

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

MICHELE CROTEAU
Business Administrator



SAU #39 Board Meeting

Monday, March 2nd, 2020 6:00 PM

Brick School
1 School Street
Amherst, NH 03031

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the SAU #39 Board, Ms. Amy Facey, to call the meeting to order.	None
Public Input I of II	6:00 PM		None
Superintendent's Report	6:05 PM	Mr. Adam Steel to present his Superintendent's Report	None
Individual Board Reports	6:15 PM	Board Chairs to give updates on their individual boards	None
Consent Agenda- Approval	6:20 PM	1. Draft Minutes Jan 23 rd , 2020 2. Jan 2020 Treasurer's Report 3. Policy from Jan 2020 Meeting- KFA	01 23 20 Draft Minutes Jan 2020 Treasurer's Report Policy KFA
Policies for SAU- First Reading	6:25 PM	SAU Board to review Policy JLCJ, JFABD, and IJL/KEC	Policies JLCJ, JFABD, and IJL/KEC
Policies for SAU- Motion to Move to individual Boards	6:30 PM	SAU Board to review and motion to Individual Boards- JIH, JFABD and IJL/KEC	(See above)
Superintendent SAU Goals	6:35 PM	Superintendent Steel to engage the Board in Discussion	None
Update on Strategic Vision and Planning	6:40 PM	Superintendent Steel to provide the Board an update on the Strategic Vision	None
Public Input II of II	6:50 PM		
Non-Public Session	6:55 PM	RSA 91-A:3, II ()	
Meeting Adjourned	7:00 PM		

Consent Agenda Item #1

SAU #39 Board Meeting

Thursday, January 23rd 2020

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Christine Landwehrle- Assistant Superintendent, Michele Croteau- SAU #39 Business Administrator

Amherst School Board: Elizabeth Kuzsma- Chair, John Glover- Secretary, Tom Gauthier.

Souhegan Cooperative School Board: Laura Taylor- Secretary, Steve Coughlan, Amy Facey.

Mont Vernon School Board: Sarah Lawrence- Chair, Peter Eckhoff- Vice-Chair, Stephen O'Keefe and Tom Driscoll

SHS Student Videographer: Shannon Hargreaves

Meeting Minutes: Danae A. Marotta

Public: Tony Labranche, SHS Student, Amherst NH, Stephanie Grund, 5 Colonel Wilkins Road, Amherst NH, Marilyn Gibson, 166 Mack Hill Road, Amherst NH and Community Members.

I. Call to Order

Chair of the SAU #39 Board, Ms. Amy Facey, called the meeting to order at 6:10PM.

II. Public Comment I of II

Mr. Tony Labranche, SHS Student, asked about the change in start time and why the SAU Board is bringing it forward.

Ms. Kuzsma, SAU #39 School Start Time Committee Member, replied that ASD has K-8 students and it is a full SAU decision. It affects bussing, and really all the students in the district.

Mr. Labranche commented that they had taken a straw poll at SHS regarding later start times, with about 250 students, and 90% of students voted against it. He then asked why are they focusing on bussing and not the heating in the classrooms.

Assistant Superintendent, Ms. Christine Landwehrle, replied that she knows that there was an issue with the heating yesterday and today. It is something that they are looking into.

SAU #39 Business Administrator, Ms. Michele Croteau, added that there was an issue with the controls and they do have someone coming in to take a look at that.

Ms. Facey added that the School Start Time Committee is an ongoing committee and there is still a lot of work to be completed. It is not being pushed forward next year and she knows that there are a lot of issues to be worked out.

33 Ms. Facey notified Mr. Labranche that he can certainly get involved in the committee to add
34 student voice.

35 Ms. Marilyn Gibson, 166 Mack Hill Road, Amherst NH, remarked that she is in attendance at
36 tonight's meeting to get more familiar with SAU meetings. She will also attend the ASB and
37 SCSB to better understand them as well. She was a teacher and is happy to offer her input.

38 She finalized her comments by thanking Superintendent Steel and Ms. Landwehrle for taking the
39 time for meeting with her and answering her questions.

40 The Board thanked Mr. Labranche and Ms. Gibson for their comments.

41 III. Superintendent's Report

42 Ms. Facey noted that Superintendent Steel is not in attendance and Ms. Landwehrle will be
43 giving the Superintendent's Report.

44 Vice-Principal at AMS

45 Ms. Landwehrle noted that AMS Vice Principal, Mr. Jesse Haarlander, has been moved to Clark/
46 Wilkins and Mr. Dana Giampaolo was hired as an interim Vice- Principal at AMS. Mr.
47 Haarlander has submitted his resignation effective June 30th 2020.

