD- School Safety to the individual**
361 **Boards, as amended. Mr. John Glover seconded the motion. The vote was unanimous,**
362 **motion passed.**

363 EEAA-Video and Audio Surveillance on School Property

364 Ms. Tremblay explained that they pulled the sample policy from the NHSBA. She added that
365 their updated sample was more encompassing than what they had.

366 Discussion ensued.

367 Mr. Chen commented on paragraph 14.

368 Mr. Brown asked if they have cameras at the SAU Office.

369 Superintendent Steel replied, yes, there is one by the front door.

370 Mr. O’Keefe added the EEAA Policy needs to be distinct and separate.

371 Mr. Coughlan added that leaving this intact gives the rules on each use.

372 Mr. Shea mentioned that there is no tactical information in this policy.

373 Mr. Chen added that it leaves it up to the administration over the long term.

374 Mr. O’Keefe commented that policies are fluid. This is informing the public that they are using
375 audio and video surveillance will help the members of the community to feel more comfortable.

376 Mr. Glover added that there is not a security breach here. It serves a valuable notice that there is
377 surveillance there and serves a security purpose.

378 **Mr. Steve Coughlan motioned to move policy EEAA-Video and Audio Surveillance on**
379 **School Property to the individual Boards, as amended to state in the first paragraph, last**
380 **line, “from the Board and as applicable Community Council”. Mr. Jim Manning**
381 **seconded the motion. The vote was unanimous**

382 Policy EFA- Availability and Distribution of Healthy Foods and EFAA- Meal Charging

383 Ms. Tremblay added that they did send this to Nutrition Director, Mr. John Lash and he did send
384 it back with his recommendations.

385 **Mr. Stephen O’Keefe motioned to move Policy EFA- Availability and Distribution of**
386 **Healthy Foods and Policy and EFAA- Meal Charging to the individual boards. Mr. John**
387 **Glover seconded the motion. The vote was unanimous, motion passed.**

388 GBEF- School District Internet Access for Staff.

389 Ms. Tremblay discussed that they would need to adopt this at the SAU level and the individual
390 boards.

391 Mr. Chen asked about the first sentence of the second paragraph.

392 **Mr. Stephen O’Keefe motioned to move Policy GBEF- School District Internet Access for**
393 **Staff. Ms. Kim Roberge seconded the motion. The vote was unanimous, motion passed.**

394 GCO- Teacher Performance and Evaluation System

395 **Mr. Stephen O’Keefe motioned to move Policy GCO- Teacher Performance and**
396 **Evaluation System. Ms. Kim Roberge seconded the motion. The vote was unanimous,**
397 **motion passed.**

398 Ms. Tremblay briefly reviewed the “T” policies: IFA, IHAMA, IHBG-R, IHCDE/LEB, IJ, IK,
399 IKFA, ILD, and IMBD.

400 **Mr. Stephen O’Keefe motioned to move policies IFA, IHAMA, IHBG-R, IHCDE/LEB, IJ,**
401 **IK, IKFA, ILD, and IMBD to the individual boards. Ms. Kim Roberge seconded the**
402 **motion. The vote was unanimous, motion passed.**

403 Mr. Glover asked about policy IMDA.

404 Ms. Tremblay added that when they were working through the policies she added that it was a
 405 recommended policy. It was the consensus of the Policy Committee that they would bring it to
 406 the individual boards.

407 **Mr. Stephen O’Keefe motioned to move policy IMDA to the individual boards. Ms. Kim**
 408 **Roberge seconded. The vote was unanimous, motion passed.**

409 **Mr. Stephen O’Keefe motioned to move policy JBAA to the individual boards. Ms. Kim**
 410 **Roberge seconded. The vote was unanimous, motion passed.**

411 **Mr. Stephen O’Keefe motioned to move policy JICL to the individual boards. Ms. Kim**
 412 **Roberge seconded. The vote was unanimous, motion passed.**

413 **Mr. Stephen O’Keefe motioned to move policy JLI/EB to the individual boards. Ms. Kim**
 414 **Roberge seconded the motion. The vote was unanimous. Motion passed.**

415 **Mr. Stephen O’Keefe motioned to move policy JRA to the individual boards. Ms. Kim**
 416 **Roberge seconded the motion. The vote was unanimous. Motion passed.**

417 **Mr. Kevin Shea motioned to move policy KLG to the individual boards. Ms. Kim Roberge**
 418 **seconded the motion. The vote was unanimous. Motion passed.**

419 XI. SAU #39 Board Meeting Schedule for 2018-2019-Discussion

420 Superintendent Steel suggested the dates of Nov 15 and Dec 20th and they are Thursdays.

421 Ms. Facey added that they are looking to change the review policy season and they do have a lot
 422 of meetings.

423 She asked the board how they felt meeting quarterly after Policy Season is over.

424 Mr. Glover suggested that they meet frequently and added that they take their positions seriously
 425 and need time for discussion.

