SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE
Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

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Director of Student Services

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Business Administrator

SAU #39 Board Meeting

Thursday, May 20, 2021 – 6:00 PM

Due to current COVID-19 precautions, board meetings will be conducted via webinar.
Please click the link below to register for the webinar:

https://sau39.zoom.us/webinar/register/WN_7hiIxtlGTCKT9K-Zxp5uIg

Call to Order	*6:00 PM*	*Chair of the SAU39 Board, Mr. Stephen O'Keefe, to call the meeting to order*	None
Public Input I of II	*6:00 PM*		None
Principal Reports	*6:05 PM*	*Board to review Principal Reports for Clark-Wilkins, Amherst Middle School, Mont Vernon Village School, and Souhegan High School*	C-W April Principal's Report AMS April Principal's Report MVVS April Principal's Report SHS April Principal's Report
Superintendent's Report	*6:35 PM*	*SAU39 Superintendent of Schools, Adam Steel, to present his report to the board*	Superintendent's Report
Consent Agenda	*6:50PM*	*1. April 22, 2021 Draft Minutes* *2. Unanticipated Revenue $150.00* *3. Enrollment Update - May* *4. K-1 Looping Update* *5. Technology Update* *6. Facilities Update*	04.22.2021 Draft Minutes Unanticipated Revenue Memo Enrollment Memo 20-21 Looping Memo 04.30.2021 Technology Memo 04.27.2021 Facilities Update
Data Governance Policy and Guidelines	*7:05 PM*		Data Security and Data Privacy Guidelines Policy EHAB
Public Input II of II	*7:15 PM*		None
Non-Public	*7:20 PM*	*RSA 91 A:3 II ( )*	
Meeting Adjourned	*8:20 PM*		

Clark-Wilkins Elementary School
Principal's Report - May 2021

Current Enrollment

	Segment 1		Segment 2		Segment 3		Segment 4		Segment 5		Segments 6 & 7		Segment 8	
Grade	R	I	R	I	R	I	R	I	R	I	R	I	R	I
PK	N/A	19	N/A	19	N/A	19	N/A	19	N/A	19	N/A	21	N/A	21
K	25	85	25	85	21	88	18	91	18	91	13	96	14	95
1	23	81	22	82	18	85	17	86	17	89	17	89	16	90
2	48	95	44	99	40	104	34	111	38	106	34	108	32	110
3	41	86	40	87	37	89	35	91	35	91	35	90	30	92
4	47	95	43	99	36	108	33	110	33	110	31	110	32	110
Total	184	461	174	471	152	492	137	508	141	506	130	514	124	518

	Segment 9		Segment 10	
Grade	R	I	R	I
PK	N/A	22	N/A	22
K	13	97	12	98
1	11	97	12	96
2	29	115	27	116
3	27	95	23	99
4	22	122	18	126
Total	102	548	92	557

<u>Assessment, Grading, and Reporting</u>
Objective: To improve tier one instruction by focusing on instructional delivery, the use of common resources, employing meaningful professional development, and leveraging collaborative conversations.

Unified Arts - Segment 10
Our Super Spectacular Specialists came back to the buildings starting Segment 10 (May 3rd). The students were jumping out of their seats with excitement to be with the Specialists again in person. The Specialists continue to produce their incredible instructional videos each week and weather permitting they run short bonus lessons outside with the classes. We are leveraging the

outdoor tents and spaces at both buildings to make this happen at both Clark and Wilkins. Our schedule has each specialist at Wilkins in the building three days per week and each specialist at Clark is in the building one day per week.

Remote Instructional Materials
May 4th was the last remote pick-up of instructional materials. The remote teachers continue to supply students with books, projects, and other needed instructional materials each month. There were many happy 3rd and 4th grade parents because we sent home recorders for music class! We have enjoyed seeing the parents and many students during the pick-up times. The parents have been very complimentary of the remote learning opportunities and the quality of instruction that their students have received this year. Many have expressed optimism and excitement about in-person instruction next year. A special thank you to Kelly Mooney and Karen Canning that prepare materials, labels, and set up for the pick-ups each month. This has been a large task over the 10 segments this year. At the height, we had 184 remote students and we are finishing with 92 students.

NHSAS
Students at Clark-Wilkins in grades 3 and 4 will complete NHSAS testing this Spring. Third grade students will complete testing the week of May 10th and 4th grade students will complete testing the week of May 17th. Remote students were given the option to come into the building to complete NHSAS and we had some families elect for their child to do so to complete the assessment. Remote third and fourth grade students who are participating in the assessment will complete it the week of May 10th.

NWEA
All students, remote and in-person, in grades K-2 will complete NWEA in Reading and Math this Spring. Students will take the assessment either remotely or in person based on their modality between the dates of May 17th and May 28th.

4th Grade Celebration and Transitions
In collaboration with the 4th-grade team and the PTA, we are finalizing the plans for our celebration of the 4th graders. Our goal is to have the entire 4th-grade class receive their accolades on the front lawn. We will have the students seated as a pod and the option of remote learners joining in or they will be able to have space in the parking lot where they can still participate. The PTA will be supplying congratulatory yard signs and an AMS “swag bag” for each student to get them started for a successful year at the middle school. We will continue the tradition of the clap-out with a little twist. The entire school will be outside to clap the 4th graders onto success at AMS. We are also adding a walking trip to Clark so that the littles will also have the opportunity to clap out the 4th graders.

The AMS leadership team will be visiting Clark-Wilkins over the next month to talk with the 4th graders about joining Amherst Middle School. In addition, AMS will be offering opportunities for students to do small group tours throughout the summer.

Student Placement
We have started our student placement process for 2021-2022. All parents have received a Google Form to share feedback on their child to help assist us with class placement. We will use this and other data to start the process to create balanced classrooms for the 2021-2022 school year. Students will have the opportunity to meet their next year's teachers and find out about the curriculum, projects, and special activities that will be going on in that grade level before the end of school. The students will find out their actual teacher placement in August.

Kindergarten Placement Processes
We are looking forward to welcoming our newest Clark-Wilkins students this Fall and have started the process to collect information and get to know these students and their families. All registered families have received a survey to complete that allows for them to share important information about their child and their goals for their kindergarten experience. We will be hosting a Kindergarten Information Night on Wednesday May 26th at 6:30 PM via Zoom. This will allow any families who register after that night to watch the video to learn more about our program this summer. We will be sending out forms to local preschools to collect additional information about the students who will be transitioning into kindergarten. Additionally, we will be holding kindergarten screening sessions at the end of June and at the end of July. Parents will be notified of their child's date and time. As a new component of our screening, which includes a standardized tool and an informal classroom activity focused on play, we will have teachers available to meet with parents to learn more about their child.

Summer Program Planning
We are working collaboratively with the SAU to plan for two Title I programs this summer, a Blast off to Kindergarten program for incoming kindergarten students and a grades 1-4 Summer Super Stars program to provide intervention in reading and math. We are hoping to offer Keep it Going programs, which will be dependent upon budget funding and teacher interest.

Keep It Going Afterschool Program Update
We have completed our two sessions of Keep it Going afterschool programs in reading and math as of May 6th for in-person students. We have also offered the program to remote students in the area of Math and will be completing this small group tutoring later this month. We had 75 students participate in reading and 64 students participate in math. This program provided students with targeted small group instruction to help address gaps in their learning. Thank you to the 15 Clark-Wilkins teachers who worked after school in this program - we were very excited to be able to offer to our students and community.

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

YouTube Live Friday Morning Announcements
We continue to deliver live announcements each Friday for all students. We all look forward to celebrating our Fridays together. As we plan and prepare for next year, we are excited to start a student-led morning radio station: WHOOTE Radio station. We will solicit support from our community to create our station in the lobby. We know there will be many students wanting to become DJs. I already know we have future comedians because many students share their jokes with us every time we see them.

Culture Club
The team has been working hard to prepare some exciting staff appreciation activities over the next 5 weeks. As we are embarking on teacher appreciation week, we want to show our staff how much we appreciate them and how proud we are of their work this year. The energy and enthusiasm that this group brings to our school culture is contagious.

Wellness and Social-Emotional Learning
Objective: Create and refine structures and supports to build an effective Multi-Tiered System of Support.

Social Emotional Learning Curriculum
Over the last two months, kindergarteners at Clark School participated in Guidance lessons that involved learning how to solve problems by using the problem solving steps. (S-saying the problem without blame, T- thinking of solutions that are safe and respectful, E- exploring the consequences, and P- picking the best solution and making a plan) They learned about the size of the problem and how reactions should match the size of a problem. For example, having a small reaction to small solvable problems vs. having a big upset reaction. They read a story Stick and Stone that talked about friendship and "sticking up" for someone who is being mistreated. At Wilkins School, grades 1, 2 and 3 participated in Second's Step Bullying Prevention curriculum and have begun lessons on the character traits of Integrity and Kindness. In 4th grade, Guidance lessons have focused on emotion management and developing problem solving skills using the Second Step Curriculum.

Multi-Tiered Systems of Support
Individualized RTI teams have continued to meet to review student progress toward recommended tiered interventions. Classroom teachers have worked hard to support tier 2 interventions in small groups for students within their classroom settings and additionally some special educators have provided tier 2 support to students who have shown a need, particularly at the first grade level. At this stage, RTI teams are progress monitoring and identifying students to watch for next year who will likely need access to tier 2 reading and math services with our team of interventionists. Behavioral and social emotional supports have been implemented for students demonstrating struggles in these areas and students who were suspected by teams as possibly having an underlying educational disability have been referred to the special education department.

Principal's Report
Amherst School District
Amherst Middle School
May 2021
Bethany Bernasconi, Ed.D., Principal

Middle School Excellence

Several AMS Art students have had their work selected to be featured in the New Hampshire Art Educators Association Youth Art Month celebration. Students' art work, along with other young artists from across the state, will be shown on the big screen at the Milford Drive-in on Friday, May 14th, prior to the feature presentation. Congratulations!

Objective: To better use the time we are allocated to meet student needs

- **2020/2021 Bell Schedule-** AMS students have completed their Integrated Arts election forms for the 21-22 school year. We are excited about the changes we've made to the Integrated Arts program to provide deeper experiences for students and choice for our 7/8 grade students. In 5/6 grades, the focus of our program will remain on providing a broad array of experiences for students. This is critical as oftentimes students discover interests that they would not normally self select. Notable improvements include longer class periods in 5th grade for students to work on projects, more consistent meeting schedule and increased time for Band and Chorus, and the move to semester long courses in 7/8 grade where students can choose up to 4 electives to participate in. As we begin scheduling we will do our best to place students in their top selections. Over the next year, Integrated Arts teachers will begin to design a variety of new elective courses to offer in subsequent years. Current offerings include photography, engineering, I&D experience, and many others!
- **Before School Program Update**- AMS is proud to be partnering with the YMCA to offer "Before the Bell" a before school program that will run from 7:00-8:00am each morning at AMS. Check out the program description and registration information.

Objective: Support a culture where staff and students love to come to each day

- **8th Grade End of Year Celebrations-** The end of the year 8th grade celebration is an important rite of passage that brings both closure and celebration to students' middle school experience as they prepare to enter high school. Our students have done an amazing job navigating and thriving in this unique school year and deserve celebration and recognition. We felt strongly that because this class has weathered this year, that it was important that their voices were central to creating a memorable end of year celebration that included elements that were important to them. Initial conversations were had in Launchpads followed up with individual surveys where students shared their thoughts, ideas, and what they would like graduation and the end of the year to include. A group of 20 students volunteered their time to represent their peers and helped create the initial plan. They met and read through all of the survey feedback and helped to pull out the common ideas and thoughts that were important to their peers. This helped to inform the initial plan that was shared with the community. In the time since, students have again advocated and shared their ideas to raise some of their own questions and concerns. Based on these continued conversations with students, we have decided to modify the plans shared last week. 8th grade Graduation will occur on Friday, June 11th from 6:00-7:00pm, followed by a dance for 8th grade students only from 7:00-9:00pm. The ceremony will be outside and in person as long as the weather permits. We will also livestream the event. If we need to move the ceremony indoors, we will need to limit attendance to provide for appropriate social distancing. Additional details and safety guidelines will be sent out as we finalize the program.

- **Transitions-** On Wednesday, May 12th, we welcome sixth grade students and families from MVVS to AMS. Students and families will be able to participate in-person or remotely, for a student panel question and answer session and a few words shared by AMS administrators and School Counselor, Maggie Kim. The in-person students will then be given a tour around the building. We will also plan for times this summer to accommodate any student who was not able to take a tour or for any who would like a refresher. On Wednesday, May 19 we will host a webinar for fourth grade students and families of CW. The ability to tour the site will be offered this summer for all students similar to our tours last August for students transitioning to AMS.

- **AMS Wellness Fair update-** After a full week of presentations on several topics about wellness, students were able to sign up for small group meetings and yoga classes. Students participated in small group, peer discussions led by one of our social emotional learning (SEL) team members to further explore the topics of anxiety versus stress, depression versus sadness and the 5 signs of emotional distress, coping strategies and mindfulness, and healthy sleep habits. Additionally, Shannon Daniels, a community member with experience and training in adolescent mindfulness held yoga sessions with each grade level during their Directed Study. The interest in Yoga was huge and additional sessions have been added for the remainder of the year. The SEL team will meet this summer to plan how to continue groups and supports similar to these for next school year.

- **End of the Year planning-** Plans are underway for the end of year celebrations and step-up day. As our community of learners looks forward to the end of the year and coming together as one, we are continuing to offer opportunities for remote learners to participate in on campus events including grade level activities (ex. squid week and walking field trips), NHSAS testing, and last day of school activities.

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

- **NHSAS-** Students will complete testing this month for the New Hampshire Student Assessment System(NH SAS). All student testing will occur at every grade level with a staff who have taken the proctoring certification as outlined in the NHSAS protocols. All students must take the tests in-person. The state does not have a remote option due to the security of the test and students who are currently remote have the option to come in and take the test.

- **Competency Recovery Update-** AMS's Tiered approach to Competency Recovery has been well underway. Multi-Tier System of Support teams have been meeting regularly to track and analyze student performance data and progress and planning supports for competency recovery and skill based instruction. Eligible students have participated in supported Directed Study on Mondays, Wednesday, and Fridays led by Dr. Bernasconi and Mr. Farina. The purpose of this time is for students to goal set, review prioritized tasks assigned by their Core teachers, and demonstrate skills and knowledge to work toward grade level competencies. 23 students have participated in the supported Directed Study over the course of eight weeks with ten students having demonstrated competency to have exited the support. Additionally, AMS's Keep it Going program finished up its first four weeks of after school support. The Keep It Going program is held two days a week for one hour long sessions. The program includes teams of Humanities and STEM teachers for grades 5th through 8th. Eligible students focus on work completion toward demonstration of grade level competencies, as well as skills needed to address skill gaps and better prepare students as they move through their current grade to the next grade. 34 students participated in the first round of Keep It Going. The second round will take place 5/11 through 6/3. Core teacher teams report growth in students' ownership, initiative, and demonstration of grade level skills. Empower scores have been utilized to track progress and success of the programs.

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

- **Athletic Updates-** We welcomed over 150 middle school athletes to the field in late April. The start of the spring season was well underway with students signing up to try out for their team of choice. Each team then rostered a team and kept all other athletes who tried out as a 'practice team'. This allows every student to gain the practice, skills and knowledge of each sport of interest this season. The practice players cannot take the field for the games however are encouraged to participate and cheer on their peers. The season has gotten off to a great start with several games to come in the weeks ahead.