48 Superintendent Steel will have an update about the hiring process at a later date.

49 SHS Principal Position

50 The SHS Principal search process has identified a number of candidates. The Screening
51 Committee will be interviewing them on Feb 7th. They will provide the Souhegan Board with an
52 update at the next meeting.

53 School Start Time Update

54 Superintendent Steel met with all of building leadership earlier this week and it was a lengthy
55 meeting looking at the challenges and issues with the school start time. They are still in the
56 beginning work and it is too early to share at this time.

57 Mr. Steel is still looking at having a more flexible schedule for students with the 2:25PM
58 dismissal. They are looking at ways to achieve their objective as there is significant research that
59 is in favor of the later start time.

60 Teacher Renewal Process

61 Ms. Landwehrle discussed that they have begun their annual teacher renewal discussions
62 internally and plan to bring their nominations to each Board over the next 6 weeks. They are
63 careful about having those discussions and looking at all of their staffing. The Superintendent
64 has to re-nominate teachers each year. Only the Superintendent can choose to re-nominate a
65 teacher. If a teacher gets non-renewed, is entitled to a hearing before the Board. For those
66 teachers that Superintendent Steel nominates, the Board must re-elect them or not to re-elect
67 them.

68 If there are any questions, please reach out to Mr. Steel.

69 Mr. Glover asked Ms. Landwehrle to remind the public the reasons for moving to a later start
70 time.

71 Ms. Landwehrle explained that research shows that there is greater student academic
72 performance, and overall higher incidents of accidents when students don't get enough sleep.
73 This was brought to the ASB by parent concerns.

74 Mr. Gauthier asked for a timeline.

75 Ms. Landwehrle added that they were in the brainstorming stage and now putting it on paper.

76 Mr. Gauthier asked when they will see some of that work.

77 Ms. Landwehrle mentioned that it could be a few months, she is not sure with Superintendent
78 Steel's timeline.

79 Ms. Facey added that some of the issues revolve around students and sports.

80 Mr. Glover added that they are not the only ones in the U.S. that has gone to a later start time.
81 The State of California has mandated later start times.

82 Ms. Kuzsma remarked that they are definitely discussing this with other districts.

83 Mr. O'Keefe asked if Mr. Giampaolo was an internal or external hire.

84 Ms. Landwehrle responded that he was external hire. He was a Principal at a high school and
85 resigned for personal reasons. He has hit the ground running and has been doing a great job.

86 Mr. O'Keefe asked if the role has changed.

87 Ms. Landwehrle replied that Mr. Giampaolo is the Vice-Principal for Operations at AMS. There
88 was the need for more support at C/W and Mr. Haarlander moved over there. We then hired Mr.
89 Giampaolo, on an interim basis, to cover Mr. Haarlander's position.

90 Ms. Taylor asked where was Mr. Giampaolo's previous employment.

91 Ms. Landwehrle replied, she believes that it was Winnisquam High School.

92 The Board thanked Assistant Superintendent Landwehrle.

93 IV. Individual Board Reports

94 Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, discussed that they met on the
95 Thurs, Jan 9th for their regular meeting and public hearing. They are bringing forward a budget in
96 the amount of \$5,520,142 which is 6.97% up due to special education challenges. They are also
97 adding one warrant article to the ballot in the amount of \$50k for their Capital Maintenance
98 Fund. They have been doing that for the past few years and the Town has been really supportive.
99 Their Deliberative Session is coming up on Wed, Feb 5th at 7:00PM.

100 She concluded her comments by adding that they have decided to stop the shuttle service (from
101 the MVVS to AMS and SHS) on Jan 31st due to low ridership.

102 The Board thanked Ms. Lawrence.

103 Chair of the Amherst School Board, Ms. Elizabeth Kuzsma, noted that they have met a few times
104 preparing for the Public Hearing and the Deliberative Session. Their budget is up 1.3% and they
105 are asking for \$300k to be added to their existing Capital Maintenance Fund. The Ways and
106 Means Committee has also voted in favor of their warrant articles.

107 The Board thanked Ms. Kuzsma.

108 Ms. Facey added that Chairman Manning is unable to be here tonight and Mr. Grondstra will

109 Vice-Chair of the Souhegan Cooperative School Board, Mr. Pim Grondstra, added that they had
110 their Public Hearing, with a proposed budget of \$18,377,407 and a default budget calculation of
111 \$18,371,651. Their second warrant article is to fund the PPC Agreement and their last warrant
112 article of \$100k is to add to their ongoing Capital Maintenance Fund.