426 Mr. Eckhoff suggested meeting December 13th.

427 Discussion ensued over meeting dates.

428 The Board decided on meeting on Thursday, November 15th and Thursday, December 20th 2018.

429 The Board thanked Superintendent Steel.

430 XII. Non-Public Session

431 None

432 XIII. Meeting Adjourned

433 **Mr. Stephen O’Keefe motioned to adjourn the meeting at 8:45 PM. Ms. Kim Roberge**
 434 **seconded the motion. The vote was unanimous, motion passed.**

435

SCHOOL ADMINISTRATIVE UNIT #39

TOWN OF AMHERST, NH

Treasurer Report

October-2018

School Administrative Unit #39		
Town of Amherst, NH		
Monthly Report of the Treasurer		
as of 10/31/2018		
Cash on hand	10/1/2018	\$228,881.17
Deposits		\$358,822.28
AP-PR		(\$282,173.07)
Balance on hand	10/31/2018	\$305,530.38

SAU#39
Monthly Reconciliation Report
Combined Accounts

October-18	Peoples United	Peoples United	TOTAL
	*1191	*760	
	Cash Management	Municipal Checking	
10/31/2018	\$359,078.38	\$10,000.00	\$369,078.38
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		\$(13,430.07)	
b) Payroll		\$(50,117.93)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		\$(63,548.00)	\$(63,548.00)
Reconciled Book Balance			\$305,530.38
Balance from Treasurer's Journal			\$305,530.38
Difference			\$-00

School Administrative Unit #39

Town of Amherst, NH

Treasurer's Cash Journal

Date	Deposits Description	Amount	Deposit Total	Date	Expenditures Description	Amount	Balance
10/1/2018	Beginning Balance						\$228,881.17
10/3/2018	Deposit: SCSD,	\$83,805.38	\$83,805.38	10/2/2018	Payroll Direct Deposit PPD pp7 v6007	(\$35,911.62)	\$276,774.93
10/15/2018	Deposit: ASD, MVSD	\$147,824.38	\$147,824.38	10/2/2018	Payroll Direct Deposit CCD pp7 v6008	(\$4,931.17)	\$419,668.14
10/29/2018	Deposit: ASD, SCSD, misc	\$51,498.24	\$51,498.24	10/4/2018	Payroll IRS pp7 v6010	(\$6,641.55)	\$464,524.83
				10/5/2018	Payroll 457 pp7 v6009	(\$2,147.45)	\$462,377.38
10/9/2018	E-Rate Communications Subsidy	\$727.60	\$727.60	10/16/2018	Payroll Direct Deposit PPD pp8 v6013	(\$4,869.06)	\$458,235.92
				10/16/2018	Payroll Direct Deposit CCD pp8 v6012	(\$34,983.87)	\$423,252.05
				10/18/2018	Payroll IRS pp8 v6015	(\$6,369.43)	\$416,882.62
				10/19/2018	Payroll 457 pp8 v6014	(\$2,146.43)	\$414,736.19
				10/30/2018	Payroll Direct Deposit PPD pp9 v6020	(\$4,518.69)	\$410,217.50
				10/30/2018	Payroll Direct Deposit CCD pp9 v6019	(\$33,788.61)	\$376,428.89
				10/18/2018	Payroll v8 pp8 ck16948-16948	(\$288.59)	\$376,140.30
				10/4/2018	Payroll pp7 v6011 ck16928-16929	(\$964.42)	\$375,175.88
				10/18/2018	Payroll pp8 v6016 ck16949-16949	(\$357.42)	\$374,818.46
				10/25/2018	Payroll v6018 ck16965-16965	(\$1,176.01)	\$373,642.45
				10/25/2018	Payroll v6017 ck16963-16964	(\$48,941.92)	\$324,700.53
							\$324,700.53
							\$324,700.53
				10/11/2018	A/P v1692 ck16930-16947	(\$82,532.86)	\$242,167.67
10/31/2018	Heartland Payment Services	\$74,820.81	\$74,820.81	10/25/2018	A/P v1693 ck16950-16962	(\$13,430.07)	\$303,558.41
				10/10/2018	A/P Void ck16854	\$1,826.10	\$305,384.51
10/31/2018	Interest - Cash Management	\$145.87	\$145.87				\$305,530.38
							\$305,530.38
							\$305,530.38
10/31/2018	Ending Balances	\$358,822.28	\$358,822.28			(\$282,173.07)	\$305,530.38
					Payroll Direct Deposit	(\$136,307.88)	
					Payroll	(\$51,728.36)	
					AP	(\$94,136.83)	

SAU39 Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	C Memo	Category	Amount
Expense Categories					
Payroll Ded					
16963	10/25/2018	HEALTHTRUST, INC.	6017 Payroll Ded		(\$31,649.37)
16964	10/25/2018	NEW HAMPSHIRE RETIREMENT SYSTEM	6017 Payroll Ded		(\$17,292.55)
16965	10/25/2018	MONY LIFE INSURANCE COMPANY OF A	6018 Payroll Ded		(\$1,176.01)
Total Payroll Ded					(\$50,117.93)
Expense!					
16950	10/25/2018	AMAZON.COM	1693 Expense!		(\$39.10)
16951	10/25/2018	BALSAMA, RICHARD	1693 Expense!		(\$450.00)
16952	10/25/2018	CANON SOLUTIONS AMERICA, INC.	1693 Expense!		(\$9.60)
16953	10/25/2018	CAPSTONE	1693 Expense!		(\$1,738.50)
16954	10/25/2018	CONSOLIDATED COMMUNICATIONS, INC	1693 Expense!		(\$3,605.62)
16955	10/25/2018	JEFFERSON SOLUTIONS, INC.	1693 Expense!		(\$2,300.00)
16956	10/25/2018	NARROW LINE STRIPING	1693 Expense!		(\$80.00)
16957	10/25/2018	PENNICHUCK WATER WORKS, INC.	1693 Expense!		(\$199.18)
16958	10/25/2018	PITNEY BOWES GLOBAL	1693 Expense!		(\$180.72)
16959	10/25/2018	SHRED-IT USA LLC	1693 Expense!		(\$79.46)
16960	10/25/2018	SOUHEGAN COOPERATIVE SCHOOL DIST	1693 Expense!		(\$141.95)
16961	10/25/2018	SOULE, LESLIE, KIDDER, SAYWARD	1693 Expense!		(\$4,102.00)
16962	10/25/2018	W.B. MASON CO., INC.	1693 Expense!		(\$503.94)
Total Expense!					(\$13,430.07)
Total Expense Categories					(\$65,374.10)
Grand Total					(\$65,374.10)