Facilities, Finance, and Operations

- **Safety and Drills-** We continue to conduct monthly emergency drills at AMS. Exposure to Shelter in Place, Fire Evacuations, Active Shooter Responses and Reverse Evacuations are some of the Emergency Procedures conducted at AMS throughout the school year. Our continued practice has benefitted all students and staff with reminders on procedures as well as providing practice for students and staff who have joined us after being remote for the year and are now in-person. The drills will run through June in collaboration with emergency services.
- **Enrollment-** Segment 10 began on May 3rd and many of our students have chosen to return to in-person learning. We welcomed 32 remote students back into the building and several staff members! Throughout the remainder of the year, whether NHSAS testing, 5th grade ecology field trips, or other grade specific events, AMS is working to offer opportunities for remote students to participate in events on campus while still completing their academics with their remote teachers.

Grade	Segment 1 On-Campus (ave. class size)	Segment 1 Remote (ave. class size)	Segment 2 On-Campus (ave. class size)	Segment 2 Remote (ave. class size)	Segment 3 On-Campus (ave. class size)	Segment 3 Remote (ave. class size)	Segment 4 On-Campus (ave. class size)	Segment 4 Remote (ave. class size)	Segment 5 On-Campus (ave. class size)	Segment 5 Remote (ave. class size)
5	91 (15)	38 (19)	91 (15)	39 (19)	94 (16)	36 (18)	92 (16)	37 (18)	90 (15)	38 (19)
6	90 (15)	46 (23)	90 (15)	46 (23)	90 (15)	46 (23)	89 (15)	44 (22)	89 (15)	45 (23)
7	133 (22)	53 (13)	138 (17-25)*	47 (12 or 24)**	141 (17-25)*	44 (11 or 22)**	142 (17-25)*	43 (11 or 22)**	123 (17)	62 (19)
8	114 (19)	53 (13)	111 (19)	55 (14)	112 (19)	53 (13)	114 (19)	53 (13)	84 (14)	83 (20)
Total	428	190	430	187	438	179	435	179	386	228

**Science and Soc. Studies have 1 remote section of 22.

* Class size is dependent on room size. The largest classes are currently capped at 24.

Grade	Segment 6/7 On-Campus (ave. class size)	Segment 6/7 Remote (ave. class size)	Segment 8 On-Campus (ave. class size)	Segment8 Remote (ave. class size)	Segment 9 On-Campus (ave. class size)	Segment 9 Remote (ave. class size)	Segment 10/11 On Campus (ave. class size)	Segment 10/11 Remote (ave. class size)
5	92 (15)	37 (19)	93 (16)	36 (18)	106 (16)	26 (25)	109 (16)	23 (22)
6	90 (15)	42 (21)	96 (16)	36 (18)	108 (16)	24 (24)	116(17)	16 (16)
7	124 (17)	58(14)	126 (18)	56 (16)	145 (18)	39 (20)	152 (19)	32 (16)
8	102 (14)	68 (17)	109 (18)	61 (15)	118 (18)	50 (17)	132 (17)	36 (18)
Total	408	205	425	188	477	139	509	107

Upcoming Events

May 3-28: Segment 10

May 11, 12, 13: NHSAS Testing, Grade 6

May 12: MV 6th Parent/Student Transition Mtg

May 17, 18, 19, 21: NHSAS Testing, Grade 5

May 19: 4th Gr Parent/Student Transition Mtg

May 18, 20, 25, 27: NHSAS Testing Grade 8

May 19, 20, 21: NHSAS Testing, Grade 7

May 31: Memorial Day, No School

MVVS Board Update

MAY 2021

Spring is here!

MVVS would like to welcome Kade to our family! We are all thrilled for Mrs. Lawrence and her family. Congratulations to all!

Our long-term substitute, Mrs. Schaub, has quickly bonded with first-grade students and their families. She is receiving an abundance of support from her co-teacher, Mrs. Lavoie. They are both looking forward to finishing out the year strong!

Our in-person students are enjoying the warm weather outdoors. They are enjoying more time to work and play outside. Recently, approved PTA volunteers visited the school outdoors to allow students in Grade 6 to plant flowers that will later be sold for the annual Grade-6 fundraiser!

We are also looking forward to the spring book fair! Our amazing PTA has come through once again to offer a safe book fair option for our students. Our entire school community is eagerly awaiting the BOGO deals! The book fair is open to in-person and remote students!

MVVS

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K		21	21	21	20	20	21	21	21		
1		23	23	23	22	23	23	23	23		
2		20	19	19	18	18	18	21	22		
3		30	28	28	27	29	28	29	30		
4		23	25	24	23	23	22	25	26		
5		20	20	20	19	19	20	21	25		
6		27	27	26	25	24	26	28	26		
Total		164	163	161	154	156	158	168	173		
Family		143	143	143	143	143	144	145	145		

Remote

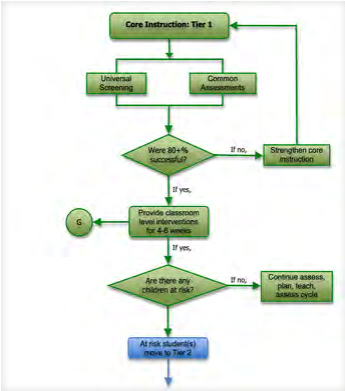
K-4		27	29	30	34	34	28	23	20		
Gr.5-6		14	12	13	16	17	14	12	10		

Homeschool Students

K-6		11	12	12	12	12	13	12	11		

***UPDATED NUMBERS APRIL---4/13/21*

RTI Meetings



The next round of RTI meetings has been scheduled. The goals of the RTI meetings are to evaluate the strengths and areas of growth of core instruction, discuss student gains and areas of unfinished learning, and determine the method of Tier 2 intervention that will be delivered to students who need targeted support.

In March, all classroom teachers met with special education teachers to discuss student success. They will meet again in May to discuss progress and additional measures to ensure all students are successful.

Math Committee Work

Four teachers from Mont Vernon Village School will be participating in math committee work that includes evaluating math curriculum materials and writing a descriptive review of the materials. They will be collaborating with teachers from across SAU 39.

Orleans Hannah Math Placement

Remote and in-person students in Grade 6 have taken the Orleans Hannah Math Placement Test. Student results give teachers a straightforward way to explain test results to students and parents. Test results can be used to help students, parents, and teachers make informed decisions about placement in algebra programs.

NH SAS Testing

Remote and in-person students in Grades 3-6 will be taking the NH SAS tests in May. With the help of the special education team to ensure all documented testing accommodations are made, we have created a schedule for NH SAS test administration. Parents were given the option of having students test or opting them out.

Partnership with Girl Scouts

Our local Girl Scout troop has volunteered to maintain the bird garden at Mont Vernon Village School. This past week, we met with the scout leaders to discuss long-term plans. We are beyond grateful for the support of our local students and troop leaders.

PTA Robotics

Exciting news to share!! The PTA was able to purchase nine VEX GO robotics kits for MVVS (using Robotics grant funds) and they've arrived already!

The GO kits were designed for classroom use and are most appropriate for grades 3-6; each of these grades will have two kits to use as the teachers see fit. The 2nd grade will share one kit, as well.

Here's a quick video introducing the Go kits; this link has all the info for getting started, including teacher resources and activity ideas.

After School Enrichment Programs

Our after-school programs are up and running. We have programs for students in Grades K-6. Program offerings include Foundational Skills Extravaganza, Run Club, Escape Rooms, Steam, and more! Additionally, Girl on the Run has been a huge success thanks to our volunteers!

Special Education Update

The special education team has continued to provide services in both in-person and remote modalities. Over the past few weeks, as various classes have had to quarantine, we have been able to adjust schedules to allow for services for quarantined students to continue. Each student has been provided an updated individualized schedule with embedded links to ensure that they are easily able to access classroom zoom sessions, as well as specialized services. During these difficult quarantine times, we are excited that we can keep the continuity of services, as well as support the classroom teachers in whole-group remote instruction.

Several weeks ago, the special education team met with almost all grade levels to allow teachers to express student concerns, and to provide recommendations and support. From these meetings, classroom teachers are trialing recommendations within their classrooms, and special education teachers and paraprofessionals are working to provide additional support for students in an RtI capacity. We have also, during this time, worked to identify students who should move forward in the special education referral process. Teams are meeting to evaluate students, and we are thrilled to work so closely with classroom teachers to identify these needs. Even in a difficult year, the students have remained the focus.

As we look forward, the special education team has been working with administration to develop testing schedules for NH SAS, and will be organizing the supports needed to meet all IEP accommodations. Transition meetings for students moving to AMS have also been scheduled, and while we are always sad to see our students go, we are looking forward to supporting our students through that process.

Music Update

In music, we have continued our exploration of jazz. We are narrowing down our jazz listening bracket and we are about to arrive at the school favorite of sixteen songs from across the history of jazz, just in time for International **Jazz Appreciation Day** on April 30th.

We honored **Music in Our Schools Month** at the end of March by drawing connections to jazz in our own school district, thanks to a video compiled by Carl Benevides and the Souhegan

High School Jazz Band showing students talking about what they like about jazz performing a short excerpt. Grades 3-6 learned about the importance of “When the Saints Go Marching In” as the unofficial anthem of New Orleans, the birthplace of jazz. Students used their note reading skills to learn to play both the melody and an accompanying bass line on Boomwhackers. Students were especially excited to play with the longer “bass” Boomwhackers that were recently donated to the school (Thank you Carol Yetto!). All grades are rounding jazz appreciation month with activities set to jazz music and an exploration of scat singing.

An additional activity for K-2 students that has generated a lot of excitement is the introduction of the Secret Chicken videos. It was created by a music educator in MA. This series of videos guides students in decoding where the secret chicken is hiding. Using the sounds made by a rubber chicken, the video plays a rhythmic pattern and the students must match what they hear to the music notation on the decoding page and identify the corresponding letter. We work together to find the letters to reveal the chicken’s hiding place, such as Boston, Brazil, or Jamaica. The next video confirms the answer and shares information about the music connected to that location. The students have worked hard at reading and performing simple rhythmic patterns over the course of the year. Identifying the rhythmic notation from what they are hearing is the next step in skill development and the Secret Chicken is such a fun way to work on that skill.

PE Update

K-2: Students experimented using foam hockey sticks to hit a variety of objects. They participated in activities to practice accuracy, hand-eye coordination and reaction time. As we transition back to outside P.E., students will work on team building skills through cooperative field activities.

3-6: Students participated in a hockey unit where they practiced proper stick handling and passing. They also learned to reflect on their current skill level and choose appropriate equipment to fit their skill level (size/shape of stick and ball). Moving forward, students will learn basic volleyball skills such as the bump, volley and serve.

Library and Technology Update

Library and Technology classes covered Women’s History Month in March with a focus on Helen Keller, Claire Lemlich, Jane Goodall, Temple Grandin, Greta Thunberg, Nellie Bly, and women’s roles during WWI and WWII. All classes studied multiple versions of classic fairy tales, created poetry, and learned about Earth Day in April.

Kindergarten – 2nd graders completed coding puzzles and created acrostic poems in class together. 2nd graders also completed research and learned about endangered animals.

All 3rd and 4th graders created and presented storyboards and book trailer videos using Google Slides and Microsoft Powerpoint to promote their favorite books.

Research skills continue to be the main focus of 5th and 6th graders with the completion of projects on Native Americans and Ancient Egypt. Students practiced citing their sources and found reliable sources of information while conducting their research. Students created presentations using both Microsoft Powerpoint and Google Slides.

In the coming weeks, students will celebrate **Read Across MVVS** in May, complete author studies, and continue learning new tech programs, keyboarding, coding, and research skills.

Art Update

Our fifth and sixth graders enhanced their Future Cities with electricity, learning how to make basic circuits with LEDs, coin cell batteries and copper foil tape. They are beginning their integrated lesson combining Jazz and Cubism and using Picasso's painting "Three Musicians" as inspiration. This lesson has been coordinated with the music teacher Mrs. Carle, to celebrate Jazz Month.

Third and Fourth graders have been celebrating Jazz history month in both music and art class. Students learned about the artist Romare Bearden, his artistic process, and saw how his artwork was inspired by the Jazz scene in New York City. Students created collagraph plates using cardboard, string and foam and learned how to print it using rollers and printmaking ink.

Second graders learned the arts can include more than just the fine arts, but also singing, dancing, playing music and acting. We did an interactive dramatic reading of the story "Music Man" and then learned how to draw the instruments in the story. In conjunction with the music teacher Mrs. Carle, we have integrated our lesson to explore a combination of jazz and printmaking. We turned our drawing into a foam lino print stamp and printed them using rollers and printmaking ink.

Kindergarten and first graders learned the arts can include more than just the fine arts, but also singing, dancing, playing music and acting. We did an interactive dramatic reading of the story "Music Man" and then learned how to draw the instruments in the story. We practiced our watercolor skills to color our instruments, and then cut them out to make a collage. For backgrounds we listened to Jazz music and painted how the music made us feel.

School Psychologist Update

Special education evaluations are moving smoothly and efficiently. Evaluations are on track to be completed before the end of the school year. Ongoing collaboration continues between parents, teachers, and the special education team to ensure the needs of the whole child are met and any COVID related learning concerns are addressed.

Souhegan High School

PRINCIPAL REPORT----May 2021

Hope all is well.

I appreciate the opportunity to update the Souhegan School Board. The purpose of this communication is to communicate the work towards evolving and improving Souhegan in both the short term and long term.

We have strived to create the best educational experience we can for the students of Souhegan. I have organized the report into four sections.

1. Souhegan Entry Plan - Berry
2. Opening Plan and Update
3. Facilities, Finance, Operations
4. 2020-2021 Initiatives and Objectives

Souhegan Entry Plan

A learning based entry plan for Souhegan High School

Introduction and Purpose:

This entry plan is to be considered a fluid document and already has taken on a different form given the circumstances we find ourselves in 2020. In preparation for the opportunity to serve your faculty, staff, students and families, I have developed a plan for my entry that outlines key activities that I would undertake in order to learn as much as possible about SAU #39 and Souhegan High School. This plan was written from the belief that a critical task for me as a new member of the SAU would be to learn from students, families, community members, and staff so that my decision making will be informed by a deep and broad understanding of the school districts comprising the SAU, as well as my past experience.

The main purpose of this entry plan is to become more informed of those areas about which I have not already learned and begin developing steps to continue the great work that Souhegan has accomplished in the name of all students. This work is never done alone as I will be collaborating with the SAU office and school leaders, a Transition Team representing a range of stakeholders, colleagues and students. This group will be a valuable support during the entry phase as well as provide input on the findings resulting from the research.

Findings will be organized into themes and produced in the form of an Entry Report that we will present to the Superintendent at a date to be determined. The report will include information and patterns of data that will serve as a foundation for aligning Souhegan High School goals to SAU - wide goals, the district Strategic plan developing a strategy, developing a timeline for guideposts and creating individual plans for implementation in the Summer and Fall of 2021.

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Coalition of Essential Schools

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http://sau39.org/shs

Update: (As of 05-12_21)

1. Over the course of the fall, coordinators and other faculty representative bodies heard from diverse stakeholders regarding the impact of 10th grade teams and reported those finding out to Leadership. Leadership ultimately decided to evolve the 10th grade team model to allow for greater scheduling freedom for teachers and students.