113 They have also had a lot of discussion around Grading/ Reporting and Transcripts.

114 The Board thanked Mr. Grondstra.

115 Mr. Gauthier asked if they were starting or adding the funds to an existing Capital Maintenance
116 Fund.

117 Mr. Grondstra replied that they are adding it to an existing fund.

118 Mr. Driscoll asked if they are funding it through surplus.

119 Mr. Grondstra replied, no, it is a separate warrant article.

120 Mr. O'Keefe inquired how much the power outage at SHS cost.

121 Ms. Croteau replied they are not sure at this time and will have more details in the future.

122 The Board thanked Ms. Croteau.

123 V. Committee Updates

124 Mr. Glover remarked that the Policy Committee continues to meet and Administration has done
125 a really good job bringing to their attention high priority policies that need to be reviewed. They
126 continue to meet regularly. Those policies will first be brought here to the SAU Board and then
127 sent to the individual boards.

128 Ms. Facey remarked that the Joint Facilities Advisory Committee, has met a few times. The
129 committee is comprised of parents, students, board members and community members. They are
130 tasked with looking at the capital maintenance needs and facilities in the ASD and SCSD. They
131 are reviewing the Capital Needs Assessment, historical data, and a 20-year normalization
132 schedule that was prepared by Superintendent Steel.

133 This committee is looking at how the two districts are working together, it is a great group and
134 they have divided into subcommittees.

135 Ms. Facey asked for any questions.

136 Mr. Glover asked if there were Town Representatives at the meeting.

137 Ms. Facey replied, no. Ms. Behm is spearheading that and there are Board Members that are
138 involved.

139 She then asked Mr. Coughlan to provide the Board an update with CIP.

140 Mr. Coughlan explained that the CIP is a once a year event where all of the departments project
141 major capital projects for the next 5 years. The Master Plan is more of zoning and regulation.

142 VI. Consent Agenda

143 **Ms. Kuzsma motioned to accept the Consent Agenda items 1. Draft Minutes Dec 19th,**
144 **2019, 2. Nov 2019 Treasurer's Report, 3. Dec 2019 Treasurer's Report, and 4. Policy BEB.**
145 **Mr. Pim Grondstra seconded the motion. The vote was unanimous, motion passed.**

146 VII. First Reading Policy and Approval to Individual Boards

147 Ms. Facey noted that they have KFA- Public Conduct on School Property as a first reading.

148 Ms. Landwehrle commented that they did not make too many changes from the sample policy.

149 Mr. Glover agreed.

150 Mr. Coughlan noted that they added "vaping" to the list.

151 Ms. Landwehrle remarked that was probably their only change.

152 Ms. Facey commented that she is looking for a motion to send this to the individual boards.

153 **Mr. Grondstra motioned to approve Policy KFA-Public Conduct on School Property to the**
154 **individual boards. Mr. Glover seconded the motion. The vote was unanimous, motion**
155 **passed.**

156 VIII. Teacher Leader Effectiveness Update

157 Ms. Landwehrle added that she had provided an update a few months ago. They have to end their
158 cycle early this year and start fresh on March 1st. Their Principals and Assistant Principals are
159 working hard to get them completed and this is an in-between time. They used to run their
160 evaluations from Sept to June. Most buildings are at about 50% complete at this point and they
161 are half way through the year.

162 Ms. Facey asked if that was for both formal and informal.

163 Ms. Landwehrle replied, yes.

164 Ms. Kuzsma inquired about the number of formals per year for staff.

165 Ms. Landwehrle noted that she does not have the exact information in front of her, however, for
166 a tenured teacher it is once for their three-year recertification cycle and teachers that are new to
167 the district they will have either one or two formal observations or a variation. It will then
168 decrease as they are with the District.

169 Mr. Gauthier asked if they will get them all completed and how can they give them an honest
170 renewal if it was not completed.

171 Ms. Landwehrle replied that they prioritized their newer teachers and have multiple observations.
172 They also made changes to their observation form.

173 Mr. Gauthier asked what percentage do they think they will get to.

174 Ms. Landwehrle responded that their goal is to get them all completed while making sure that it
175 is meaningful and effective. Administrators are in classrooms every single day although not
176 writing it up. She emphasized that they have the information need to be making those renewal
177 decisions.

178 Mr. Gauthier asked about having a priority order.

179 Ms. Landwehrle replied, yes.

180 Ms. Facey requested data on its efficacy so that it is helping teachers improve their practice. That
181 is really the overall purpose of it.

182 Ms. Kuzsma asked for the tenured teachers, on average, how many informal evaluations do they
183 get a year.

184 Ms. Landwehrle replied with a continuing contract, it is 1 formal (per year) and 2 informal
185 observations each year.