**SCHOOL ADMINISTRATIVE UNIT #39
SCHOOL BOARD APPROVED - BUDGET TRANSFER REQUEST**

REQUEST FOR BUDGET TRANSFER NO.: _____ 2019 001

DATE: _____ 10/11/2018

TRANSFER FROM:

Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.
10.2321.100.00	PROPOSED INCREASES/POSITION RECLASS	\$29,255	(\$29,255)	\$0
10.2321.200.00	EMPLOYEE BENEFITS SET ASIDE	\$5,568	(\$5,568)	\$0
10.2321.151.00	OTHER EMPLOYEE COMPENSATION	\$30,000.00	(\$29,500)	\$500

TRANSFER TO:

Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.
10.1210.111.00.000000	SPECIAL EDUCATION- ADMIN SALARIES	\$175,507.00	\$14,500	\$190,007
10.1210.115.00.000000	SPECIAL EDUCATION- SUPPORT SALARIES	\$50,256.00	\$1,500	\$51,756
10.1210.150.00.000000	HEALTH WAIVER PAYOUT	\$0.00	\$1,000	\$1,000
10.1210.151.00.000000	OTHER EMPLOYEE COMPENSATION	\$0.00	\$500	\$500
10.2321.113.00.000000	CURRICULUM & PD- ADMINISTRATOR SALARIES	\$95,811.00	\$14,200	\$110,011
10.2321.115.00.000000	SUPERINTENDENTS OFFICE SUPPORT SALARIES	\$146,495.00	\$8,200	\$154,695
10.2600.111.00.000000	Director of Buildings and Grounds	\$75,255.00	\$1,750	\$77,005
10.2841.111.00.000000	DIRECTOR OF TECHNOLOGY	\$91,350.00	\$1,850	\$93,200
10.2841.115.00.000000	DATA MANAGER	\$22,381.00	\$600	\$22,981
10.3100.111.00.000000	Director of Food Services	\$63,875.00	\$1,625	\$65,500
10.3100.211.00.000000	Health Insurance	\$0.00	\$18,598	\$18,598

TOTAL TRANSFERRED FROM: (\$64,323)

TOTAL TRANSFERRED TO: \$64,323

JUSTIFICATION:

To distribute Salary and Benefits Set Aside to actual contracted amounts

Dir. of Finance 11-Oct-18

REQUESTOR: DIRECTOR/DATE

APPROVED BY SAU #39 SCHOOL BOARD ON _____

Adam Steel, Superintendent

School Administrative Unit 39

Consolidated Board Report

Fiscal Year: 2018-2019

From Date: 7/1/2018

To Date: 9/30/2018

Account Number / Description	Budget	Activity To Date	Encumbrance	Balance	%
Fund: GENERAL FUND - 10					
1200 / SPECIAL PROGRAMS	\$323,021.00	\$72,425.05	\$268,797.02	(\$18,201.07)	-5.63%
2300 / SUPPORT SERVICES- GENERAL ADMIN	\$691,811.00	\$159,986.56	\$473,261.77	\$58,562.67	8.47%
2500 / BUSINESS SUPPORT SERVICES	\$806,469.00	\$207,215.15	\$457,400.91	\$141,852.94	17.59%
2600 / OPERATION AND MAINTENANCE SERV	\$178,519.00	\$32,978.39	\$100,808.79	\$44,731.82	25.06%
2800 / SUPPORT SERVICES- CENTRAL	\$156,524.00	\$34,046.06	\$121,833.79	\$644.15	0.41%
3100 / FOOD SERVICE OPERATIONS	\$83,373.00	\$22,856.87	\$75,598.37	(\$15,082.24)	-18.09%
Total Expenditures	\$2,239,717.00	\$529,508.08	\$1,497,700.65	\$212,508.27	9.49%

ACA – SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY

I. GENERAL STATEMENT OF POLICY

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) provides that no person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment of any employee or student by any other employee or student, or by anyone a student or employee may interact with, in order to fulfill job or school responsibilities, is not only illegal as a form of sex discrimination as defined by Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972 but also is a violation of this Policy and will not be tolerated.

It is the policy of the School District to maintain a learning and working environment that is free from sexual harassment and violence. The School District will not tolerate any form of sexual harassment and sexual violence.

It shall be a violation of this policy for any student or employee to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

It shall be violation of this policy for any student or employee to be sexually violent to a student or employee.

The School District will act to promptly investigate and equitably resolve all complaints, either formal or informal, oral or written, of sexual harassment, sexual violence, and to discipline any student or employee who is judged to have committed these offenses.