   The 10th grade experience will still include the following:

   a. Flexibility in daily schedule for curriculum driven connection and student choice
   b. Support for students (responsive connection and intervention)
   c. Interdisciplinary partnerships
   d. Common planning time for teachers
   e. Heterogeneous groupings
   f. Increased choice for students
   g. Scheduling to be open up for teachers and students
   h. Continued progress toward personalizing the Pathway to Graduation

2. On April 7, we had a staff meeting which provided an opportunity for all faculty to examine the priorities for 10th grade that emerged from dialogue with stakeholders. Faculty engaged in a visioning process to consider what these evolving priorities could look like in 10th grade and beyond and articulate concrete avenues Souhegan could employ to best achieve these goals. Coordinators subsequently examined faculty feedback to determine feasibility of ideas and designate timelines for implementation with the goal of reporting feedback back to the faculty by year's end, along with plans to continue the work in '21-'22.
3. During the spring of 2021, faculty has and will continue to engage in a visioning process to identify a discrete set of principles to guide Souhegan's vision for learning going forward. These guiding principles will be used to inform decision-making and prioritization of professional learning, and to improve communication and transparency about the principles of learning that define students' learning experiences at Souhegan. We will be continuing this work in June and and September.

Opening Plan Update
Update: (05_12_21)
Remote Teachers

- Segment one 28 teachers
- Segment two 31 teachers
- Segment three 22 teachers
- Segment four 21 teachers
- Segment five 23 teachers
- Segment Six 20 teachers
- Segment Seven 19 teachers
- Segment Eight 15 teachers
- Segment Nine 6 teachers
- Segment Ten/Eleven 2 teachers

Facilities, Finance, Operations

As the school year progresses we will use this section as an opportunity to update the board on academic, budget, college and career planning, curriculum, enrollment, facilities, personalized pathways, SEL, or other Souhegan operation initiatives.

Total Enrollment

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	164	163	162	163	163	163	162	162		
10	178	178	179	179	179	179	179	179		
11	190	190	188	189	190	192	192	190		
12	179	179	179	179	179	179	179	178		
Total	711	710	708	710	711	713	712	709		

Remote Learners

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	39	30	30	63	51	33	32	32		
10	46	49	49	95	87	45	45	43		
11	45	46	49	120	118	60	60	50		
12	45	52	57	82	88	61	61	55		
Total	175	177	185	360	346	199	198	180		

Homeschool Students

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
9	3	2	2	2	2	2	3	4		
10	0	0	0	o	0	0	0	0		
11	1	1	1	1	1	1	1	1		
12	0	0	0	0	0	0	0	0		
Total	4	3	3	3	3	3	4	5		

Student Services Highlights: (05-12-21)

- NH SAS Science assessment was administered to juniors on 5/5 and a make up session on 5/11.
- Master Schedule 2021-22 - The build of the master schedule is underway! Preliminary schedules are expected to be in the hands of counselors in the beginning of June.
- AP testing has begun. Changes to AP exam administrations required much planning and preparation this year. Christina Len and Terry Berna have been a great resource and support for all of our digital testing this year. Counselors proctor all AP exams.
- AP English Language has been approved as a SNHU dual-enrollment course.
- School Counselors are offering 1 on 1 meetings with juniors (once again) to continue to support their post-secondary planning before summer.
- We continue to support students as they end their school year to do so successfully and prepare for their next transition.
- 504 transition meetings for 8th graders took place in April.

Student Life:

- We have hosted a number award events, junior and senior prom and the events have been well received students and families.
- The staff, especially the administrative assistants, have been instrumental in planning these events. We are especially grateful for Amanda Maniscalco , Maren Petropulos and Shirley Markwith for their

efforts and energy.

Hiring update:

- We have started the interview process for the various positions at Souhegan High School for the 2021-2022 school year.
    - We are excited about the candidates we are bringing forward to the Superintendent. They are flexible,, student-centered and talented educators. They will significantly contribute to enhancing the educational experience for our students and families.

2020-2021 Initiatives and Objectives

- Ensure the master schedule, administration organization and Faculty and Staff structure that fosters collaboration, teacher agency, student agency.

***After feedback from the Souhegan Cooperative School Board, conversation with the SAU leadership team and Souhegan Leadership team we have decided to work on connecting the Souhegan 2021-2023 initiatives, objectives, outputs and outcomes with the wider SAU 39-wide vision. The intention is to have these presented to school board in the Fall of 2021

CALENDAR EVENTS

May -

05/04 - NH SAS
05/08 - Junior Prom
05/10 - Senior Scholarships and Award Night
05/11 - Div. II Awards
05/10-05/28 - AP Testing
05/13 - Junior Book Awards
05/14 - Senior Prom
05/19 - Senior Project Presentations
05/26 - Spring Concert in the Park @ SHS

June--

06/04--Graduation
06/11 - 8th Grade Step Up Day
06/14 - Tentative Last Day of School

Respectfully Submitted,

Michael Berry

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

To: Stephen O'Keefe, Chair, SAU #39 Board

From: Adam Steel, Superintendent of Schools

RE: Superintendent's Report

May 12, 2021

Dear Chairman O'Keefe,

I have a few updates for the SAU board for May:

Hiring for FY21

Several administrative jobs at Souhegan and a few others across the SAU are in progress. Each board has been notified about each of these openings per GCEB.

- In Amherst, Heather Jennings has been appointed as the assistant director of student services, effective July 1.
- The job of assistant principal at AMS that was vacated by Dr. Jennings is posted with applicants being received.
- At Souhegan, the Dean of Faculty, Dana Curran has been hired.
- Both domain leader positions will be appointed next Tuesday at the Souhegan board meeting.

School Calendar Update

The State changed their recommended February vacation for the FY22 school calendar from the week of 2/21 to the week of 2/28. As a result, I am recommending we adopt a new calendar that matches the State. I have attached a copy. Our first day will remain Tuesday, August 31 and our 175th and final day is still scheduled for June 8, 2022.

Math Update

Our work on math has begun in earnest. One area, the selection of a math resource, is in the pilot phase. The following are updates from Assistant Superintendent Landwehrle:

Overview of Timeline for Math Pilot Process

1. Develop criteria to determine which resources to explore
    a. Rubric developed
    b. Completed January 2020
2. Develop a list of all possible programs that meet expectations for alignment to standards

. Trello Card with Programs

a. Completed January 2020

3. Review programs to determine which meet our criteria

. Trello Card with Programs Reviewed

a. Completed February 2020

b. Three programs to move forward: Illustrative, Bridges, Into Math

4. Finalize Math Descriptive Review Committee members

. Interest Form

a. Completed March 2021

5. Committee Meeting - After school - 1 hour - overview of process

. Recording from the meeting and Passcode: X#Wf1X#%

a. Completed March 2021

6. Descriptive Review - Full Day Meeting

. Overview of Process

a. Protocol and Meeting Agenda

b. Committee determination - Move Illustrative and Bridges forward for pilot

c. Completed May 5, 2021

7. Finalize Pilot Process including PD

. Due by May 31, 2021

8. Create rubric / feedback form for pilot teachers

. Due Summer 2021

9. Provide PD for all pilot teachers

. Due Summer 2021

10. Begin pilot

. September 2021

11. Budget for textbook purchase for FY 22

. Summer / Fall 2021

12. Gather data during and at end of pilot

. 2021-2022 School Year

13. Pilot teachers complete rubric / feedback form

. 2021-2022 School Year

14. MPRC and/or Math Descriptive Review committee reviews pilot feedback and make recommendation for textbook purchase to superintendent

. Due May 2022

Goal Update

Here is an update on the board goals that were adopted by the Board in November 2020 in place through June, 2021:

- To continue with consistent timely updates in the form of a weekly or bi-weekly update. Superintendent report due earlier than the meeting.
    - Completed/Continuing

- Maintain existing level of community, but expand electronic messaging platforms, but post videos to the website.
    - Completed/Continuing. @superintendentsteel Instagram account has been created in addition to on-going posts to @adamsteelnh on Twitter and the SAU39 Facebook page.

- Educational Leadership: Every student achieves a year of growth. Streamline measurement of growth. Budgeting for summer work. Do we use state dollars? Come up with plan for summer fill in the gaps.
    - In Process- Title I funded summer program is in the development phase for the purpose of providing remediation to students who have gaps as a result of C19.

- Work with the board to communicate facility goals.
    - In Process

- To show marked progress towards accomplishing goal of US News & World Report top 5 ranking or DOE by the end of the school year
    - In Process- development of math improvement plan is the primary focus in addition to longer term strategic work.

Requested Board Action

1. None: Information only.

SAU #39 Board

Thursday, April 22nd , 2021

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Meg Beauchamp- Director of Student Services, Michele Croteau- SAU #39 Business Administrator, Roger Preston- Director of Facilities, Anna Parrill- Principal C/W, Bethany Bernasconi- Principal AMS, Kim Sarfde- Principal MVVS, Mike Berry- Principal SHS, and Amy Facey SAU #39 Business Administrator- Elect.

Amherst School Board: Chair- Elizabeth Kuzsma, Terri Behm, and Josh Conklin.

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

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

Board Minutes: Danae A. Marotta

Public: Marilyn Gibson, 166 Mack Hill Road, Amherst NH and Kelly Schmidt, 11 Patricia Lane, Amherst NH.

I. SAU #39 Chair Opening

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

Today, we will be conducting a school board meeting of the SAU #39 Board.

Before we get started, I'll read through a checklist to ensure that the meeting that we are holding is in compliance with the Right-to-Know Law.

As chairperson of the SAU #39 Board, I find that due to the state of emergency declared by the Governor as a result of the Covid-19 pandemic, and in accordance with the Governor's Emergency Order Number #12, pursuant to Executive Order 2020-04 and its extensions, this public body is authorized to meet electronically. Please note that there is no physical location to observe and listen contemporaneously to this meeting which was authorized pursuant to the Governor's Emergency Order.

In accordance with the Emergency Order, I am confirming that:

1. We are providing public access to the meeting by telephone, with additional access possible by video and other electronic means. We are utilizing Zoom for this electronic meeting. All members of the committee and selected district staff have the ability to communicate contemporaneously in this meeting through this platform. And the public

has access to contemporaneously watch and or listen to the meeting on Zoom and via phone by following the directions and links provided on our website: www.sau39.org.

2. We have provided public notice of the necessary information for accessing the meeting.

3. We are providing a mechanism for the public to alert the public body during the meeting if there are problems with access. If anyone has a problem, please email awallace@sau39.org.

4. In the event the public is unable to access the meeting will be adjourned and rescheduled.

5. Please note that all votes taken during this meeting shall be done by roll call vote.

6. Finally, let's start the meeting by taking a roll call attendance. When each member states their presence please also state where they are and if anyone else is in the room with you during this meeting, which is required under the Right-to-Know Law.

Roll Call: Kuzsma- Home and alone, Behm- Home with her husband, Conklin- home and alone, Grondstra- Home and alone, Coughlan- Home and alone, Taylor- Home and alone, Torres- Home and alone, Grund- Visiting family and alone, Glover- Car and alone, Eckhoff- home and alone, O'Keefe- Home and alone, Lawrence- home and alone, Hinckley- Home and alone, and Peters- Home and alone

Chair of the Souhegan Cooperative School Board, Mr. Pim Grondstra, introduced Ms. Christie Peters to the board. She was elected by the SCSB Amherst representatives and will be taking Ms. Amy Facey's board seat.

Mr. O'Keefe welcomed Ms. Peters.

II. Public Comment I of II

Mr. O'Keefe asked the public to use the "raise your hand" feature with an allotted time of 3 minutes.

Ms. Marilyn Gibson, 166 Mack Hill Road, Amherst NH, welcomed Ms. Peters to the board. She is looking forward to having conversations with her in the future.

Second, she would like to thank the teachers and paraprofessionals for handling the pandemic so well, however, she sees other issues within the school district. She will list them and continue to pursue more transparency. First, is the Social Studies curriculum, that is upcoming that was postponed. She would like to know if her suggestion with curriculum mapping was being used. Second the minutes of the Equity Project are not being shared, which shows a lack of transparency. Third, she would like to know the dates of the upcoming Policy Committee. Lastly, she would like to see more explanation in the minutes, they are way to brief and she believes that the taxpayers deserve more than that.

Mr. O'Keefe asked for further public comment.

Draft

There was no further public comment.

The board thanked Ms. Gibson.

III. Principals Reports

Mr. O'Keefe asked for questions for Clark Wilkins Principal, Ms. Anna Parrill.

There were no questions.

Principal Parrill thanked ASB Chair, Ms. Kuzsma, and members, Mr. Conklin, Ms. Behm and Mr. Gauthier for helping with lunches and dismissal the day after staff vaccinations.

Mr. O'Keefe asked for questions for Amherst Middle School Principal, Dr. Bethany Bernasconi.

He inquired about the transition for the MV students to AMS.

Principal Bernasconi replied that they had their first official meet and greet with administration and students this past week over zoom. She highlighted the key events for the parents and opened it up for questions. It was well attended. She will be visiting the MVVS and meeting the remote students over zoom. They want to be all inclusive for all students. They are still working on getting the students to attend a Step-Up Day.

They also shared with the parents that they are not a one size fits all school. They encourage families to reach out to them individually. They will also plan a number of events for the students to visit the school.

Finally, they will plan on welcome events on the first day of school similar to what they do with new staff. They are fortunate to have Assistant Principal, Mr. John Schuttinger, and continue to refine the process and encourage parent feedback.

Ms. Taylor inquired about the NWEA scores that were remote vs in person.

Principal Bernasconi replied that they have tracked the NWEA scores on a student by student basis but haven't disaggregated the data. They are using the scores to tailor the education for the students.

Assistant Superintendent, Ms. Christine Landwehrle, added that disaggregating the scores is a manual process. They can manually calculate if needed.

Ms. Kuzsma asked about the end of the school year for the remote students.

Principal Bernasconi responded that they have polled the 8th grade students. She will be reaching out to the parents of the remote students to see what their preference will be for the last day of school. They will have a remote component to Step-up Day and will make sure that they reach out to everyone.

Mr. O'Keefe asked for further questions.

There were no additional questions.

Draft

Mr. O'Keefe asked for questions for MVVS Principal, Dr. Kim Sarfde.

Mr. O'Keefe inquired about the outdoor classrooms as the weather gets nicer.

Principal Sarfde replied that she will be working with Facilities Director, Mr. Roger Preston. The are working with the officials in town to make sure they are following the proper protocols.

Ms. Lawrence inquired about the afterschool program meetings.

Principal Sarfde responded that the feedback was great. One of the great things is that they will be able to offer after school care for 5 days a week and there is an option for students to join a variety of clubs. They are able to reach a broader audience.

Ms. Lawrence asked Principal Sarfde if she can send out information about the new start time and the first day of school for next year.

Principal Sarfde replied absolutely.

Mr. O'Keefe asked for questions for SHS Principal, Mr. Mike Berry.

Ms. Grund inquired if the Souhegan Board could hear an update about the faculty meeting with the guiding principles and visioning process.

Principal Berry replied that he will give an update at the May 19th meeting.

Mr. O'Keefe asked for additional questions for Principal Berry.

Ms. Taylor asked when the SAT results will be reported back to the high school.

Principal Berry replied no, however; he will find out.

Mr. O'Keefe asked about process if families are traveling out of New England.

Principal Berry replied that they will be following the same protocols as the other districts in the SAU #39. He will update the parents so that the message will be consistent.

Mr. O'Keefe asked if there was a different process at the high school.

Principal Berry replied that they are following the same segment process and travel process.

Principal Sarfde commented that Ms. Charlotte Jameson in the office will be retiring very soon. She thanked her for her endless dedication to the school and the students.

Mr. O'Keefe gave his best wishes.

The Board thanked Principal Parrill, Principal Bernasconi, Principal Sarfde and Principal Berry.

IV. Consent Agenda

Mr. O'Keefe noted that they will through each of the items one by one with one with a bundled motion at the end.

He asked for any comments about the #1 March 18th, 2021 Draft Minutes.

Draft

There were no requests or inquiries.

Mr. O'Keefe asked about questions for the #2. Budget Transfer 2021 001.

Ms. Taylor noted that the SAU budget that they voted on had a lower amount in the position than is being transferred for the salary now. She was wondering where the funds would come from for next year and if there was a raise included.