186 Ms. Taylor asked how many teachers do they not renew.

187 Ms. Landwehrle replied that they review that on a case by case basis and each year is different.

188 Ms. Taylor inquired about the amount of last year's nonrenewable teachers.

189 Ms. Landwehrle replied that Superintendent Steel will be able to share that information.

190 Ms. Lawrence added that last year they have asked their Principal to share that information with
191 them monthly. It is helpful information to keep track.

192 The Board thanked Ms. Landwehrle.

193 IX. Superintendent Goal Setting

194 Ms. Facey added that Superintendent Steel could not be here tonight. Following their evaluation,
195 they had decided on a more formal goal setting process with the SAU.

196 She then discussed that the idea is to create a Google sheet where they can input goals and the
197 idea is to have this flushed out during this cycle. They need a starting point and it is important to
198 have their goals as well.

199 She will work to get a Google Doc out to everyone shortly and reminded the Board that it is not
200 the place for discussion.

201 X. Public Comment II of II

202 Mr. Labranche clarified that it is not just the cold classrooms but a climate control issue
 203 (classrooms 129, 229-230). There is an issue especially in the winter.

204 Ms. Facey remarked that she will let Superintendent Steel know.

205 Mr. O'Keefe asked about a reporting mechanism for the teachers.

206 Ms. Grund noted that this is the first year that she has heard that the rooms are cold.

207 She then asked why they are holding off on the Souhegan 2.0 project. They cannot leave the HS
 208 off for other districts.

209 Mr. Grondstra replied that is why they have the Joint Facilities Advisory Committee.

210 Ms. Grund added that parents have no idea that there is a new Strategic Vision. There are some
 211 dramatic changes going on at the high school that they need to know about.

212 Ms. Facey replied that she will pass that information along to Superintendent Steel.

213 Ms. Gibson commented that she appreciates the use of Nixle.

214 Mr. O'Keefe asked when is their next meeting.

215 Ms. Facey remarked that they will have to meet in February.

216 Ms. Taylor asked to see the Minutes from the 4 Chairs meetings. She commented that she would
 217 like to be more aware.

218 Ms. Facey explained that the meeting is primarily for agenda setting for each other's agendas.

219 Mr. Coughlan added that there are no binding decisions made and it is strictly a mechanics
 220 meeting.

221 Ms. Facey noted that she can bring it up to Superintendent Steel.

222 XI. Non-Public Session

223 **Mr. Grondstra motioned to enter into Non-Public Session RSA 91-A:3 II (a), (b) and (c) at**
 224 **7:10 PM. Mr. Gauthier seconded the motion. The vote was unanimous, motion passed.**

225 **Ms. Facey called a roll call: Glover-Yes, Kuzsma-Yes, Gauthier-Yes, Eckhoff-Yes, Driscoll-**
 226 **Yes, Lawrence-Yes, O'Keefe-Yes, Coughlan-Yes, Facey-Yes, Grondstra- Yes, and Taylor-**
 227 **Yes.**

228 Other persons present during Non-Public Session: None

229 Discussion: Personnel Issue

230 **Mr. Grondstra motioned to exit Non-Public Session at 8:08 PM. Mr. Glover seconded the**
 231 **motion. The vote was unanimous, motion passed.**

232 XII. Board Resumes Public Session

233 At 8:08 PM the Board resumed public session.

234 Decisions made, record motions, seconds and board member voting records: None

235 XIII. Meeting Adjourned

236 **Ms. Facey adjourned the meeting at 8:08PM.**

Draft

SCHOOL ADMINISTRATIVE UNIT #39

TOWN OF AMHERST, NH

Treasurer Report

Consent Agenda Item #2

January-2020

School Administrative Unit #39		
Town of Amherst, NH		
Monthly Report of the Treasurer		
as of 1/31/2020		
Cash on hand	1/1/2020	\$210,376.50
Deposits		\$505,012.16
AP-PR		(\$299,789.97)
Balance on hand	1/31/2020	\$415,598.69

Filename: 2020-01-SAU39 Treasurer Report.xlsx
Month 1/1/2020

SAU#39
Monthly Reconciliation Report
Combined Accounts

January-20	Peoples United	Peoples United	
	*1191	*760	TOTAL
	Cash Management	Municipal Checking	
1/31/2020	\$480,756.80	\$10,000.00	\$490,756.80
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		\$(28,191.51)	
b) Payroll		\$(46,966.60)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		\$(75,158.11)	\$(75,158.11)
Reconciled Book Balance			\$415,598.69
Balance from Treasurer's Journal			\$415,598.69
Difference			-