Any person believing that the District or any part of the school organization has inadequately applied the above-referenced regulations shall bring forth a complaint to the designated person assigned by each school principal for their respective building (hereinafter Designee). The Designee will be the Assistant Principal (Amherst), Guidance Counselor (Mont Vernon) or Dean of Faculty (Souhegan). Any complainant has the right to file a complaint directly with the Title IX Coordinator/Civil Rights Coordinator should they not wish to pursue the process outlined above for any reason. The District's Title IX/Civil Rights Coordinator is the Director of Special Instructional Services for the SAU.

II. SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

- A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or,
 3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.
- B. Sexual harassment is not limited to requests for sexual favors in return for job or educational benefits. Sexual harassment may include but is not limited to:
1. verbal harassment and/or abuse of a sexual nature;
 2. leering at an individual's body;
 3. jokes of a sexual nature;
 4. the display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writings, posters or cartoons;
 5. graphic verbal comments about an individual's body, clothing or sexual activity;
 6. subtle pressure for sexual activity;
 7. inappropriate patting or pinching;
 8. intentional brushing against ~ student's or an employee's body;
 9. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
 10. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
 11. any sexually motivated unwelcome touching; or
 12. sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

III. REPORTING PROCEDURES

Any person who believes he or she has been the victim of sexual harassment or sexual violence, by a student or an employee of the School District, or any third person with knowledge or belief of conduct which may violate this policy should report the alleged acts immediately to an appropriate School District official as designated by this policy. The School District encourages the reporting party or complainant to use the report form available from the Principal of each building or available from the Superintendent's Office but use of the form is not required.

- A. In Each School Building. The two building level complaint managers are the persons responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the complaint manager must notify the Superintendent of Schools immediately without screening or investigating the report. If the report was given verbally, the complaint manager shall reduce it to written form within 24 hours and forward it to the Superintendent. Failure to forward any report or complaint as provided herein will result in disciplinary action. If the complaint involves the building Principal or complaint manager, the complaint shall be filed directly with the Superintendent of Schools.
- B. District-Wide. The School Board hereby designates the Superintendent of Schools as the School District Title TX/Human Rights Officer to receive reports or complaints of sexual harassment or sexual violence from any student or employee, and also from the complaint managers as outlined above. If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board. The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.
- C. Submission of a complaint or report of sexual harassment or sexual violence will not affect the complainant's future employment, grades or work assignments.
- D. Use of formal reporting forms is not mandatory. The School District encourages the reporting party or complainant to use the report form available from the building Principal or available from the Superintendent's office. It is recognized that certain students, especially younger children, may not be able to submit a written complaint. In such cases, alternate methods of filing complaints such as tape recorders or note takers shall be made available.
- E. The School District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations and take disciplinary action.

IV. INVESTIGATION AND RECOMMENDATION

- A. Each school shall designate two or more complaint managers, e.g., a teacher, a guidance counselor, an administrator. Whenever possible, at least one complaint manager shall be female, the other male. Their names will be posted in a prominent place in the school as well as printed in the Student Handbook.

These managers shall be authorized to receive confidential complaints.

If both the complainant and alleged harasser agree, the complaint manager may work with the complainant and alleged harasser to informally resolve the complaint provided, however, that the complaint manager must first notify the complainant of his/her right to end the informal process at anytime and begin the formal complaint process as set forth in paragraph B below.

The complaint manager shall notify the Human Rights Officer of any and all complaints resolved informally by submitting a written summary of the resolution.

- B. In compliance with applicable federal and state law, it is the policy of the School District to investigate promptly and resolve equitably all complaints of sexual harassment and discrimination on the basis of sex.
1. The Superintendent as the Human Rights officer upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation and appoint an appropriate officer. This person may be the already designated complaint manager, another School District official or a third party.
 2. The number of people involved with any harassment investigation will be kept as small as possible. All those who are involved will protect the confidentiality of any and all information relating to the case.
 3. Each person involved in the investigation must be informed of appropriate methods of case documentation. Corroboration of evidence and a credibility statement of the complainant(s) and witness(es) should be gathered.
 4. Maintaining confidentiality without violating due process of the accused always should be the goal.
 5. When the grievance comes from a female student or faculty

member, whenever possible, a female counselor or staff member shall be present at all discussions and meetings involving the case.

6. When the grievance comes from a male student or faculty member, whenever possible, a male counselor or staff member shall be present at all discussions and meetings involving the case.
7. The Investigator shall provide a written report of the status of the investigation within ten working days to the Superintendent of Schools. If the Superintendent is the subject of the complaint, the report shall be submitted to the School Board.
8. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Investigator.
9. Persons accused of harassment will be given sufficient information about the allegations and a reasonable opportunity to respond before they are found to have harassed another and before any corrective action or discipline is imposed.
10. The Investigator shall file a report with the Superintendent no later than twenty days following receipt of the complaint. The Superintendent will notify the victim and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent will provide all parties with a written status report within twenty days following receipt of the complaint.
11. Any victim or accused who is still not satisfied with the outcome of the School District investigations may file a request for review by the School Board by submitting a written appeal to the Superintendent of Schools within ten working days following receipt of the School District's findings.
12. At all times victims have the right to pursue alternative procedures set forth below.
13. Retaliation in any form against any person who has filed a grievance relating to harassment is forbidden. If it occurs it will be considered:
 - a. for staff: possible grounds for dismissal; and
 - b. for a student: possible grounds for removal from the setting up to and including expulsion.