SAU #39 Business Administrator, Ms. Michele Croteau, clarified that there was not an increase in the amount transferred. It can appear a little bit odd, in the FY' 22 there isn't an increase in the wage but in FY' 21 the amount that was contracted was greater than the amount budgeted.

Ms. Taylor inquired if they need to modify the budget.

Ms. Croteau replied, no.

Ms. Taylor asked if they will be voting on the difference.

Ms. Croteau replied that the increases are budgeted in the pool then the pool will be allocated. This is the process for the current year.

Mr. O'Keefe asked for questions regarding the #3 February 2021 Treasurer's Report.

There were no questions.

Mr. O'Keefe asked for questions regarding the #5 District Policies to Rescind.

Ms. Kuzsma noted that there was a lettering typo with anything that says JCIG should have been listed JICG. It is the exact same policy but wanted to make everyone aware. The JICG is also being rescinded in Amherst. It is easier to discuss here first then go to the individual boards to be rescinded.

Ms. Taylor inquired if this was a notification.

Mr. O'Keefe replied, yes.

Ms. Grund inquired about policy ACA. It is referenced in the SAU Anti-Discrimination Policy on Page 6. She does not believe that it can be rescinded.

Ms. Kuzsma noted that ACA has to be rescinded because of Title IX.

Mr. Glover questioned if there will be a cross-reference in the policy heading.

Ms. Kuzsma replied that for the most part they are not doing multiple headings.

Mr. Coughlan added that the question is about how they inform the public, staff and students about their policies not about the policies themselves. If they had better software, you would be able to search for a term. In an ideal world, they would have indexed the complete bodies of the policies to find all references.

Mr. Glover mentioned that they should cross reference otherwise things will be difficult to find and it will be a problem.

Draft

Mr. O'Keefe recommended that they discuss this topic at the upcoming Policy Committee meetings this summer.

Ms. Kuzsma added that she has a concern with leaving the policies until they can meet over the summer and take care of them.

Mr. Eckhoff inquired if these policies were run by legal counsel.

Ms. Kuzsma replied that most of their policies were written by legal counsel.

Mr. Eckhoff mentioned that he would want the policies to be accurate and correct.

Mr. O'Keefe asked for questions regarding the #6 Policy Review Season Additions.

There were no questions or comments.

Mr. O'Keefe asked for questions regarding the #7 Grading Software Update.

Mr. Glover gave his appreciation for the work that has been put into this. He questioned what if PowerTeacher Pro fails.

Superintendent, Mr. Adam Steel, replied that if PowerTeacher Pro fails they will stick with Empower because they will not go to anything they do not pilot first. He hopes that they are not in that situation.

Ms. Landwehrle added that they have already built the system. PowerTeacher Pro is customizable, and they are working to gather feedback and further refine if that is the direction, they are going in.

Ms. Grund questioned if it will be implemented with all of the different standards and competencies.

Ms. Landwehrle replied that they already did that for the pilot. All of the standards are already uploaded and are in. They did not do every single course, but they have the format and the giant spreadsheet ready. They will adjust as needed.

Ms. Grund asked about parent feedback.

Ms. Landwehrle replied that they are happy to pull parents into it. There are only quarter 4 scores and it is not fully accurate. They could have a focus group.

Ms. Taylor commented that teachers still have the ability to assign grades. Having that integrated how does that work.

Ms. Landwehrle asked Ms. Taylor for clarification, based on teacher judgement override what the grade book is calculating.

Ms. Taylor replied, yes.

Ms. Landwehrle replied yes, the teacher can override the score either at the competency level or the course score level.

Draft

Ms. Taylor asked if she sees any problems with seniors in the fall and all of their transcripts going out.

Ms. Landwehrle replied if anything it will be easier; it should be more seamless.

Ms. Taylor thanked her for the work that has been done.

Mr. O'Keefe went to #8. SAU #39 Anti-Discrimination Plan.

Mr. Glover commented that there are a lot of words floating around the types of discrimination and they are not consistently deployed. The best illustration for his example is on the Notifications page, page 62 in the Agenda Packet.

He reviewed the differences and added that the inconsistencies are a problem. It would be a great service to have it sharpened reducing ambiguity among the paragraphs.

Mr. O'Keefe asked for clarification.

Ms. Landwehrle replied that this was a big undertaking from herself, SAU #39 Director of Student Services, Ms. Meg Beauchamp and Director of Human Resources, Ms. Amina Fazlic. The original draft was approved, and they are bringing forward a revised draft. She is happy to pass this by their legal team.

Mr. Coughlan commented on the paragraphs. It is not just a simple question but more complex.

Mr. O'Keefe asked if they should pull this tonight and do a final sweep, working with the rest of the Policy Committee.

Ms. Landwehrle replied that she would bring it to their legal team as a good next step.

Ms. Kuzsma noted that she would rather it go to legal counsel versus the Policy Committee.

Mr. Glover mentioned that he has some other notes and would be happy to share that with them at a later date. He will type something out.

Ms. Landwehrle thanked Mr. Glover.

Mr. O'Keefe asked for questions for the #9. March Facilities Report.

There were no further questions.

Ms. Kuzsma motioned to accept Consent Agenda Items 1. March 18, 2021 Draft Minutes, 2. SAU Budget Transfer 2021 001, 3. Feb 2021 Treasurer's Report, 4. March 2021 Treasurer's Report, 5. District Policies to Rescind, 6. Policy Review Season Additions, 7. Grading Software Update, and 9. March Facilities Report. Mr. Grondstra seconded the motion. The vote was unanimous, motion passed.

Mr. O'Keefe asked for discussion.

There was no additional discussion.

Draft

Mr. O'Keefe called a roll call: Roll Call: Kuzsma- Yes, Behm- Yes, Conklin- Yes, Grondstra-Yes, Coughlan-Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Eckhoff- Yes, O'Keefe- Yes, Lawrence- Yes, Hinckley- Yes, and Peters- Yes

V. Superintendent's Report

Mr. Steel remarked that he does not have a presentation and will be happy to answer any questions.

Ms. Grund mentioned that they had discussed at the Souhegan meeting about all students get a year of growth both remote and in person. They should be able to evaluate the effectiveness of remote learning and if they need Title I help. It would be good to evaluate that.

Mr. Steel replied that there are a contingent of students where remote learning works better for them. There are others where it hasn't worked. He agreed with Ms. Grund.

Mr. Glover inquired about the potential challenge for the labor to support a summer program.

Mr. Steel replied that the labor shortage that they are experiencing are with the bus drivers, janitorial and food service workers. He is not aware of any professional labor shortages.

Ms. Taylor asked if the first week in May is still Staff Appreciation Week. If so, what can the board do to help.

Mr. Steel thanked Ms. Taylor for her support. He added that the PTSA and PTA's do a tremendous amount of work. He suggested that the board reach out to them or if she has something to forward please send it to him directly.

Mr. Taylor commended Superintendent Steel for shutting down the schools for the last two weeks of June. She inquired if it was Covid related or is this standard protocol.

Mr. Steel replied that they are trying to be conscious about providing time for the entire school system to recuperate. This school year has proven to have unique challenges as well. This is their plan to make this happen.

Mr. O'Keefe questioned if there was a motion needed on the memos.

Superintendent Steel replied; no motion necessary.

Mr. Glover commented that there is another memo about Personal Protective Measures. He inquired if this memo required updating.

Mr. Steel replied that things have changed, and they have made them public.

The Board thanked Superintendent Steel.

VI. Student Services Presentation

SAU #39 Student Services Director, Ms. Meg Beauchamp, mentioned that Superintendent Steel has asked her to put together a presentation about program development.

Draft

She explained how the Individuals with Disabilities Education Act of 2004 requires public school districts to offer a continuum of supports, services and placement/program opportunities to all students identified with special education needs in the least restrictive environment.

Currently, they have the least restrictive placements where students participate fully with typical peers. From there, they go to their Learning Center program which also needs approval from the Department of Education. Students are pulled out for interventions and specialized curriculum in a learning center environment with a majority of the day within the regular education classroom.

Additionally, they have a self-contained program. Students require substantially different curriculum and alternative setting for 60% or more of their day. When she came to the SAU #39, they did not have that or the capacity, yet it is a requirement under IDEA. She started working with Building Leadership and the DOE to remedy that problem.

With the most restrictive placements students are sent to private placements outside of the public-school system. There is a loss of quality control, expensive transportation costs, rising tuition expenses (between 2-5% annually), no opportunity for students to participate with their typical peers in school and limited to no access to in-district extra-curricular activities.

Ms. Beauchamp reviewed the cost comparison analysis between in-district costs and out of district costs based on 11 students.

In- District:

Based upon an 11 Student enrollment.

• Staff: (salary + benefits)
• 1 FTE Special Ed. Teacher = $88,753.00
• 1 FTE Board Certified Behavior Analyst = $111,394.00
• 10 FTE one to one paraprofessionals = $60,000.00 x
• 10 = $600,000.00
• 1 FTE nursing assistant = $93,008.00
• Total: $893,155.00 = $81,195.00 per student

Based upon an 11 Student enrollment.
• OOD tuitions (based upon current averages) - $92,000.00 per year x 11 students = $1,012,000.00
• 10 FTE one to one paraprofessionals = $60,000.00 x 10 = $600,000.00
• 1 FTE nursing assistant = $93,008.00
• Estimated 3-4 bus runs @ $230.00 per day x 220 days = $202,400.00
• Total: = $1,907,408.00 = $173,400.00 per student

Total cost savings per student - $92,205.00/11 Students = $1,014,263.00 per year

She reviewed the current status of program development for 1. Programs for students with significant needs including Autism, Cognitive Impairments and multiple disabilities and 2. Programs for students with social and emotional deficits.

Draft

Ms. Beauchamp reviewed each of the existing programs at Clark/Wilkins, Amherst Middle School and Souhegan High School.

Clark Wilkins:

SUNS – Pre-K significant needs – Preliminary DOE approval

Little STARS – K significant needs Preliminary DOE approval

STARS – Grades 1-4 significant needs- Full DOE approval

My Time- Grades 1-4 social/emotional needs –Preliminary DOE approval

Amherst Middle School:

Life Skills – Grades 5-8 significant needs –Full DOE approval

My Time – Grades 5-8 social/emotional needs – Full DOE approval

Souhegan High School:

Transitions – Grades 9-12+ significant needs– just received DOE preliminary approval

Alternative Support- Grades 9-12 social/emotional needs – pending DOE preliminary approval

She noted her vision for the future.

- Full program approval for all programs Pre -K through high school
- On-going systemic and sustainable staff development for regular ed. And special ed. Support staff
- State of the art facilities that comfortably house our programs and include room for growth
- Established community partnerships and connections that allow our students to participate in meaningful vocational opportunities, internships and career exploration experiences
- In-District capacity to maintain students with behavioral issues

The current major barriers are the adequate space and the increase in significant mental health or behavioral issues.

Ms. Beauchamp explained that in 1 in 6 children aged 2 to 8 have a diagnosable mental health, emotional or behavioral issue. The statistic is 1 in 5 in children aged 3-17. The most difficult behavior to address is Disruptive Behavior Disorder. They do not have the space to address this and many schools are in the same situation.

She commented on the interventions that are currently in place. They have social workers, qualified special education staff to work with high risk students, social emotional curriculum, Board Certified Behavior Analysts, some alternative spaces for student learning, and program approval at middle and elementary level for students in need.

Draft

Ms. Beauchamp reviewed a future timeline the first few years were easy. For Fy 22-23, they are looking at Final program approval for SUNS, Little STARS and My Time Programs at Clark Wilkins and Transitions and Alternative Support Programs SHS, visits to state-of-the-art self-contained programs- identify our needs; and begin research with surrounding districts for potential collaborative model of off-site self- contained program for students with social/emotional/behavioral issues.

For FY 23-24, they will be doing collaborative work with partnering districts to identify needs including staff, building and curriculum, researching best practice and effective curriculum alternatives, outline entrance/exit criteria for students and outline and prepare for board(s) proposal to include budgetary implications for FY 24-25 or 25-26.

She will be happy to answer questions.

Mr. Eckhoff asked if they are keeping paced with what their costs are and second, what is their ability to acquire the talent and is the talent pool out there. He last questioned if there is commercial space available for some of these programs. There are a lot of wins but also a lot of challenges.

Ms. Beauchamp replied that they do get some federal money through the IDEA Grant and Special Education Aid, formally known as Cat Aid. They first have to expend the funds and then a percentage comes back the year after they spend it as revenue. It does not keep up with the increasing costs and what they spend. Their federal monies have never fully funded the costs and you never are really sure of the percent. The SAU #39 is a great place to work and it is a well-respected school system across the entire state. As of yet, they have not had a problem of attracting talent.

Ms. Grund commented that she is working with Principal Berry about the Science Labs. Depending on what their other needs are they should wrap that in the discussion. Next year will be unique with some social emotion needs. She asked about how they are going to address that.

Ms. Beauchamp replied that the faculty and staff have their pulse on the students who need help. She agreed that next year will be a difficult year and they will rally and help the students.

Ms. Lawrence commended Ms. Beauchamp. She inquired how the Mont Vernon School District will benefit from the plan.

Ms. Beauchamp replied that she wanted to first talk about the students that transition from the MVVS to AMS. They will be able to transition and have their needs met. In addition, they have been able to move some students early so that they can access those programs at a reduced cost to the taxpayers. They give them the actual costs and not the exorbitant costs of out of district placement. Mont Vernon students always get priority to be able to access the Amherst programs if there is space.

Ms. Lawrence thanked Ms. Beauchamp for her out of the box thinking.

Ms. Taylor inquired about the cost comparison analysis of transportation costs.

Draft

Ms. Beauchamp replied that an out of district run is more expensive than an in-district run even if its specialized. The other thing is the competition, there is zero competition.

Ms. Taylor inquired if they send the paraprofessionals with the students all day.

Ms. Beauchamp replied that they don't send them with the students all day but the students that would be in an out of district would require a paraprofessional.

The Board thanked Ms. Beauchamp.

VII. BEDG Policy

Mr. O'Keefe asked Mr. Steel to articulate what the policy does and more specifically the Non-Public portion.

Mr. Steel remarked that the board entertains motions to enter into Non-Public Session under RSA 91 A:3 II. After the board goes into Non-Public Session, minutes are still kept of what is the general topic of issues discussed. That is something that is available and, even in draft form, have to be published within three days after the meeting for the public. The exception is the minutes that are sealed with a motion and it identifies a few specific reasons, for example real estate. Once minutes are sealed or even temporarily sealed, they can be unsealed when that date comes. The very narrow instance is for things like a real estate transaction. The policy BEDG outlines that process. He has a responsibility to identify the sealed minutes which is a very rare circumstance.

Chair of the Policy Committee, Ms. Elizabeth Kuzsma added that they will work to identify what "periodically" means and will work to find a logical time frame.

Mr. O'Keefe asked if a member of the public would like to join one of the Policy Committee meetings where can they find them.

Ms. Kuzsma replied that they are still working on getting the meetings set up.

Mr. O'Keefe noted that he is assuming that they will be getting an update at the May meeting.

Ms. Kuzsma replied, yes. She noted that after they have their Organizational Meeting in June they will have a rough concept.

Mr. O'Keefe asked for further questions.

There were no further questions.