School Administrative Unit #39

Town of Amherst, NH

Treasurer's Cash Journal

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
1/1/2020	Beginning Balance					\$210,376.50
1/3/2020	Deposit: ASD, MVSD	\$23,978.65	1/7/2020	Payroll Direct Deposit pp14 v6188	(\$41,625.73)	\$192,729.42
1/8/2020	Deposit: SCSD	\$817.08	1/7/2020	Payroll Direct Deposit pp14 v6189	(\$5,274.96)	\$188,271.54
1/16/2020	Deposit: ASD, MVSD	\$2,545.16	1/21/2020	Payroll Direct Deposit pp15 v6193	(\$40,882.15)	\$149,934.55
1/22/2020	Deposit: State of NH DOE USDA Meal Programs	\$6,689.61	1/21/2020	Payroll Direct Deposit pp15 v6194	(\$5,255.84)	\$151,368.32
1/28/2020	Deposit: ASD	\$392,382.77	1/9/2020	Payroll IRS pp14 v6190	(\$8,327.74)	\$535,423.35
			1/23/2020	Payroll IRS pp15 v6196	(\$7,969.32)	\$527,454.03
			1/10/2020	Payroll 457 pp14 v6191	(\$1,983.94)	\$525,470.09
			1/24/2020	Payroll 457 pp15 v6195	(\$1,984.05)	\$523,486.04
			1/9/2020	Payroll pp14 v14 ck400407-400408	(\$173.15)	\$523,312.89
			1/23/2020	Payroll pp15 v15 ck400429-400429	(\$121.21)	\$523,191.68
			1/9/2020	Payroll pp14 v6192 ck400409-400410	(\$858.56)	\$522,333.12
			1/23/2020	Payroll pp15v6197 ck400430-400430	(\$559.56)	\$521,773.56
			1/30/2020	Payroll v6198 ck400451-400452	(\$46,966.60)	\$474,806.96
						\$474,806.96
						\$474,806.96
						\$474,806.96
			1/3/2020	A/P v1722 ck400384-400406	(\$81,188.30)	\$393,618.66
			1/16/2020	A/P v1723 ck400411-400428	(\$32,550.13)	\$361,068.53
1/31/2020	Heartland Payment Services	\$78,524.92	1/30/2020	A/P v1724 ck400431-400450	(\$24,684.73)	\$414,908.72
						\$414,908.72
1/31/2020	Interest - Cash Management	\$73.97	1/24/2020	A/P Void ck 400305	\$616.00	\$415,598.69
						\$415,598.69
						\$415,598.69
1/31/2020	Ending Balances	\$505,012.16			(\$299,789.97)	\$415,598.69
				Payroll Direct Deposit	(\$113,303.73)	
				Payroll	(\$48,679.08)	
				AP	(\$137,807.16)	

SAU39 Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	C Memo	Category	Amount
Expense Categories					
Payroll Ded					
400451	1/30/2020	HEALTHTRUST, INC.	6198 Payroll Ded		(\$26,677.08)
400452	1/30/2020	NEW HAMPSHIRE RETIREMENT SYSTEM	6198 Payroll Ded		(\$20,289.52)
Total Payroll Ded					(\$46,966.60)
Expense!					
400246	9/12/2019	MOULTON'S MARKET	1715 Expense!		(\$208.86)
400375	12/12/2019	SHRED-IT USA LLC	1721 Expense!		(\$45.43)
400384	1/3/2020	AMHERST GARDEN CENTER	1722 Expense!		(\$76.50)
400391	1/3/2020	GOT INK 4U	1722 Expense!		(\$49.99)
400418	1/16/2020	LANDWEHRLE, CHRISTINE	1723 Expense!		(\$3,126.00)
400431	1/30/2020	ALPHAGRAPHICS #219	1724 Expense!		(\$25.00)
400432	1/30/2020	AMAZON.COM	1724 Expense!		(\$271.29)
400433	1/30/2020	AMHERST SCHOOL DISTRICT	1724 Expense!		(\$4,592.94)
400434	1/30/2020	BALSAMA, RICHARD	1724 Expense!		(\$450.00)
400435	1/30/2020	BUDGET DOCUMENT TECHNOLOGIES	1724 Expense!		(\$263.00)
400436	1/30/2020	CHAKRIN, BRUCE	1724 Expense!		(\$900.00)
400437	1/30/2020	GOVCONNECTION, INC.	1724 Expense!		(\$1,481.40)
400438	1/30/2020	HEALTHTRUST, INC.	1724 Expense!		(\$466.90)
400439	1/30/2020	LANDWEHRLE, CHRISTINE	1724 Expense!		(\$3,146.00)
400440	1/30/2020	MONT VERNON SCHOOL DISTRICT	1724 Expense!		(\$826.77)
400441	1/30/2020	NHSAA	1724 Expense!		(\$750.00)
400442	1/30/2020	PIF TECHNOLOGIES, INC.	1724 Expense!		(\$2,850.00)
400443	1/30/2020	SHRED-IT USA LLC	1724 Expense!		(\$91.76)
400444	1/30/2020	SOUHEGAN COOPERATIVE SCHOOL DIST	1724 Expense!		(\$1,269.90)
400445	1/30/2020	SOULE, LESLIE, KIDDER, SAYWARD	1724 Expense!		(\$950.00)
400446	1/30/2020	Steel, Adam A.	1724 Expense!		(\$2,414.98)
400447	1/30/2020	THE TELEGRAPH	1724 Expense!		(\$374.40)
400448	1/30/2020	W.B. MASON CO., INC.	1724 Expense!		(\$183.36)
400449	1/30/2020	WADLEIGH, STARR & PETERS, P.L.L.	1724 Expense!		(\$3,307.25)
400450	1/30/2020	WALLACE, ABIGAIL	1724 Expense!		(\$69.78)
Total Expense!					(\$28,191.51)
Total Expense Categories					(\$75,158.11)
Grand Total					(\$75,158.11)