V. ACTION IF COMPLAINT IS SUBSTANTIATED

- A. The administration should review the victim's records, grades, evaluations, etc., with a view to correcting any injustice(s) that might have occurred as a result of the harassment. In the case of an employee, the School District may need to consider rehiring a terminated employee or offering a promotion or raise that might have been denied.
- B. Upon determination that the complaint is valid, the School District shall take such disciplinary action as it deems necessary and appropriate to end the harassment and prevent its recurrence.
- C. Disciplinary measures include, but are not limited to, expulsion, termination, verbal and written warnings/reprimands in employee or student files, detention or in-school suspensions, out-of-school suspension, behavior contract, requirement of a verbal and/or written apology to the victim and mandatory education and training on sexual harassment.
- D. Since it is not unusual for harassment to begin again after several weeks have lapsed, the harasser should be supervised closely. The victim should be encouraged to report any renewed problems. If possible, the harasser and the victim should be separated, with the harasser being the one to be transferred. Care should be taken not to punish the victim.

VI. ACTION IF THE COMPLAINT IS UNSUBSTANTIATED

If the complaint proves to be unsubstantiated, the Investigator must review the findings and report with the complainant.

This review should include a complete description of the investigation and the reasons why the complaint was found to be unsubstantiated.

This should be done without identifying the names of any other students or employees who were contacted and in compliance with FERPA and privacy laws.

VII. REPRISAL/RETALIATION

There should be no retaliation for a complaint made in good faith. The School District will discipline any individual who retaliates or encourages others to retaliate against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint.

If the complaint was not made in good faith, a reprimand or some other disciplinary action may be in order.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

The procedures in this policy do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

The individual may choose to file the alleged violation or complaint with:

- A. [The New Hampshire Commission of Human Rights](#)
2 Industrial Park Drive
Concord, NH Hampshire 03301
(603) 271-2767
<https://www.nh.gov/hrc/>
- B. [The Equal Educational Opportunity Office \(Title IX\)](#)
New Hampshire Department of Education
State Office Park South
101 Pleasant Street
Concord, New Hampshire 03301-3860
(603) 271-3494
<https://www.education.nh.gov/titleix/definition.htm>
- C. [Office of Civil Rights](#)
[U.S. Department of Health & Human Services Regional Office](#)
JFK Federal Building – Room 1875
Boston, Massachusetts 02203
1-800-537-7697
<https://www.hhs.gov/ocr/about-us/contact-us/index.html>

IX. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

- A. Consistent with School District policies on child abuse and the Safe Schools Act and state law, upon receipt of any complaint that contains evidence of violence or criminal activity, the Principal, the Superintendent of Schools, or School Board shall refer the complaint to law enforcement officials and appropriate child protection authorities for investigation.
- B. Nothing in this policy prohibits the School District from taking immediate action to protect victims of alleged child abuse, including immediate suspension of a student or placement of an employee on administrative leave pending the outcome of an investigation.

X. POSTING/PUBLICATION

- A. Copies of this Policy shall be given to all Employees, Students, and parents annually by publishing in the applicable Handbook.
- B. Each new School District employee and student shall receive and sign for a copy of the District's Policy.
- C. Postings required by this Policy and/or Title D (shall be made on bulletin boards in every school and office where employees as well as students are likely to see them. It is the responsibility of the building Principal to assure that the required postings are up to date and displayed appropriately.

Legal Reference:

*NH Code of Administrative Rules Section Ed.
303.01(J) Civil Rights Act 1964 Title*

IHBAA - EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Category: Priority/Require by Law

See also IHBA

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

Legal References:

*NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children with Specific Learning Disabilities
Appendix IHBAA-R*

IHBG - HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

Category: Recommended

Related Policies: JEA, JG, JH, JJJ

See also: IHBG-R

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 ("Ed. 315"). A parent or guardian may establish a home education program for any child between the ages six (6) and eighteen (18) years of age including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District.

A. Notices Required for Commencement of Home Education Program.

1. Notice for Students Withdrawing from District.

State school attendance laws apply to each student until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed. Rule 315.04 (e) requires that on or before the date the home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone or in writing, at the parent/guardian's election.

2. Written Notice of Program Required.

In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed. 315 both require that the parent/guardian provide written notice of the commencement of a home education program either (at the parent/guardian's election) to the New Hampshire Department of Education, the Superintendent of the resident district, or to any non-public school principal.

The requirements of the notice are set forth in RSA 193-A:5 and Ed. 315.04, both of which can be accessed through the New Hampshire Department of Education's website.

Upon request, the Superintendent shall assist the parent/guardian to assure that the notification complies with the statutory requirements.

3. No Annual Notice Required.

Once established, the home education program remains in effect unless terminated pursuant Ed. 315.04 (k). The parent/guardian is not required to provide annual notification of continuation of a home education program.

B. Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed. 315.07 provide several options for parents/guardians to meet the statutory evaluation requirements. Some of the evaluation options available to parents/guardians under that statute and rules can involve District/Superintendent assistance, including, for instance, any state student assessment used by the District, or any other "valid" measurement tool mutually agreed upon by the parent/guardian and the Superintendent. Other options are available to parents/guardians as provided under RSA 193-A:6 and/or Ed. 315.07.