Ms. Amy Facey, previous Chair of the Joint Facilities Advisory Committee, remarked that they have a new JFAC Chair, Ms. Shannon Gascoyne with Vice Chair, Ms. Victoria Parisi. In terms of finance, they are still looking at financing with both the USDA Rural Development and NH Municipal Bond Bank. Ms. Croteau has submitted a skeletal application and they have a possible opportunity to lock in a favorable rate prior to the warrant for next year. She has also set up a meeting with the NH DOE to explore the option of applying for state building aid. There was an RFP process that was led by SAU #39 Facilities Director, Mr. Roger Preston. A subcommittee of JFAC has interviewed two architectural firms just prior to this meeting. The full JFAC will be

Draft

reviewing this subcommittee's recommendation. It will then go to the Amherst School Board for approval. They have site and civil engineering underway. The PR subcommittee has been very busy, and the Clark School subcommittee has sent out a survey and has gotten over 125 responses so far. Finally, Mr. Preston, Ms. Gascoyne and Ms. Parisi have met with the Board of Selectmen to actively bring them into the conversation. They were receptive and welcoming.

She will be happy to answer questions if there are any.

Mr. O'Keefe inquired about the financing.

Ms. Facey replied that they are looking at having one bond for a majority of the work and then a second bond for the sustainability upgrades.

VIII. Public Comment II of II

Ms. Marilyn Gibson, 166 Mack Hill Road, Amherst NH, inquired about more transparency to the Equity Project that she has been made aware of at SHS. She believes that the transparency is needed for the town residents for supporting the educational system in our district. She believes that there should be public input.

Ms. Kelly Schmidt, 11 Patricia Lane, Amherst NH, asked about the projections that Ms. Beauchamp made and the financial differences between the in and out of district costs. She asked if there was any accountability for the out of district paraprofessional.

Mr. O'Keefe noted that if Ms. Schmidt will provide her email address that someone will get back to her shortly.

The Board thanked Ms. Gibson and Ms. Schmidt.

IX. Meeting Adjourned

Mr. O'Keefe motioned to adjourn the meeting at 8:17PM . All Board members raised their hand in agreement.

Draft

MEMO

School Administrative Unit 39
1 School Street
P.O. Box 849
Amherst, NH 03031
Phone: 603-673-2690
Fax: 603-672-1786

Date: **05/20/2021**

To: **Adam Steel, Superintendent of Schools**

From: **Sarah Jardim-Lee, Accountant**

Re: **Unanticipated Revenue**

Unanticipated revenue of $150.00 has been received by SAU 39 this month.

Requested Board Actions

1. Motion: To accept unanticipated revenue of $150.00 from HealthTrust to be used for teacher and staff wellness programs. These funds shall be accepted into the Special Revenue Fund.

THIS CHECK IS PROTECTED BY A VOID PANTOGRAPH, MICROPRINT SIGNATURE LINE AND A HEAT SENSITIVE PADLOCK ICON. ADDITIONAL SECURITY FEATURES ARE LISTED ON BACK.

Citizens Bank
New Hampshire
011401533

77784

HealthTrust

Accounts Payable
PO BOX 617
CONCORD, NH 03302-0617

DATE
Apr 1, 2021

AMOUNT
$150.00

Pay One Hundred Fifty Dollars and 00 Cents

TO THE ORDER OF
SAU #39
PO Box 849
1 School Street
Amherst, NH 03031-0849

IMAGE FADES

[redacted]

77784

HealthTrust Accounts Payable

Vendor ID	Vendor		Check Date
15013	SAU #39		04/01/2021
Voucher Number	**Invoice Number**	**Document Date**	**Amount**
90367291	WCOORD-1644	03/19/2021	$150.00

TOTALS: $150.00

77784

HealthTrust Accounts Payable

Vendor ID	Vendor		Check Date
15013	SAU #39		04/01/2021
Voucher Number	**Invoice Number**	**Document Date**	**Amount**
90367291	WCOORD-1644	03/19/2021	$150.00

TOTALS: $150.00

HealthTrust

2020 Wellness Coordinator Stretch Goal

PROGRESS REPORT

Coordinator Site Name: School Administrative Unit #39
Size: Category 1 - Groups with 500+ eligible participants
Incentive Amount: $150

2020 Stretch Goals:

For all groups the stretch goals will be:

Biometric Screening Participation	Beat 2 year average (2018 & 2019)
SOL Participants Earning Incentive	Beat 2 year average (2018 & 2019)
Secure Enrollee Portal Accounts	2% increase
Number of Distinct SmartShopper Participants	2% increase

School Administrative Unit #39 - December 2019 Baseline Report

	Previous Participation	2020 Goal	2020 Actual	
Eligible Participants December 2019:	874			
Biometric Screening Participation:	191 / 170	181	139	
SOL Participants Earning Incentive:	341 / 328	335	319	
Secure Enrollee Portal Accounts:	546	557	586	$$$
Distinct Smartshopper Participants:	131	134	108	

Total 2020 Stretch Goal Incentive Earned: $150

Enrollment 2020-2021 School Year
By Grade Level and School

May 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	649	22	110	108	143	122	144								
Mont Vernon Village School	202		26	27	24	33	31	27	34						
Amherst Middle School	616							132	132	184	168				
Souhegan High School	709											162	179	190	178
Total	2176														

April 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	650	22	110	108	144	122	144								
Mont Vernon Village School	205		26	28	25	33	32	27	34						
Amherst Middle School	616							132	132	184	168				
Souhegan High School	713											163	179	192	179
Total	2184														

March 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	642	21	109	106	142	122	142								
Mont Vernon Village School	202		26	28	24	33	31	27	33						
Amherst Middle School	613							129	132	182	170				
Souhegan High School	713											163	179	192	179
Total	2170														

February 1, 2021

	Total	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
Clark-Wilkins Elementary	644	21	109	106	142	124	142								
Mont Vernon Village School	203		27	28	25	33	30	27	33						
Amherst Middle School	611							129	132	181	169				

Souhegan High School	711											163	179	190	179
Total	2169														

January 1, 2021

	Total	**pK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Clark-Wilkins Elementary	648	21	109	106	144	126	142								
Mont Vernon Village School	203		27	28	26	32	30	27	33						
Amherst Middle School	616							129	135	183	169				
Souhegan High School	709											162	179	189	179
Total	2176														

December 1, 2020

	Total	**pK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Clark-Wilkins Elementary	647	19	109	106	144	126	143								
Mont Vernon Village School	204		27	28	27	32	30	27	33						
Amherst Middle School	615							128	134	185	168				
Souhegan High School	708											162	179	188	179
Total	2174														

November 1, 2020

	Total	**pK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Clark-Wilkins Elementary	643	19	109	104	144	124	143								
Mont Vernon Village School	204		27	28	27	32	30	27	33						
Amherst Middle School	617							129	134	185	169				
Souhegan High School	707											162	178	188	179
Total	2171														

October 1, 2020

	Total	**pK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Clark-Wilkins Elementary	644	19	109	104	144	125	143								

Mont Vernon Village School	204		27	28	27	32	30	27	33						
Amherst Middle School	619							130	137	186	166				
Souhegan High School	709											162	178	190	179
Total	2176														

September 1, 2020

	Total	**pK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Clark-Wilkins Elementary	645	19	110	104	143	127	142								
Mont Vernon Village School	205		26	29	27	32	30	28	33						
Amherst Middle School	618							130	137	185	166				
Souhegan High School	711											164	178	190	179
Total	2179														

Enrollment 2020-2021 School Year
Remote and In-Person
By Grade and School

Segment 10/11 (5/3-6/14/2021)

As of 5/3/2021	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	22	98	96	116	99	126									85.8%
Clark-Wilkins Elementary Remote	0	12	12	27	23	18									14.2%
Mont Vernon Village School In-Person		21	23	24	30	26	25	27							87.6%
Mont Vernon Village School Remote		5	4	0	3	5	2	6							12.4%
Amherst Middle School In-Person							109	116	152	132					82.6%
Amherst Middle School Remote							23	16	32	36					17.4%
Souhegan High School In-Person											139	145	154	135	80.8%
Souhegan High School Remote											23	34	36	43	19.2%

Numbers do not reflect students in Quarantine

Segment 9 (3/29-5/2/21)

As of 3/29/2021	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	22	97	97	115	95	123									84.5%
Clark-Wilkins Elementary Remote	0	13	11	29	27	21									15.5%
Mont Vernon Village School In-Person		21	23	22	30	25	24	27							84.7%
Mont Vernon Village School Remote		5	5	2	3	6	3	7							15.3%
Amherst Middle School In-Person							106	108	145	118					77.4%
Amherst Middle School Remote							26	24	39	50					22.6%
Souhegan High School In-Person											130	133	130	114	71.1%
Souhegan High School Remote											33	46	62	65	28.9%

Numbers do not reflect students in Quarantine

Segment 8 (3/1-3/28/21)

As of 3/1/2021*	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	21	95	90	110	92	110									80.7%
Clark-Wilkins Elementary Remote	0	14	16	32	30	32									19.3%
Mont Vernon Village School In-Person		21	23	21	29	25	21	28							83.2%
Mont Vernon Village School Remote		5	5	3	4	6	6	5							16.8%
Amherst Middle School In-Person							93	96	126	109					69.2%
Amherst Middle School Remote							36	36	56	61					30.8%

Souhegan High School In-Person											125	108	88	98	58.8%
Souhegan High School Remote											38	71	104	81	41.2%

numbers do NOT reflect those quarantining from vacation travel who will then return in person

Segments 6 & 7 (1/19-2/23/21)

As of 1/19/2021	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	20	96	89	108	90	110									79.8%
Clark-Wilkins Elementary Remote	0	13	17	34	35	31									20.2%
Mont Vernon Village School In-Person		21	22	19	27	24	20	25							77.8%
Mont Vernon Village School Remote		6	6	6	6	6	7	8							22.2%
Amherst Middle School In-Person							93	90	124	102					66.9%
Amherst Middle School Remote							36	42	57	67					33.1%
Souhegan High School In-Person											113	96	77	93	53.3%
Souhegan High School Remote											50	83	113	86	46.7%

Segment 5 (11/30-1/3/21)

As of 11/30/2020	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	91	89	106	92	110									78.4%
Clark-Wilkins Elementary Remote	0	18	17	38	34	33									21.6%
Mont Vernon Village School In-Person		20	23	18	27	23	19	25							76.0%
Mont Vernon Village School Remote		7	5	9	5	7	8	8							24.0%
Amherst Middle School In-Person							90	88	125	83					62.8%
Amherst Middle School Remote							38	46	60	85					37.2%
Souhegan High School In-Person											93	81	77	93	48.6%
Souhegan High School Remote											69	98	111	86	51.4%

Segment 4 (10/26-11/29)

As of 10/26/2020	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	91	87	111	91	111									79.1%
Clark-Wilkins Elementary Remote	0	18	17	34	34	32									20.9%
Mont Vernon Village School In-Person		20	23	19	27	24	20	26							77.9%
Mont Vernon Village School Remote		7	5	8	5	6	7	7							22.1%
Amherst Middle School In-Person							93	88	143	114					70.9%
Amherst Middle School Remote							37	47	41	55					29.1%
Souhegan High School In-Person											132	129	142	123	74.4%
Souhegan High School Remote											30	49	46	56	25.6%

Segment 3 (9/28-10/25)

As of 9/28/1010	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	89	85	107	89	108									77.2%
Clark-Wilkins Elementary Remote	0	20	18	37	37	35									22.8%
Mont Vernon Village School In-Person		21	23	19	28	25	20	27							80.3%
Mont Vernon Village School Remote		6	5	8	4	5	7	5							19.7%
Amherst Middle School In-Person							93	90	141	111					70.4%
Amherst Middle School Remote							37	46	45	55					29.6%
Souhegan High School In-Person											136	131	145	128	76.2%
Souhegan High School Remote											26	47	45	51	23.8%

Segment 2 (9/14-9/27)

As of 9/24/2020	pK	K	1	2	3	4	5	6	7	8	9	10	11	12	Percentage
Clark-Wilkins Elementary In-Person	19	85	83	100	87	99									73.6%
Clark-Wilkins Elementary Remote	0	24	20	44	39	43									26.4%
Mont Vernon Village School In-Person		21	23	20	27	22	19	26							77.8%
Mont Vernon Village School Remote		6	5	7	5	8	8	6							22.2%
Amherst Middle School In-Person							92	90	138	111					69.9%
Amherst Middle School Remote							38	46	47	55					30.1%
Souhegan High School In-Person											131	131	144	126	75.0%
Souhegan High School Remote											31	47	46	53	25.0%

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

To: Adam Steel, Superintendent of Schools

From: Christine Landwehrle, Assistant Superintendent

RE: K and 1 Looping Update

May 10, 2021

Executive Summary

Our SAU-wide vision includes the concept of an anchoring adult, an educator who can develop a deep multi-year connection with students. At the elementary level, we are able to implement our vision of an anchoring adult through looping. In our proposed looping model, students would stay with the same teacher and class for two years. We will begin our looping model next school year (2021-2022 school year) in kindergarten. Students placed in the kindergarten classes next year will stay with that class and teacher for two years. In the 2022-2023 school year, first grade teachers will move down to kindergarten as kindergarten teachers will be moving up to first grade with their students.

Looping will help to support the development of social and emotional learning and ensure a strong connection with a teacher who will serve as the anchoring adult. In addition, looping can help accelerate academic achievement since the transition between kindergarten and first grade will be seamless. For more research on looping, please refer to this research overview document.

Background Information

To implement our looping model, we have invited all kindergarten and first grade teachers to be involved with our three subcommittees working to develop our looping plan. We have the following subcommittees meeting this spring to develop our looping plans: Screening Subcommittee, Procedure Subcommittee and Professional Development Subcommittee.

Screening Subcommittee

We have refined our kindergarten screening process this year to ensure we are gathering as much information as possible about each individual student. This will enable us to best create balanced classes since students will be together with the same class for two years. Surveys are being sent to families this spring to gather information about each child. In addition, Clark-Wilkins will also be sending surveys to local pre-schools for additional information about individual students. Our in-person screening process will include a screener that assesses students in multiple areas including fine and gross motor skills, language, skills and concepts. The screening process at Clark-Wilkins also includes a classroom experience where groups of students are able to interact with each other and the teacher in a classroom setting. While

students are engaging in the screener, parents of incoming kindergarten students will be able to meet with a teacher to share more about their child.

Kindergarten screening will take place at the end of May for Mont Vernon and in June and July for Clark-Wilkins. Class placements will be finalized in August and shared with families.

Procedure Subcommittee

This subcommittee hasn't met yet but they will be meeting to determine our procedures around looping.

Professional Development Subcommittee

The professional development subcommittee met twice to brainstorm PD needs and determine our format and schedule for supporting teachers with looping. The subcommittee has outlined specific areas of professional development needs including curriculum scope and sequence work, materials review, and assessment / grading that needs to occur this summer to ensure a seamless K and 1 experience next year. Professional development on looping will continue during the school year next year. The following summer will focus on refining our curriculum scope and sequences along with training in new grade level standards to support teachers in transitioning to new grade levels.

Communication with Families

We will hold kindergarten parent information nights for each school via Zoom. The Clark-Wilkins information night will be held on May 26th and Mont Vernon on June 1st. Both sessions will be recorded for any parent that is unable to attend. These parent sessions will give families information about our kindergarten program, looping, and our screening process.

Anticipated Budget Impact

We are able to utilize existing grant funds to support teacher professional development this summer and next school year. As we determine materials needs for the 2022-2023 school year, there may be a need for additional materials to be purchased to support a seamless loop from kindergarten to first grade.

Requested Board Action

1. None: Information only.

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE
Amherst, Mont Vernon, and Souhegan Cooperative School Districts

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Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator

Date: April 30, 2021

To: Adam Steel, Superintendent of Schools

From: Brain Miller, Director of Information Technology

RE: Technology Updates as noted on the following Trello Card https://trello.com/c/utRBKNI2

This memo is to provide an update on the technology updates that have been undertaken by the Technology Department within SAU 39. Many updates are ongoing and in progress.