KFA - PUBLIC CONDUCT ON SCHOOL PROPERTY

Category: Recommended

For purposes of this policy, "school property" means any buildings, vehicles, property, land, or facilities used for school purposes or school-sponsored events, whether public or private.

The School District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, a School Board member, sports official or coach, or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface School District property;
4. Violate any New Hampshire law, or town or county ordinance;
5. Smoking, vaping, or otherwise using tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons;
7. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner);
8. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the School Board;
9. Operate a motor vehicle in violation of an authorized District employee's directive or posted road signs.
10. Violate other District policies or regulations, or an authorized District employee's directive.

Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds. Law enforcement officials may be contacted at the discretion of the supervising district employee if such employee believes it necessary.

Additionally, the District reserves the right to issue "no trespass" letters to any person whose conduct violates this policy, acceptable standards of conduct, or creates a disruption to the school district's educational purpose.

Legal References:

RSA 193:11, Disturbance

RSA 635:2, Criminal Trespass

SAU #39 Board First Reading Policies

Monday, March 2nd, 2020

1. JLCJ- Concussions and Head Injuries
2. JFABD- Admission of Homeless Students
3. IJL/KEC- Learning Resources Selection and Reconsideration

JLCJ - CONCUSSIONS AND HEAD INJURIES

Category: Priority/Required By Law

The School Board recognizes that concussions and head injuries are commonly encountered injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. The Board recognizes that the majority of concussions will occur in "contact" or "collisions" sports. However, in order to ensure the safety of all District students, this policy will apply to all school sponsored activities.

The District will utilize recommended guidelines (for example the National Federation of High School Sports (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA)), procedures and other pertinent information to inform and educate students, school personnel and supervising adults, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play or participate in an activity after a concussion or head injury.

Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians and students at the time of registration and prior to a student's initial practice or event.

For purposes of this policy, "head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion. All coaches, including volunteers, will complete concussion training as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations. Additionally, all coaches of competitive sport activities will comply with NHIAA recommended procedures for the management of head injuries and concussions. This policy applies to any school sponsored activities, or any activity during the school day, where a head injury occurs.

Athletic Director or Administrator in Charge of Athletic Duties

Updating: Each Spring, the athletic director or administrator in charge of athletic duties shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA. If there are any updated procedures, they will be adopted and used for the upcoming school year.

Coach Training: All coaches shall undergo training in head injury and concussion management at least once every two years by one of the following means: (1) through viewing the NHIAA sport-specific rules clinic; or (2) through viewing the NHIAA concussion clinic.

Removal From Play/Activity and Protocol For Return To Play/Activity

Any coach, official, licensed athletic trainer, responsible adult, or health care provider who suspects that a student has sustained a concussion or head injury in a practice, game, or activity shall immediately remove the student from play or activity. A student who has been removed shall not return on the same day or until he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider to return. The student shall also present written permission from a parent/guardian to return.

JLCJ - CONCUSSIONS AND HEAD INJURIES

The District may limit a student's participation as determined by the student's treating health care provider.

Concussion Awareness and Education

Administrative Responsibilities: The Superintendent or administrator will keep abreast of changes in standards regarding concussion, explore staff professional development programs relative to concussions, and will explore other areas of education, training and programs.