Parents/guardians seeking to utilize evaluation services through the Superintendent, should contact the Superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

No fee will be required by the District when a parent uses evaluation services provided by the District.*

**NOTE: RSA 193-A:7, II (a), and Ed. 315.07 (c) each allow a parent/guardian to enter into an agreement for evaluation services with a certified teacher or a teacher teaching in a non-public school. When a parent/guardian chooses to independently contract with an individual teacher to perform evaluation services, the teacher may charge any fee agreed upon by the teacher and the parent/guardian, notwithstanding whether the teacher is also employed by the District. The District shall not be responsible for the evaluation services, nor shall the District receive any part of the fee agreed to between the teacher and the parent/guardian.*

C. Records.

The District shall maintain documents concerning home education programs in a manner consistent with other educational records. Additionally, the Superintendent shall maintain a list of all home education programs for which the Superintendent, as participating agency, has received notice. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom programs were established.

RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. The parent/guardian is required to preserve the portfolio for 2 years from the date of the ending of the instruction.

For evaluations which are not provided by the District, parents/guardians need only provide copies to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III. [See also NHSBA sample appendix IHBG-R.]

D. Re-enrollment into the School District.

Parents/Guardians deciding to re-enroll their children into the District following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with the School Board policy governing student placements [NHSBA Sample Policy JG] and are

subject to the same appeal process.

Parents/Guardians should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the District's curriculum.

E. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the State to be eligible for a certificate or diploma.

F. Participation in school curricular and co/extra-curricular activities.

Regulations regarding the participation of home education students (as well as students of non-public or of public charter schools) in District curricular and co/extra-curricular programs are established in [Appendix IHBG-R]. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the District.

Legal References:

RSA 193-A, Home Education

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:1-a, Dual Enrollment

RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils

NH Code of Administrative Rules, Section Ed 315, Procedures for the Operation of Home Education Programs

IHBH - EXTENDED LEARNING OPPORTUNITIES

Category R

See also IHBI, IKF, IMBA, and IMBC

Purpose

The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of *Policy IMBC, Alternative Credit Options*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by *Policies ILBA, Assessment of Educational Programs* and *ILBAA, High School Competency Assessments*. A certified educator must authorize the granting of credit for learning accomplished through extended learning opportunities.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Program of studies or by contacting the Principal's office or the Student Services. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork.

The Principal will have primary responsibility and authority for ensuring the implementation of extended learning opportunities and all aspects of such programs. The Principal will determine

who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

The Principal will review and determine credits that will be awarded for extended learning opportunities toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a ELO agreement form signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through their school Guidance Counselor. Such requests may be granted if district resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Principal will ensure an application, evaluation and appeal process are documented. The Program of Studies will outline the ELO program.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, Principal's designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms

to document student progress and program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities

NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities – Middle School

NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

Appendix IHBH-R

IHBI - ALTERNATIVE LEARNING PLANS

Category: Priority/Require by Law

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of Policies IMBC, Alternative Credit Options and IHBH, Extended Learning Opportunities, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Competency Assessments. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform either the Principal or the Guidance Counselor of the Teacher's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in

pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.

The Guidance Counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation, including associated costs and transportation.

Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.

4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

Provides for proper administration and supervision of the program or plan

Provides that certified school personnel oversee and monitor the program

Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning

Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student

Appeal Process

If the submitted plan is rejected, the Superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Legal References:

RSA 193:1, Duty of Parent; Compulsory Attendance by Student

Ed 306.04(a)(13), Alternative Means Of Earning Credit Toward A High School Diploma

Ed 306.04(a)(14), Alternative Means Of Demonstrating Achievement Of Competencies

Ed 306.21, Alternative Programs

IKFC - ALTERNATE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Category: Recommended

Related Policies: IHBA, IHBI, IKF

A. PURPOSE. The purpose of this policy is to meet the requirements of the federal Every Student Succeeds Act ("ESSA") to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.

B. INTRODUCTION. Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed. 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress, and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

C. ELIGIBILITY.

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

D. DETERMINATION OF AWARD.

The determination to award the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed. 1109.03.

E. TIME OF AWARD.

The student may choose (individually or through the IEP team) to receive the Alternate Diploma

at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age twenty-one (21).

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from his/her peers awarded a regular diploma.

F. EFFECT OF AWARD AND CONTINUED ELIGIBILITY.

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.

G. IMPLEMENTATION.

The Superintendent, with the assistance of the Director of Student Services is directed to establish and make available, procedures and administrative rules to implement this policy.

Legal References:

20 U.S.C. §7801 (23) - Every Student Succeeds Act (§ 8101(a) (23))

34 CFR 300.102 (a)(3); 300.43; and 300.320(b)

RSA 193-E - Adequate Public Education

Ed 306.27(q)(4)- Minimum Standards/High School Requirements/Equivalency Diplomas

Ed 1109.03- When and IEP is in Effect...Transition Services

ILBA - ASSESSMENT OF EDUCATIONAL PROGRAMS

Category: Recommended

The Superintendent will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Definitions

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

Course Level Competency: the expected content, concepts, and skills to be mastered in a course.

Competency Assessment: the process by which a student demonstrates sufficient evidence of learning.

Mastery: a student presenting sufficient evidence of attainment of the required competencies.

Selection of Assessment Instruments

The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-based learning, including off-site learning projects; competency-based assessments; and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's best works.

Administration and Use of Assessment Instruments

The assessment program will include an approximate schedule for when formal standardized assessments will be administered to students. The schedule will be publicized before the start of each school year. Teachers will not be bound by this schedule and may still administer tests, quizzes and other assessment tools as they deem necessary.