Souhegan Infrastructure Items:

- On February 24, 2021 the Firewall within SAU39 was upgraded and replaced. This unit is housed within Souhegan High School. The unit was upgraded due to an aging unit as well as to handle the new bandwidth coming from Consolidate Communications.
- In June 2020, An additional server was purchased an put in place to be added to the H/A Cluster. Configurations are still be made to complete this addition due to unforeseen circumstances.
- Storage Array decommissioning has not begun at this time.
- SAU 39 Technology Team is consistent with disposing, recycling and donating equipment no longer in use due to age, or working status. We are currently in the process of identifying if there is any value to a few decommissioned servers.
- Lynx Security System, located at Souhegan High School has been installed on devices used by Admin at SHS and the SAU who will need to have access to the system, with the exception of Adam Steel and Kelly Driscoll currently using Macbooks. A meeting took place on March 1, 2021 with representatives from Minuteman, Roger Preston and myself (Brian Miller) to review the system setup. Adjustments are ongoing to ensure proper working status. System has been tested for alert notifications successfully.

C-W Infrustructure Items:

- Switch Stack relocation has been placed on hold due to budgetary constraints. A quote was received from LongChamps Electric by Roger Preston for the work to be completed at a cost of approximately $3,500 (exact number not on had at the time this memo was written).
- The switch located in the catwalk at Wilkins Elementary School is being assessed for relocation. Currently it is functioning as it should but due to inconsistent temperatures and dust being in the attic space, the switch could be at risk of a shorter life span. The Switch is covered under replacement warranty until 2113 according to HPE Support Center. With the proposal of a new Elementary School Building and the coverage of the warranty, this project will not take place at this time, but we will continue to monitor for any changes in status.
- Clark Elementary Door security system conversion has not taken place. I will work with Roger Preston to determine the status of moving forward with this project.

AMS Infrastructure Items:

- A secondary backup system is not something I was involved with to identify the need at this time. As a Technology team at AMS, we will re-evaluate this project for validity.
- As previously mentioned, SAU 39 Technology Team is consistent with disposing, recycling and donating equipment no longer in use due to age or working status. This is a task that takes place as part of summer work. We will review the status of equipment again in the Summer of 2021.
- The door lock and Badge system at AMS has not been replaced at this time. I will work with Roger Preston to determine where this project stands with the upcoming proposal of AMS building renovations.

GSuite Additions:
- As of October 2020, SAU 39 has been shifted completely to Gmail from Exchange with out any extended disruption to mail services.
- As of October 2020, Staff Google Calendars have been synced from their former Outlook Calendars with the understanding that some events may not have transferred appropriately. During the process, we have asked staff to compare their former Outlook calendars with their Google Calendar to make sure items weren't missing.
- Piloting of Google Two-Factor Authentication with select staff members has paused as this time. A test group was put in place, but with the recent termination of a couple of those accounts, 2FA made it difficult (but not impossible) to retrieve data. We will continue to evaluate the process of 2FA.

Asset and License Management:
- Lansweeper has been updated to reflect current inventory of devices that have been scanned.
- Lansweeper has been connected to our Mobile Device Manager (Microsoft Intune) and is scanning all 1:1 devices. Ongoing fine tuning will take place as new devices are added or replaced.
- I am unsure of the purpose of an additional Asset Management tool (Snipe-IT). At this time, I can see that Alex Stone has started the process to set up Snipe-IT, but has not left any documentation related to this set up or use. I will continue to investigate and evaluate its benefit.
- No process has been created for periodic exports from Lansweeper at this time.
- No process has been created to compare Lansweeper discoveries to our static inventory.
- Additional items related to Snipe-IT will continue to be investigated.

Active Directory Upgrades:
- Upgrades to the Directory Controllers were performed starting on July 29, 2020 and ended on August 3, 2020 successfully with the help of Axis Business Solutions.
- All outdated Directory Controllers have been removed after 90 days to make sure the new controllers were working properly.
- On-premise Active Directory services have been integrated with Microsoft Azure AD successfully creating a hybrid environment.
- Microsoft Intune has been configured for device deployment by Corey Smith. Fine tuning Intune is an ongoing process to fully meet the needs of SAU 39.

Other Items:
- A Technology Knowledgebase has been in established within Microsoft OneNote. Although this resource has its uses, there are a number of items held within that are not written in a manner where all Technology Staff would know what to do with it. This is an ongoing project to clean up and identify a better resource to house the knowledge within.

- VMware VDI updates have taken place over the course of several weeks in 2020. Updates are ongoing and continually monitored to maintain compliance.

Server Consolidation:

- All File and Print Servers are currently functioning as they should be. There has been communication around making the File Servers inaccessible to Staff and Students for quite some time but has never been acted upon. We will be moving forward with this endeavor and will communicate appropriately to all Staff and Students on the timeline to provide ample amount of opportunity to move stored files to either their Google Drive or Microsoft OneDrive. The plan would be to leave the File Servers running for at least 6 months before decommissioning in the event there are Staff or Students who did not take appropriate action before they became inaccessible.
- VMWare65 Cluster can be officially moved to the H/A Cluster as soon as the remaining configurations take place as previously mentioned above.
- Identifying orphaned Servers/VMs is an ongoing process.

Remediation Items:

- Along with the Knowledge Base previously mentioned, the internal Wiki is continually being developed as time allows.
- Team and experience building takes place in all weekly Technology Department meetings in a round robin fashion, however it is also a goal to dedicate time either in these meetings or outside to have the tech team speak on specific topics that they have experience in and pertaining to the systems and resources we use within SAU 39 to keep everyone up to speed.

Please let me know if you have any questions relating to the items above.

SAU #39 **4/27/2021**

Souhegan High School

April Facilities Update

Vendor Maintenance Completed

- Spring clean-up of grounds
- Tent installation
- Disposal of expired chemicals
- Annex neutralization tank cleaning (last cleaned 2012)
- Rebuilt Annex hot water pump coupler
- Soil testing of athletic surfaces
- Simeon field spring infield applications
- Fertilizer application, infield grooming (all fields), overseeding (all fields), and slice seeding bare areas (back field)
- Building Management System upgrades
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

SHS Facilities Staff Projects Completed

- Purchased forks for tractor to move materials
- Programmed hot water pump controller
- Purchased two front tires for the John Deere Gator
- Replaced broken paper towel dispenser room 224
- Removed boxes of year books from school store to room A122
- Repaired bicycle for the special education program
- Replaced batteries in sink not functioning
- Replaced broken faucet in 2nd floor Annex mens room
- Repaired broken leg on teachers desk
- Cleaned sink trap in nurses office
- Replaced broken leg on students desk room A212
- Replaced batteries in clocks not functioning
- Replaced screens in room A203 and A221
- Mounted pictures in Principals office
- Installed magnetic holder on interior fire door
- Turned on water for concession stand and outdoor restrooms
- Care and upkeep of grounds and athletic surfaces
- Call dig safe for Jr. Prom
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Monthly Fire extinguisher inspection

Upcoming Work

- Gym equipment inspection
- Air quality tests (May)
- Building Management System upgrades
- Annex boiler #2 replacement (June)
- Building generator replacement battery

Annex neutralization tank (before cleaning)

Annex neutralization tank (after cleaning)

Spring clean-up

Spring clean-up

Spring clean-up

Spring clean-up

Simeon field (before infield grooming)

Simeon field (after infield grooming)

SAU #39 **4/27/2021**

Amherst Middle School

April Facilities Update

Vendor Maintenance Completed

- Spring clean-up of grounds
- Tent installation
- Service call for clogged drain
- Troubleshooting call for fire panel
- Disposal of expired chemicals
- Unit ventilator repairs
- Replace outdoor basketball hoops
- Repaired catch basin drainage covers
- Line striping of new evacuation lot numbers
- 5 new keys cut and stamped
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

AMS Facilities Staff Projects Completed

- Tightened all toilet mounting bolts
- Moved desk from library to room 36
- Unboxed and moved 30 additional folding tables for lunch
- Removed AC from room 27
- Painting in library
- New ovens delivered and installed
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (generator and propane)
- Monthly Fire extinguisher inspection

Upcoming Work

- Replace rear exterior door
- Replace hot water pump #1 triple duty valve
- Gym equipment inspection
- Air quality tests (May)
- Replace hot water pump coupler
- Replace 20- 4 bulb ballast
- Replace library lights to LED
- Gym wall mat installation (June)

Outdoor basketball hoop replacement

Unit ventilator repair

Unit ventilator repair

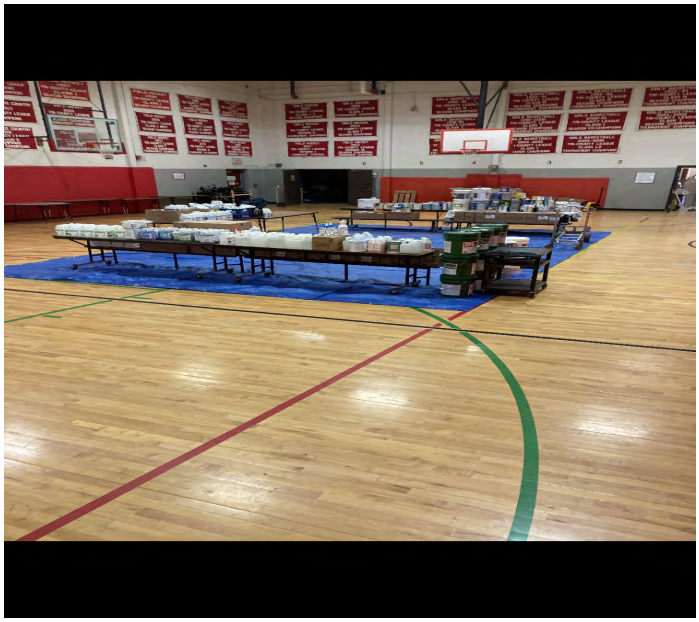
New ovens delivered and installed

Catch basin cover before repair

Catch basin grate cover repair

Tent installation

All Districts expired chemical disposal



SAU #39 **4/27/2021**

Wilkins Elementary School

April Facilities Update

Vendor Maintenance Completed

- Spring clean-up of grounds
- Tent installation
- Disposal of expired chemicals
- Troubleshoot room 33 overheating
- Replaced zone valve actuator room 33
- HVAC system site assessment
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

Wilkins Facilities Staff Projects Completed

- Mounted whiteboard in 1st grade hallway
- Repaired fire door crash bar that was in the fixed lock position
- Emergency light inspections
- Repaired damaged electrical conduit on backfield
- Repaired exterior light
- Replaced ballast and lamps
- Clean out all vents in classrooms and bathrooms
- Burnish hallways and MPR room
- Started window balance repair
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly Fire extinguisher inspection
- Monthly underground storage tank inspection

Upcoming Work

- Gym equipment inspection
- Air quality tests (May)
- Window balance repair for 50 windows
- Chimney cleaning

Window balance installation

Classroom floor cleaning

Tent installation

All Districts expired chemical disposal

SAU #39 **4/27/2021**

Clark Elementary School

April Facilities Update

Vendor Maintenance Completed

- Spring clean-up of grounds
- Tent installation
- Troubleshoot rooms 7, 8, and 10 booster coils being airbound, replace failed three way valve room 10
- Disposal of expired chemicals
- Replace boys bathroom heat exchanger motor assembly
- Removed hanging branch from above playground area
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

Clark Facilities Staff Projects Completed

- Emergency light inspections
- Clean out all vents in classrooms and bathrooms
- Burnish hallways and MPR room
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly Fire extinguisher inspection
- Monthly aboveground storage tank inspection

Upcoming Work

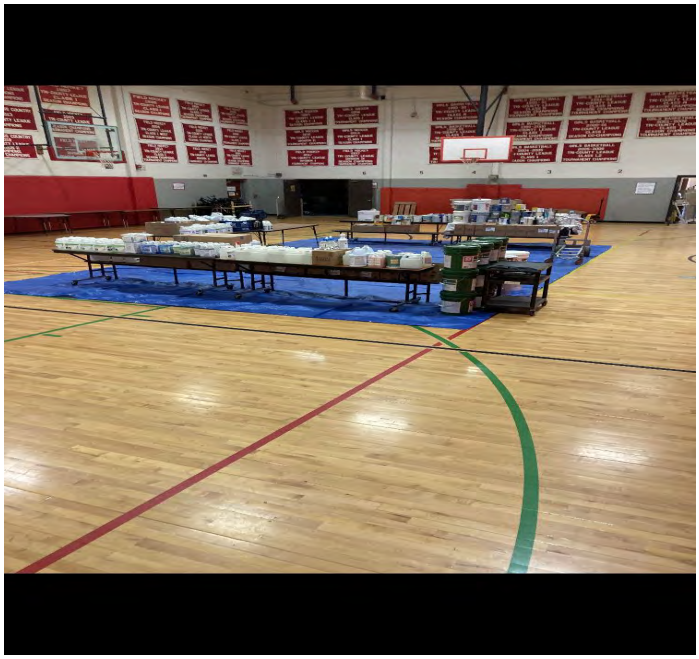
- Air quality tests (May)
- Roof drain in need of repair
- Video inspection of chimney prior to cleaning

Removed hanging branch from above playground

Heat valve replacement in room 10

Tent installation

All Districts expired chemical disposal



SAU #39 **4/27/2021**

Brick School

April Facilities Update

Vendor Maintenance Completed

- Spring clean-up of grounds
- Weekly custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

Facilities Staff Projects Completed

- Daily cleaning and disinfecting
- Monthly Fire extinguisher inspection

Upcoming Work

- Air quality tests (May)
- Removal of bats from the attic
- Repair quote for building trim (bat access)

Spring Cleanup of Grounds

SAU #39 **4/26/2021**

Mont Vernon Village School

April Facilities Update

Vendor Maintenance Completed

- HVAC system and ductwork design update
- Electrical portion of underground storage tank repair
- Replace domestic water tank internal bladder
- New mower delivery
- Spring clean-up of grounds
- Disposal of expired chemicals
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

MVVS Facilities Staff Projects Completed

- Adjustments to internal doors locking mechanisms, closers, hold open magnets, and hinges
- Winterized the snowblower
- Preparing the leaf blower, string trimmer, and chainsaw for use
- Repairing damaged siding
- Care and upkeep of grounds
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly generator test
- Weekly fuel readings are being recorded (building fuel and generator)
- Monthly Fire extinguisher inspection
- Monthly underground storage tank inspection

Upcoming Work

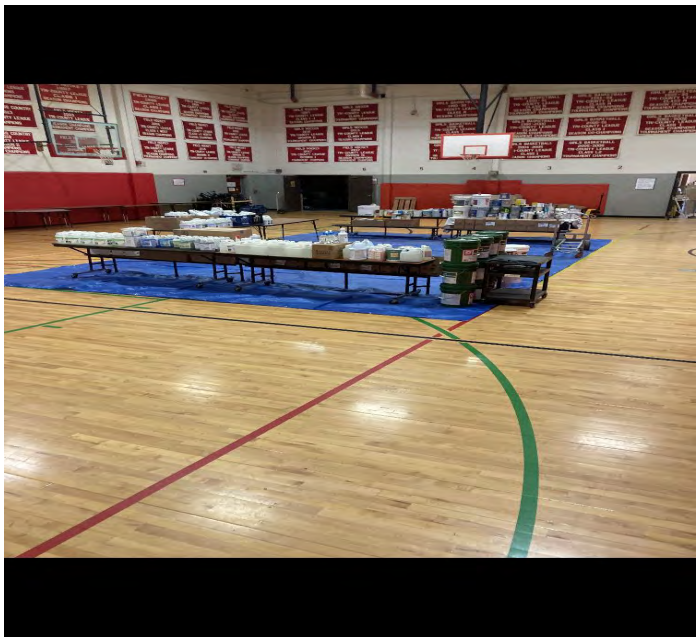
- Exterior painting and minor wood repairs
- Exterior door painting and minor repairs (Also following up with the architect)
- UST repairs identified from NHDES inspection
- Video inspection of chimney prior to cleaning