The District will include concussion awareness and education into physical education and/or health education curriculum.

Academic Issues in Concussed Students

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, school district staff should be mindful that the concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents and treating physician.

Administrators and district staff will work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

Section 504 accommodations may be developed in accordance with applicable law.

Reporting

The Athletic Director (or Building Administrator) shall report to the school board in September of each year the number of head injuries and suspected or confirmed concussions that occurred in the prior school year in all extra-curricular activities (including Varsity, JV, Freshmen, Middle School teams, Elementary School teams, and school club athletics), broken down by sport or activity.

The School Nurse (or Building Administrator) shall report to the school board in September of each year the number of head injuries and suspected or confirmed concussions that occurred in the prior school year in all school day or school sponsored activities, academic or otherwise, broken down by activity.

Legal References

RSA 200:49, Head Injury Policies for Student Sport

RSA 200:50, Removal of Student-Athlete

RSA 205:51, School Districts; Limitation of Liability

RSA 200:52, Definitions

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JFABD - ADMISSION OF HOMELESS STUDENTS

Category: Priority/Required by Law

Related Policies: EEA, JFA, & JFAA

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act ("McKinney-Vento"), and guidance provided by the New Hampshire Department of Education ("NHDOE"), the term "homeless children and youths" means "individuals who lack a fixed, regular and adequate nighttime residence." Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms "unaccompanied youth," "school of origin," "enrollment," and "attendance area school" shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act ("McKinney-Vento") and guidance provided by the New Hampshire Department of Education ("NHDOE"). For purposes of this policy and its accompanying regulation, "homeless students" shall refer to and include "homeless children and youth" and "unaccompanied youth."

*Note: under RSA 193:12, IV, the definition of "homeless children and youth" also includes children "awaiting foster care placement", see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

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B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student’s records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;

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- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. Transportation of Homeless Students.

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student's parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent's office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes "attending classes and participating fully in school activities."

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless ("eligibility decision"), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child's placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth;
- b. Notification of the parent's right to appeal(s);

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- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

2. Appeal to the District Homeless Liaison – Level I.

- a. If the parent or unaccompanied youth disagrees with the District’s placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal (“appeal”) with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District’s placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent’s right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an “appeals package” consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

3. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent’s designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.

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- c. The Superintendent/designee shall provide a copy of the Superintendent's decision to the District's Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. Records.

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

Legal References:

20 U.S.C. 1232g (Family Educational Rights and Privacy Act – "FERPA")

20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – "EEOA")

20 U.S.C. 6313(c)(3) (reservation of Title I funding for homeless children and youths)

42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)

Plyler v. Doe, 457 U.S. 202 (1982)

RSA 193:12, Legal Residence Required

NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students

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See also: IJL/KEC-R

Part 1: Selection of Learning Resources

I. Objectives

Learning resources, including library and instructional materials, are selected by the school district to implement, enrich, and support the educational program. Materials will serve both the breadth of the curriculum and the needs and interests of the faculty and students. The district is obligated to provide a wide range of resources on all levels of difficulty and in a variety of formats, with diversity of appeal, and representing the presentation of many different points of view.

The objective of the Library and/or Information Center is to make available to students and faculty a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

II. Responsibility for Selection

While the selection of materials involves many people, including administrators, teachers, students, and community residents, the responsibility for coordinating and recommending the selection and purchase of library media materials rests with the Library Media Specialist, as delegated by the school board, the governing body legally responsible. The responsibility for selecting instructional materials rests with the Superintendent or designee, as delegated by the School Board.

III. Criteria for Selection

The following general selection criteria will be used for the selection of library and instructional materials, including electronic, print, and non-print resources, as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of the school, and specific courses.
2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
3. Learning resources shall meet high standards of quality in:
 - Literary and artistic excellence
 - Lasting importance or significance to a field of knowledge
 - Contribution to the curriculum and the educational goals of the school
 - Relevance to the interests of students and faculty
 - Favorable reviews found in standard selection sources
 - Favorable recommendations based on a preview examination of materials by professional personnel, adults with special expertise, or students

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- Reputation and significance of the author, producer, and publisher
 - Currency or timeliness of material
 - Contribution to a breadth and diversity of representative viewpoints on controversial issues
 - Contribution to multicultural and pluralistic awareness
 - High degree of potential user appeal
 - Quality, durability, and variety of format
 - Suitability of format and appearance for intended use
 - Value commensurate with cost and/or need
4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning style, and social development of the students for whom the materials are selected.
 5. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
 6. Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

IV. Procedures for Selection of Learning Sources

1. In selecting learning resources, Library Media Specialist (or designee), Department Heads/Curriculum Coordinators, and other staff members (as appropriate), will evaluate available resources and curriculum needs and will consult reputable, professionally recognized reviewing periodicals, standard catalogs, and other selection aids to help guide the selection.
2. Recommendations for purchase involve administrators, teachers, students, parents, and community members, as appropriate.
3. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

V. Position on Intellectual Freedom

The district subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's Library Bill of Rights, a copy of which is appended to, and made a part of, this policy statement [Appendix A]. In the event that the library or instructional materials are questioned, the principles of intellectual freedom shall be defended.