Each building principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

Assessment Results

Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Interpretation and Evaluation of Assessment Instruments

The Superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board at least annually. The Superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent will provide an ongoing evaluation of the assessment program and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

Legal References:

RSA 193-C, Statewide Education Improvement and Assessment Program
Ed 306.24, Assessment

IMBA - DISTANCE EDUCATION

Category: Recommended (See Note)

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.

If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.

The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and Policy EGA/IJNDB, School District Internet Access for Students, will apply.

Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

Students who violate any part of the policy or engage in any other activity that school authorities

consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:

Ed 306.04(a) (12), Distance Education

Ed 306.22, Distance Education

IMBC - ALTERNATIVE CREDIT OPTIONS

Category: Priority/Required by Law

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year - school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school or a home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- College Credit/Dual Credit
- Early Graduation
- Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Legal References:

Ed 306.04(a)(13), Alternative Means of Earning Credit

Ed 306.14(a)(14), Alternative Means Of Demonstrating Achievement Of Graduation

Competencies

Ed 306.21, Alternative Programs

JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME-EDUCATED PUPILS

Category: Recommended

Related Policy: IHBG

See also Appendix: IHBG-R

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools, shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance RSA 193:1-c and these administrative regulations.

The District will comply with the provisions of RSA 193:1-c allowing pupils who attend nonpublic schools, charter schools or are home educated equal access to the District's curricular courses and co/extra-curricular programs. The District recognizes that any School Board policies regulating participation in curricular courses and co/extra-curricular programs, cannot be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the District's resident pupils.

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic, Public Chartered Schools or Home Educated Pupils.

RSA 193-A, Home Education

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

Category R

Each child must have a complete physical examination within one year preceding first entry to school. The Board recommends that physical exams also be completed before entry into middle school and again before high school. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child.

Prior to participation on a school athletic team, students must provide written documentation to the athletic director that they have passed a physical. Such exam must be completed at least once every two school years. This requirement does not apply to students participating in intramural athletics. The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider.

No child shall be excused from regular physical education except on the written notice of a duly licensed health care provider or on the written request of the parents, subject to the Superintendent's approval, in which case an alternative program shall be provided. The physical education teacher, school nurse, or principal, upon the request of the parents, may grant temporary excuses on a day-to-day basis.

Parent Notification - Certain Circumstances

Pursuant to No Child Left Behind and the Protection of Pupil Rights Amendment, if the District utilizes federal money to perform physical exams or screenings on students, the District will notify parent(s) of such physical exam or screening and will allow the parent's to "opt out" their child of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

Legal Reference:

RSA 141-C:20-c, Exemptions

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

NH Code of Administrative Rules, Section Ed. 311.03, Physical Examination of Students

No Child Left Behind, Title II, Sec 1061

Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part 98

Appendix: JLCA-R

JLCB - IMMUNIZATIONS OF STUDENTS

Category R

Any student being admitted to the district must present proof of meeting the physical examination and immunization requirements as defined by RSA 200:38 within thirty (30) days of entrance. Failure to comply with this provision may result in exclusion from school for the student.

The principal will notify parents/guardians (or a student of age 18 or older) of this requirement at the earliest possible date, so that the necessary plans can be made with the family physician or other medical resources to accomplish this standard prior to a student being admitted to school.

A student shall be exempted from the above immunization requirements if he/she presents evidence from his/her physician that immunization will be detrimental to his/her health. A student shall be excused from immunization for religious reason, upon the signing of a notarized form by the parent or guardian stating that the student has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health & Human Services, if such students are considered to be at risk for the disease that they have not been immunized against.

Legal References:

RSA 141-C:20-a, Immunization

RSA 141-C:20-c, Exemptions

RSA 141-C:20-d, Exclusion During Outbreak of Disease

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

NH Code of Administrative Rules, Section Ed. 311.01, Immunization Program

JLCC – Pediculosis Management

Based on recommendations from the American Academy of Pediatrics, the National Association of School Nurses, and the New Hampshire Department of Education, it is the position of the Amherst, Mont Vernon, and Souhegan Cooperative school boards that the management of pediculosis (infestation by head lice) should proceed so as not to disrupt the educational process.

Although head lice are communicable, they do not transmit disease. They are spread during direct head to head contact or when sharing personal items such as hats, helmets, combs, brushes, and other hair items. However, the incidence of in-school transmission is relatively low. Mass screenings are not recommended as they have proven to have little effect on the incidence of head lice in the school setting. The major focus of control activities should be to lessen the risks of head-to-head contact. Therefore, the school nurse may screen students considered at risk. Cooperation and open communication between families and schools is the most effective method of preventing the incidence of transmission.

If a child is suspected of having head lice, he or she should be examined by the school nurse. "The school nurse is ideally suited to provide education and anticipatory guidance to the school community regarding best practices of pediculosis management" (NASN, 2004). Although data does not support exclusion from school, school activities, and/or transportation based solely on the presence of live lice and/or their eggs (nits), the school principal or designee in conjunction with the school nurse may decide to do so in an effort to contain infestation particularly in situations of increased head-to-head contact. Verbal and written instructions regarding treatment and return to school protocols will be given to the family of each identified student. School staff will act to ensure student confidentiality is maintained and should not segregate or embarrass the child.