New mower delivery

Care and upkeep of grounds

Siding purchased for repair during April break

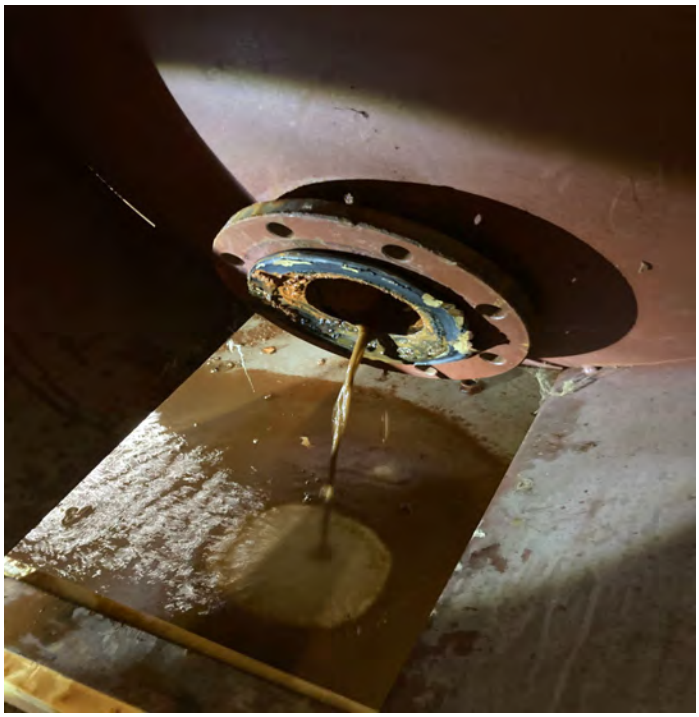
All Districts expired chemical disposal



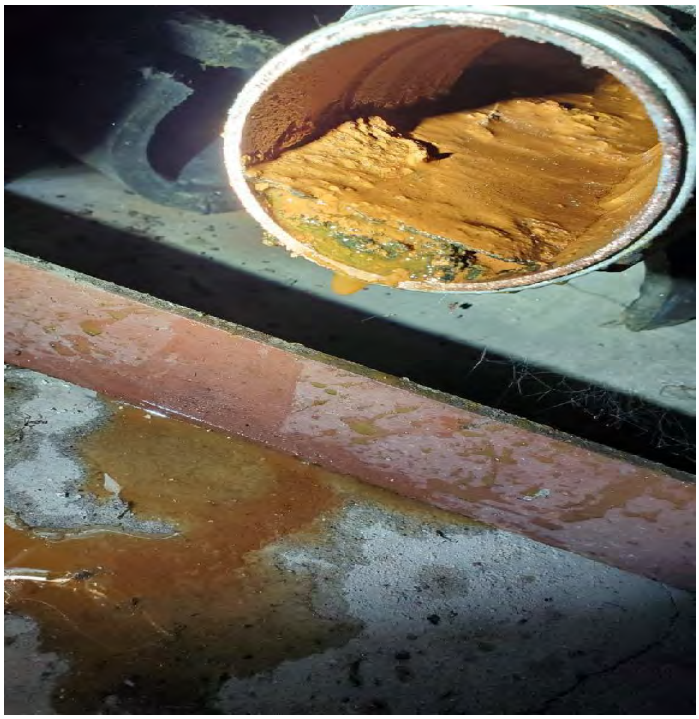
Domestic water tank bladder replacement

Domestic water tank failed bladder

Bottom of domestic water tank



Inside of domestic water piping



School Administrative Unit 39

Data Security and Data Privacy Guidelines

May, 2019

Contents

Introduction
- Data Governance Team
- Purpose
- Scope
- Regulatory Compliance
- Data User Compliance

Data Lifecycle
- Identifying Need & Assessing Systems for SAU Requirements
  - New Systems
  - Review of Existing Systems
- Acquisition and Creation
- Management and Storage
  - Systems Security
  - Data Management
  - Data Classification and Inventory
- Security/Protection
  - Risk Management
  - Security Logs
  - Physical Security Controls
  - Inventory Management
  - Virus, Malware, Spyware, Phishing and SPAM Protection
  - Electronic Access Security Controls
  - Securing Data at Rest and Transit
- Usage and Dissemination
  - Data Storage and Transmission
  - Training
- Archival and Destruction
  - Data Destruction Processes
  - Asset Disposal

Critical Incident Response
- Business Continuity
- Disaster Recovery
- Data Breach Response

Appendix A - Definitions

Appendix B - Laws, Statutory, and Regulatory Security Requirements

Appendix C - Digital Resource Acquisition and Use

Appendix D - Data Security Checklist

Appendix E - Data Classification Levels

Appendix F - Securing Data at Rest and Transit

Appendix G - Physical Security Controls

Appendix H - Asset Management

Appendix I - Virus, Malware, Spyware, Phishing and SPAM Protection

Appendix J - Account Management

Appendix K - Data Access Roles and Permissions

Appendix L - Password Security

Appendix M - Technology Disaster Recovery Plan

Appendix N - Data Breach Response Plan

Introduction

School Administrative Unit 39 ("SAU 39" and "the SAU" will be used throughout this document to represent the four units of School Administrative Unit 39 – the Amherst School District, the Mont Vernon School District, the Souhegan Cooperative School District and School Administrative Unit 39) is committed to protecting our students' and staffs' privacy through maintaining strong privacy and security protections. The privacy and security of this information is a significant responsibility, and we value the trust of our students, parents, and staff.

The SAU 39 Data Security and Privacy Guidelines includes information regarding the data governance team, data and information governance, applicable School Board policies, SAU procedures, as well as applicable appendices and referenced supplemental resources.

This document outlines how operational and instructional activity shall be carried out to ensure the SAU 39 data is accurate, accessible, consistent, and protected. The document establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it. Definitions of terminology can be found in Appendix A: Definitions.

The SAU 39 Data Security and Privacy Guidelines shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources. This document and any future modifications to this document will be posted on the SAU 39 website.

Data Governance Team

The SAU 39 Data Governance team consists of the following positions: Superintendent, Assistant Superintendent, Business Administrator, Director of Buildings and Grounds, Director of Human Resources, Director of Student Services and the Director of Technology. Members of the Data Governance Team will act as data stewards for all data under their direction. The Director of Technology will act as the Information Security Officer (ISO), with assistance from members of the full Technology team. The Lead Network Administrator is the SAU's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available. All members of the SAU administrative team will serve in an advisory capacity as needed.

Purpose

The School Boards recognize the value and importance of a wide range of technologies for a well-rounded education, enhancing the educational opportunities and achievement of students. SAU 39 provides its faculty, staff, and administrative staff access to technology devices, software systems, network and Internet services to support research and education. All components of technology must be used in ways that are legal, respectful of the rights of others, and protective of juveniles and that promote the educational objectives of SAU 39.

To that end, the SAU must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient SAU operations, compliance with laws mandating confidentiality, and maintaining the trust of all SAU stakeholders. All persons who have access to SAU data are required to follow state and federal law, SAU policies and procedures, and other rules created to protect the information.

It is the policy of the SAU 39 that data or information in all its forms, written, electronic, or printed, is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All staff and authorized SAU contractors or agents using confidential information will strictly observe protections put into place by the SAU.

Scope

The data security policy, standards, processes, and procedures apply to all students and staff of SAU 39, contractual third parties and agents of the SAU, and volunteers who have access to SAU data systems or data. This policy applies to all forms of SAU 39 data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, mobile devices.
- Data stored on any type of internal, external, or removable media or cloud-based services.
- The terms data and information are used separately, together, and interchangeably throughout the document, the intent is the same.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.
- All involved systems and information are considered assets of SAU 39 and shall be protected from misuse, unauthorized manipulation, and destruction.

Regulatory Compliance

SAU 39 will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems (see Appendix B: Laws, Statutory, and Regulatory Security Requirements). SAU 39 will comply with or exceed the https://www.education.nh.gov/data/documents/minimum-standards-privacy.pdf approved in 2019 and standards applicable to data governance are addressed throughout this Data Security and Privacy Guidelines. SAU 39 will be in compliance with all other applicable regulatory acts including but not limited to the following:

- Children's Internet Protection Act (CIPA)
- Children's Online Privacy Protection Act (COPPA)
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Payment Card Industry Data Security Standard (PCI DSS)
- Protection of Pupil Rights Amendment (PPRA)
- Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act (IDEA)
- New Hampshire State RSA - Student and Teacher Information Protection and Privacy
    - NH RSA 189:65 Definitions
    - NH RSA 189:66 Data Inventory and Policies Publication
    - NH RSA 189:67 Limits on Disclosure of Information
    - NH 189:68 Student Privacy
    - NH RSA 189:68-a - Student Online Personal Information
- New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data
- New Hampshire State RSA - Right to Privacy:

  NH RSA 359-C:19 - Notice of Security Breach Definitions

  NH RSA 359-C:20 - Notice of Security Breach Required

  NH RSA 359-C:21 - Notice of Security Breach Violation

Data User Compliance

The Data Security and Data Privacy Guidelines apply to all users of SAU 39 information including: staff, students, volunteers, and authorized SAU contractors or agents. All data users are to maintain compliance

with School Board Policies and SAU administrative procedures, EHAB (Data Governance and Security), EGA (School District Internet Access for Students), EHAA (Computer Security, Email and the Internet) and all policies, procedures, and resources as outlined within this document and School Board Policy.

A consistently high level of personal responsibility is expected of all users granted access to the SAU's technology resources. Any violation of SAU policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the SAU technology resources.

Unless permission has been granted by the ISO or designee, no staff, vendor or other person may remove confidential or critical data from the SAU's premises or the SAU's network, remove a device containing confidential or critical data from the SAU's premises, or modify or copy confidential or critical data for use outside the SAU. If permission is given, the data may be accessed only on a SAU-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied or otherwise used in a manner that would compromise the security and confidentiality of the information.

Staff who fail to follow the law or SAU policies or procedures regarding data governance and security may be disciplined or terminated. Volunteers may be excluded from providing services to the SAU. The SAU will end business relationships with any contractor who fails to follow the law, SAU policies or procedures, or the confidentiality provisions of any contract. In addition, the SAU reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of a staff member's teaching certificate.

The SAU may suspend all access to data or use of SAU technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The SAU will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the SAU.

Any attempted violation of SAU policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of PII or Confidential Information.
- Sharing your user IDs or passwords with others (exception for authorized technology staff for the purpose of support)
- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or staff privacy by examining records or information for which there has been no request for review.
  The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for SAU technological systems.
- The intentional unauthorized altering, destruction, or disposal of SAU information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to the following: laptops, internal or external storage, computers, servers, backups or other media, that may contain PII or confidential information.
  The introduction of computer viruses, hacking tools or other disruptive or destructive programs.

Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.

Identifying Need & Assessing Systems for SAU Requirements

To accomplish the SAU 39 mission and to comply with the law, the SAU may need to maintain confidential information, including information regarding students, parents/guardians, staff, applicants for employment and others. The SAU will collect, create or store confidential information only when the Superintendent or designee determines it is necessary.

New Systems

SAU 39 staff members are encouraged to research and utilize online services or applications to engage students and further the SAU's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or staff, the ISO or designee(s) must approve the use of the service or application and verify that it meets the requirements of the law and School Board policies and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge.

SAU 39 has an established process for vetting new digital resources. Staff are required to complete steps outlined at the Technology section of the SAU 39 website, to ensure that all new resources meet mission and/or instructional need as well as security requirements.

Memorandums of understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on the technology environment including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements including cost
- Resource update and maintenance schedule
  Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
  - SAU 39 continues to own the data shared, and all data must be available to the SAU upon request.
  - SAU 39 vendor's access to and use of SAU data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the SAU. If metadata is collected, it will be protected to the same extent as the SAU's confidential or critical information.
  - SAU data will be maintained in a secure manner by applying appropriate technical, physical

and administrative safeguards to protect the data.
- The provider will comply with SAU guidelines for data transfer or destruction when contractual agreement is terminated.
- No API will be implemented without full consent of the SAU.
- All data will be treated in accordance to federal, state and local regulations
- The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for SAU vetted and approved applications and tools.

A current list of all vetted and approved software systems, tools and applications is available through the links on the Technology section of the SAU 39 Technology website.

Review of Existing Systems

SAU 39 will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be regularly reviewed to ensure that only necessary data is being transmitted and collected. Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for staff and students. The SAU must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The SAU will audit data imports annually. These audits should include:

- Review of provider's terms of service to ensure they meet the SAU's data security requirements.
- Verification that software imports are accurate and pulling the correct information.
- Verification that, when applicable, the staff, students and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for the intended purpose.

Acquisition and Creation

After reviewing the requirements for adoption of any new systems, staff shall complete an online request form for any new digital app/tool that either has an associated cost or collects staff or student data (see Appendix C: Digital Resource Acquisition and Use). All staff must adhere to the following guidelines regarding a new digital resource acquisition:

- Contracts for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation. Staff should speak with their building Technology Integrator before using ANY new app/online tool with students and seek their assistance with the evaluation/vetting process. This includes any online tool that a student interacts with where they may be creating content and/or any site that requires any student login.
- It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets SAU mission objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use.
- Digital resources that accompany adopted instructional and/or curriculum materials will be vetted for security/privacy by the Director of Technology, or designee, prior to adoption.

Systems Security

SAU 39 will provide access to confidential information to appropriately trained SAU staff and volunteers only when the SAU determines that such access is necessary for the performance of their duties. The SAU will disclose confidential information only to authorized SAU contractors or agents who need access to the information to provide services to the SAU and who agree not to disclose the information to any other party except as allowed by law and authorized by the SAU (School Board Policy EHAB). Therefore, systems access will only be given on an as-needed basis as determined by the data manager and ISO. Further information regarding Electronic Access Security Controls is contained in the Security/Protection section of this document.

Data Management

The effective education of students and management of SAU personnel often require the SAU to collect information, some of which is considered confidential by law and SAU policy. In addition, the SAU maintain information that is critical to SAU operations and that must be accurately and securely maintained to avoid disruption to SAU operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All SAU administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage. Data managers will:

- Ensure that system account creation procedures and data access guidelines appropriately match staff member job function with the data on instructional and operational systems.
- Review all staff with custom data access beyond their typical group's access.
- Review SAU processes to ensure that data will be tracked accurately.
- Review contracts with instructional and operational software providers to ensure that they are current and meet the SAU 39 data security guidelines.
- Ensure that staff are trained in the SAU's proper procedures and practices in order to ensure accuracy and security of data.
- Assist the ISO in enforcing SAU policies and procedures regarding data management.

Data Classification and Inventory

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (i.e. source document, electronic record, report) have the same classification regardless of format (see Appendix E: Data Classification Levels).

The ISO or designee will identify all systems containing SAU data, such as student information systems, financial systems, payroll systems, transportation systems, food-service systems, email systems, instructional software applications and others.

The SAU will create and maintain a data inventory for all information systems containing PII or confidential information. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements:

- Data Source
- What data is stored
- Where the data is stored
- Staff or staff categories that have access to the files

- Criticality/Sensitivity Rating

Security/Protection

Risk Management

A thorough risk analysis of all SAU 39 data networks, systems, policies, and procedures shall be conducted on a bi-annual basis by an external third party or as requested by the Superintendent, ISO or designee. An internal audit of SAU network security will be conducted annually by SAU 39 Technology staff. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Security Logs

The SAU will maintain a comprehensive list of critical system events that will be logged and monitored to ensure data security. These events will include, but are not limited to, access to critical systems and modification of critical data. When applicable, notifications will be established for critical event triggers.