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Part 2: Reconsideration of Learning Resources

I. Statement of Policy

Despite the quality of the selection process, any resident or employee of the school district may formally challenge learning resources used in the school's educational program on the basis of appropriateness. The procedure concerning challenged materials is outlined below. Its purpose is to provide for a hearing with appropriate action, within the context of the principles of freedom of information, the student's right to access information and the professional responsibility and integrity of the school faculty. No materials shall be removed from the school before the process of review is completed.

II. Request for Informal Reconsideration

Upon receiving a complaint regarding learning resources, it shall be attempted to resolve the issue informally.

1. The Library Media Specialist [or Principal, or other appropriate staff member] shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The Library Media Specialist [or other appropriate staff member] shall explain the particular place the questioned resource occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. If the questioner wishes to file a formal challenge, a copy of the Library and Instructional Materials Selection and Reconsideration Policy and a Request for the Reconsideration of Learning Resources form [IJL/KEC-R] shall be mailed to the party concerned by the Library Media Specialist, along with a letter to the complainant [see Appendix C].

III. Request for Formal Reconsideration

A. Preliminary Procedures

1. Each school will keep on hand and make available the *Request for Reconsideration of Learning Resources* forms [IJL/KEC-R]. All formal objections to learning resources must be made on these forms.
4. *The Request for Reconsideration of Learning Resources* form shall be completed and signed by the questioner before further consideration will be given. The form shall be filed with the principal. If the form is not completed and returned within two weeks, it shall be assumed that the questioner no longer wishes to file a formal complaint [as stated in the letter to complainant, Appendix C].
5. The Superintendent and the school board shall be informed of the formal

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complaint received.

6. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

B. The Reconsideration Committee

1. Upon receipt of a request for formal reconsideration of a learning resource, the reconsideration committee shall arrange to meet within ten working days after the complaint is received.

The reconsideration committee, whose members shall serve a two-year term, will consist of:

- o One member of the school teaching staff, chosen by the school teaching staff
 - o One school administrator, appointed by the administrative team
 - o Two students chosen by the Community Council or equivalent
 - o Two adult community members, appointed by the school board
 - o The Library Media Specialist
2. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
 3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the Library and Instructional Materials Selection and Reconsideration Policy.

C. Resolution

1. The reconsideration committee shall:
 1. Examine the challenged resource
 2. Determine professional acceptance by reading critical reviews of the resource
 3. Weigh values and faults, and form opinions based on the material as a whole rather than on passages or selections taken out of context
 4. Discuss the challenged resource in the context of the educational program
 5. Discuss the challenged item with the individual questioner when appropriate
 6. Prepare a written report
2. The written report shall be discussed with the individual questioner if requested.
3. The Library Media Specialist shall retain the written report, with copies forwarded to the Superintendent, school board, and the principal.
4. Notwithstanding any procedure outlined in this policy, the questioner shall have

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the right to appeal any decision of the reconsideration committee to the school board as the final review panel.

D. Guiding Principles

1. Any resident or employee of the school district may raise objection to learning resources used in the district's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.
2. The Library Media Specialist should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the school board.
3. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
4. The district supports the Library Bill of Rights and The Freedom To Read Statement, adopted by the American Library Association [Appendixes A and B]. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

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Appendix A: Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

© American Library Association Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980, inclusion of
"age" reaffirmed January 23, 1996, by the ALA Council.

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Appendix B: The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a

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creative culture. We believe that these pressures toward conformity present the danger of

limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox or unpopular with the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but also why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it

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will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said.

Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all

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publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

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Appendix C

Sample Letter to Complainant

Date:

Dear:

We appreciate your concern over the use of _____ at our School. The school has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending a copy of the *Library and Instructional Materials Selection and Reconsideration Policy*.

If you are still concerned after you review this material, please complete the *Request for the Reconsideration of Learning Resources* form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks from the date listed above, we will assume you no longer wish to file a formal complaint.

Sincerely,