Legal References:

RSA 200:32, Physical Examination of Pupils
RSA 200:38, Control and Prevention of Communicable Diseases: Duties of the School Nurse
RSA 200:39, Exclusion from School
American Academy of Pediatrics, Clinical report - Head Lice, August 2010
NH Department of Education, Frequently Asked Questions, Pediculosis
NH Department of Health and Human Services, Head Lice Fact Sheet
National Association of School Nurses Position Statement on Pediculosis

JLCF - WELLNESS POLICY

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

Goals:

1. The District shall teach, encourage, support and model healthy eating habits for students.
2. The District shall teach, encourage, support, and model age appropriate daily physical activity.
3. The District shall educate students, employees, school board and community members to the important benefits of a healthy lifestyle.
4. The Schools shall comply with the nutrition guidelines outlined in this policy in a manner designed to facilitate the adoption of healthier eating habits such that 100% compliance is achieved no later than the 2011/2012 School Year.

Nutrition Guidelines:

The School District's nutritional standards are based upon standards established by the USDA. These nutrition guidelines apply to all foods sold to students on school grounds during the school day, including but not limited to, the school lunch program, foods and beverages sold in vending machines/school stores and fundraising efforts. As needed the SAU #39 Wellness Committee will request that the Superintendent notify each School Board regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this Policy.

- A. School Meals** - School Meals served in New Hampshire School Administrative Unit 39 shall meet or exceed the nutrition requirements established by the USDA, laws, and regulations. Administration of the school meal program will be by qualified school food service staff. School lunches and breakfast programs will offer a variety of foods and choices for students. Nutritional information about school meals will be available for students and parents through menus, websites and other appropriate school media.

B. Meal Times and Scheduling

Schools *whenever possible*:

- Shall ensure students have sufficient time to eat breakfast and lunch in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004.
- Shall schedule meal periods at appropriate times in accordance with USDA recommendations. Shall not schedule tutoring, club, or organizational meetings/activities during mealtimes, unless students may eat during such activities.
- Shall schedule lunch periods to follow recess periods.

- C. Food Sales** - All food items sold by the schools during the school day should meet or exceed nutritional standards established by USDA.

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Foods in elementary schools should be sold as balanced meals.

Middle/Junior High and High Schools. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, school stores, concessions, fundraising, etc.) to students during the school day, will meet the following nutrition and portion size standards:

Beverages:

Carbonated drinks and drinks with a sugar content that exceed USDA Guidelines will not be sold on school property during the school day.

Foods:

Any item sold individually:

- Shall meet or exceed nutritional guidelines established by the USDA
- Shall have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated fats per serving;
- Shall contain no trans fats;
- Shall have no more than 35% of its *weight* from added sugars;
- Shall contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups;
- Shall contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- A choice of at least two fruits and/or non-fried vegetables shall be offered for sale during the school day at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes

Limit portion sizes of foods and beverages sold individually to those listed below:

- One and one-half ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- Two ounces for cereal bars, granola bars, pastries, muffins, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Sixteen fluid ounces for beverages, excluding water; and
- Fruits and non-fried vegetables are exempt from portion-size limits.

D. Fundraising Activities

To support children's health and school nutrition-education efforts, school sponsored fundraising activities (direct school affiliation) held during the school day will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold

individually. Schools will encourage fundraising activities that promote physical activity.

E. Rewards

Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

F. Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

G. School Store - Food and beverage items sold in the school store will meet guidelines of this policy.

Food items in the school store will not be sold when the school food services program is open for sale. (Food items available after lunch and after school.)

H. Extra-Curricular Meals –Arrangements may be made through the food service program to make food and beverage items that meet the guidelines of this policy available to students. Examples of activities include but are not limited to: Athletic teams and clubs.

I. Classroom Activities - Schools shall discourage the use of food items for instructional purposes unless is essential to a curriculum area.

Nutrition Guidelines for Reimbursable School Meals:

In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high quality meals.

Plan for Measuring Implementation:

The School Board instructs the Superintendent to establish procedures for implementation of this policy that include targets in support of the goals set forth in this Policy. Each Building Principal is charged with the operational responsibility for ensuring that their school follows the guidelines set forth in this policy and implements strategies for achieving the targets set forth in the procedures established by the Superintendent. The SAU #39 Wellness Committee will periodically assess the nutrition and physical activity environment throughout the SAU and provide input to each Building Principal and the Superintendent regarding progress on the current targets, recommend any new targets and identify strategies in support of the goals stated in this Policy. The Superintendent and Building Principals will decide upon the targets and strategies in support of the goals stated in this Policy. Periodic progress reports will be provided to the School Board.

Community Involvement:

The District will participate in the SAU #39 Wellness Committee that will periodically assess the nutrition and physical activity environment throughout the SAU. This group will assess progress on the current goal targets; recommend any new goal targets and identify strategies for achieving them. The committee will be appointed by the Chair of the SAU #39 School Board and consist of a well balanced group representing parents, students, the school's food service program, the School Board,

administrators, regular and wellness related faculty and staff as well as members of the public with wellness related expertise. The purpose of this advisory Committee is to provide content area expertise and community input.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

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

NH Code of Administrative Rules, Section Ed. 303.01 (g), Substantive Duties of School Boards NH

Code of Administrative Rules, Section Ed. 306.11, Food & Nutrition Services

NH Code of Administrative Rules, Section Ed. 306.40, Health Education Program NH

Code of Administrative Rules, Section Ed. 306.41, Physical Education Program