Physical Security Controls

Technology telecommunication closets are housed in secure locations. Access authorization is assigned through the Director of Technology, Network Administrator and or Director of Facilities. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix G: Physical Security Controls).

No technological systems shall be disposed of or moved without adhering to the appropriate procedures (see Appendix H: Asset Management).

Inventory Management

The SAU shall maintain a process for inventory control in accordance to federal and state requirements and School Board policy. All SAU 39 technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix H: Asset Management).

Virus, Malware, Spyware, Phishing and SPAM Protection

The SAU uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/ spyware software, group policy, gateways, firewalls, and content filter. Users shall not turn off or disable SAU protection systems or install other systems (see Appendix I: Virus, Malware, Spyware, Phishing and SPAM Protection).

Electronic Access Security Controls

SAU staff will only access personally identifiable and/or confidential information if necessary, to perform their duties. The SAU will only disclose this information to authorized SAU contractors or agents who need access to the information to provide services to the SAU and who agree not to disclose the information to any other party except as allowed by law. All staff are required to read and acknowledge applicable SAU policies annually.

Mechanisms to control access to PII, confidential information, internal information and computing resources

include, but are not limited to, the following methods:

- **Identification/Authentication:** Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared.
- **Authorization:** Access controls are maintained through a partnership between the technology department, human resources (HR) and data managers.

Additionally, only members Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Access security is audited annually or whenever access permission requirements are changed for a particular application/software or when user access to an application/software is no longer necessary.

Staff Users

All new staff accounts are authorized through a Human Resources hiring process (see Appendix J: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix K: Data Access Roles and Permissions). If a staff member requires additional access, a request must be made directly to the ISO with a clear justification for access.

Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by HR and the ISO. All contractors doing business on SAU premises must also pass a background check unless other security measures are addressed in a vendor contract. Contractor/vendor will be granted access to data as needed and approved by the ISO or designee. Once the approval has been obtained, the technology department will create the account providing or access to the application/information that the contractor/vendor supports.

Password Security

The SAU will enforce secure passwords for all systems within their control (see Appendix L: Password Security). When possible, the SAU will utilize Single Sign On (SSO) or LDAP/Active Directory Integration to maintain optimal account security controls.

Concurrent Sessions

When possible, the SAU will limit the number of concurrent sessions for a user account in a system.

Remote Access

Access into the SAU's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the SAU's network and systems; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within SAU 39 network.

If a secured connection is needed by a contractor/vendor, access must be approved by the ISO. The Network Administrator will establish the contractor account, only granting access to the server/application that the contractor/vendor supports.

All non-SAU 39 accounts will be reviewed at least annually to determine if remote access is needed.

Securing Data at Rest and Transit

SAU data security applies to all forms of data, including data stored on devices, data in transit and data stored on additional resources. Regular transmission of student data to internal and external services is managed by the technology department using a secure data transfer protocol.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices. (see Appendix F: Securing Data at Rest and Transit). These guidelines are outlined in the following section.

Usage and Dissemination

A consistently high level of personal responsibility is expected of all users granted access to the SAU technology resources. All SAU staff, volunteers, contractors and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the SAU including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store or access. Users are expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with Board policies, specifically Employee and Student Technology Usage, Data Governance and Security (EHAB), and Student Records.

SAU staff, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

Data Storage and Transmission

All staff and students that log into a SAU owned device will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students may not be able to store data on the local device. It is important to note that this data is not a part of the SAU storage plan, and thus may not be backed up by the SAU backup solution. Staff and students will also have a mapped personal folder. This folder acts as a redirection of document folders to SAU file servers or cloud storage. Access to these files is restricted to the folder's owner (staff or student who is assigned) and SAU enterprise administrator accounts. Staff and students using devices which have limited local storage capabilities are to store data within their Office 365 OneDrive account or their G Suite for Education account.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with an Office 365 OneDrive account and a G Suite for Education account. which provide significant storage. Users are responsible for all digital content on their SAU provided account Drives (see Appendix F: Securing Data at Rest and Transit).

File Transmission Practices

Staff are responsible for securing sensitive data for transmission through email or other channels. Staff should not transmit files that contain PII through email or third-party file transfer services without SAU approval. When possible, staff should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services such as a single sign on provider is managed by the technology group using a secure data transfer protocol (see Appendix F: Securing Data at Rest and Transit).

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the appropriate level of PCI compliance when handling such

data (see Appendix F: Securing Data at Rest and Transit).

Mass Data Transfers

Downloading, uploading or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent or designee. All other mass downloads of information shall be approved by the ISO and include only the minimum amount of information necessary to fulfill the request.

Printing

When possible, staff should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately or left unattended and open to compromise.

Oral Communications

Staff shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Staff shall not discuss PII or Confidential Information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

Training

The SAU shall create and maintain a data security training program. This program will consist of the following:

- Training for all staff on technology policies and procedures, including confidentiality and data privacy.
- Additional training for new instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for all instructional staff on federal regulations and the use of digital resources and student electronic records.
- Training for SAU administration on federal regulations, data privacy and security.
- All training or professional learning that includes the use of data systems shall include data security.

Archival and Destruction

Once data is no longer needed, the ISO or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record irretrievable.

SAU 39 Data Destruction Processes

The SAU will regularly review all existing data stored on SAU provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy EHB and EHB-R. SAU data managers will regularly review systems and data to ensure that data that is no longer needed is destroyed. The following exceptions will be made:

- Data in an active litigation hold will be maintained until the conclusion of the hold.
- Student Office 365 and G Suite for Education accounts will be maintained for one school year after the student's final date of attendance.

- Staff G Suite for Education and Office 365 accounts will be suspended after the final work day, unless HR or the ISO approves additional access.

Asset Disposal

SAU 39 will maintain a process for physical asset disposal in accordance with School Board Policy. The SAU will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix H: Asset Management).

Critical Incident Response

Controls shall ensure that SAU 39 can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach and natural disaster) that damages/breaches data or systems.

Business Continuity

The SAU administrative procedure EHB-R delineates the timeline for data retention for all SAU data. The SAU will maintain systems that provide near-line and off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The SAU will test near-line and off-site backups of critical systems quarterly.

Disaster Recovery

The SAU's Technology Disaster Recovery Plan outlines critical staff, responsibilities, and processes in the event of a disaster or critical data loss. SAU 39 shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the SAU to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural disaster, or critical system failure (see Appendix M: Disaster Recovery Plan).

Data Breach Response

New Hampshire's data breach law (RSA 359-c:19, 20, 21) is triggered when a SAU computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The Data Breach Response Plan enables the SAU to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (i.e.FERPA), SAU identifiable information and other significant cybersecurity incident. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix N: Data Breach Response Plan).

Appendix A - Definitions

Confidentiality: Data or information is not made available or disclosed to unauthorized persons.

Confidential Data/Information: Information that the SAU is prohibited by law, policy or contract from disclosing or that the SAU may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) regarding students and staff.

Critical Data/Information: Information that is determined to be essential to SAU operations and that must be accurately and securely maintained to avoid disruption to SAU operations. Critical data is not necessarily confidential.

Data: Facts or information. Data can be in any form; oral, written, or electronic.

Data Breach, Breach of Security or Breach: A security incident in which there was unauthorized access to and unauthorized acquisition of personal information maintained in computerized form that compromises the security, confidentiality or integrity of the information.

Data Integrity: Data is current, accurate and has not been altered or destroyed in an unauthorized manner.

Data Management: The development and execution of policies, practices, and procedures in order to manage the accuracy and security of SAU instructional and operational data in an effective manner.

Data Owner: User responsible for the creation of data. The owner may be the primary user of that information or the person responsible for the accurate collection/recording of data. Ownership does not signify proprietary interest, and ownership may be shared. The owner of information has the responsibility for:

- knowing the information for which she/he is responsible.
- determining a data retention period for the information according to Board policy and state statute.
- ensuring appropriate procedures are in effect to protect the integrity, confidentiality, and availability of the data used or created.
- reporting promptly to the ISO the loss or misuse of data.
- initiating and/or implementing corrective actions when problems are identified.
- following existing approval processes for the selection, budgeting, purchase, and implementation of any digital resource.

Information Security Officer: The Information Security Officer (ISO) is responsible for working with the Superintendent, Data Governance Team, data managers, data owners, and users to develop and implement prudent security policies, procedures, and controls. The ISO will oversee all security audits and will act as an advisor to:

- data owners for the purpose of identification and classification of technology and data related resources.
- systems development and application owners in the implementation of security controls for information on systems, from the point of system design through testing and production implementation.

Systems: Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device, whether hosted by the SAU or provider.

Security Incident: An event that 1) actually or potentially jeopardizes the confidentiality, integrity or availability of an information system or the information the system processes, stores or transmits, or 2) constitutes a violation or imminent threat of violation of security policies, security procedures or acceptable-use policies.

Personally Identifiable Information (PII): Any information about an individual maintained by an agency, including (1) any information that can be used to distinguish or trace an individual‘s identity, such as name,

social security number, State Assigned Student Identification, date and place of birth, mother‘s maiden name, or biometric records and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Risk: The probability of a loss of confidentiality, integrity, or availability of information resources.

User: The user is any person who has been authorized to read, enter, print or update information. A user of data is expected to:

- access information only in support of their authorized job responsibilities.
- comply with all data security procedures and guidelines.
- keep personal authentication confidential (user IDs, passwords, secure cards, PINs, access codes).
- report promptly to the ISO the loss or misuse of data.
- follow corrective actions when problems are identified.

Appendix B - Laws, Statutory, and Regulatory Security Requirements

CIPA: The Children's Internet Protection Act was enacted by Congress to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program. Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies shall include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they shall provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. https://www.fcc.gov/consumers/guides/childrens-internet-protection-act

COPPA: The Children's Online Privacy Protection Act regulates operators of commercial websites or online services directed to children under 13 that collect or store information about children. Parental permission is required to gather certain information. https://www.ftc.gov/tips-advice/business-center/privacy-and-security/children%27s-privacy

FERPA: The Family Educational Rights and Privacy Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. This regulation protects student information and accords students specific rights with respect to their data.
http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

HIPAA: The Health Insurance Portability and Accountability Act applies to organizations that transmit or store Protected Health Information (PII). It is a broad standard that was originally intended to combat waste, fraud, and abuse in health care delivery and health insurance, but is now used to measure and improve the security of health information as well.
https://www.hhs.gov/hipaa/index.html

IDEA: The Individuals with Disabilities in Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
https://sites.ed.gov/idea/

PCI DSS: The Payment Card Industry Data Security Standard was created by a consortium of payment brands including American Express, Discover, MasterCard, and Visa. It covers the management of payment card data and is relevant for any organization that accepts credit card payments.
www.pcisecuritystandards.org

PPRA: The Protection of Pupil Rights Amendment affords parents and minor students' rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.
https://www2.ed.gov/policy//gen/guid/fpco/ppra/index.html

New Hampshire State RSA 189:65-189:68: Student and Teacher Information Protection and Privacy as defined by the following sections:

- NH RSA 189:65 (http://www.gencourt.state.nh.us/rsa/html/XV/189/189-65.htm) Definitions
- NH RSA 189:66 (http://www.gencourt.state.nh.us/rsa/html/XV/189/189-66.htm) Data Inventory and Policies Publication
- NH RSA 189:67 (http://www.gencourt.state.nh.us/rsa/html/XV/189/189-67.htm) Limits on Disclosure of Information
- NH 189:68 (http://www.gencourt.state.nh.us/rsa/html/XV/189/189-68.htm) Student Privacy
- NH RSA 189:68-a (http://www.gencourt.state.nh.us/rsa/html/XV/189/189-68-a.htm) Student Online Personal Information

New Hampshire Minimum Standards for Privacy and Security of Student and Employee Data

New Hampshire State RSA Chapter 359-C Right to Privacy:

- NH RSA 359-C:19 (http://www.gencourt.state.nh.us/rsa/html/xxxi/359-c/359-c-19.htm) Notice of Security Breach - Definitions
- NH RSA 359-C:20 (http://www.gencourt.state.nh.us/rsa/html/xxxi/359-c/359-c-20.htm) Notice of Security Breach Required
- NH RSA 359-C:21 (http://www.gencourt.state.nh.us/rsa/html/xxxi/359-c/359-c-21.htm) Notice of Security Breach Violation

Appendix C - Digital Resource Acquisition and Use

The purpose of the Digital Resource Acquisition and Use process is to:

- ensure proper management, legality and security of information systems,
- increase data integration capability and efficiency,
- and minimize malicious code that can be inadvertently downloaded.

New Resource Acquisition

Staff are required to complete steps outlined on the SAU 39 Technology website. An online request form is required for any new digital resources that either has an associated cost or collects staff or student data. All staff must adhere to the following guidelines regarding digital resource acquisition:

- Contracts for any system that creates, collects or uses personally identifiable information (PII), student records or confidential data must be reviewed by the ISO prior to initiation. Staff should speak with their building Technology Integrator before using ANY new app/online tool with students and seek their assistance with the evaluation/vetting process. This includes any online tool that a student interacts with where they may be creating content and/or any site that requires any student login.
- It is the responsibility of the staff requesting to use new digital content to properly vet the resource to ensure that it meets SAU mission objectives, is in line with curriculum or behavioral standards, is age appropriate, is instructionally sound, and is appropriate for the intended use.
- Digital resources that accompany adopted instructional and/or curriculum materials will be vetted for security/privacy by the Director of Technology, or designee, prior to adoption. All new resources shall be properly evaluated against the following criteria, when applicable:
    - Impact on technology environment including storage and bandwidth
    - Hardware requirements, including any additional hardware
    - License requirements/structure, number of licenses needed, and renewal cost
    - Maintenance agreements including cost
    - Resource update and maintenance schedule
    - Funding for the initial purchase and continued licenses and maintenance
    - Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
        - The SAU continues to own the data shared, and all data must be available to the SAU upon request.
        - The vendor's access to and use of SAU data is limited; the data cannot be used for marketing, targeted advertising or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the SAU. If metadata is collected, it will be protected to the same extent as the SAU's confidential or critical information.
        - SAU 39 data will be maintained in a secure manner by applying appropriate technical, physical and administrative safeguards to protect the data.
        - The provider will comply with SAU guidelines for data transfer or destruction when contractual agreement is terminated.
        - No API will be implemented without full consent of the SAU.
        - All data will be treated in accordance to federal, state and local regulations
        - The provider assumes liability and provides appropriate notification in the event of a data breach.

  Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent permission is requested from parents during the yearly online registration process for SAU vetted and approved applications and tools.

Approved Digital Resources

In order to ensure that all digital resources used meet security guidelines and to prevent software containing malware, viruses, or other security risk, digital resources that have been vetted are categorized as Approved or Denied.

- A list of vetted software will be maintained and can be accessed from the SAU 39 Technology website.
- It is the responsibility of staff to submit a request to the Digital Resource Workflow Process to use a new digital resource if a resource is not listed.

- Digital resources that are denied or have not yet been vetted will not be allowed on SAU owned devices or used as part of SAU business or instructional practices.

Digital Resource Licensing/Use

All computer software licensed or purchased for SAU use is the property of the SAU and shall not be copied for use at home or any other location, unless otherwise specified by the license agreement.

All staff must adhere to the following guidelines regarding digital resource licensing/use:

- Only approved SAU resources that create, collect or use personally identifiable information (PII) are to be used.
- SAU software licenses will be:
    - accurate, up to date, and adequate
    - in compliance with all copyright laws and regulations
    - in compliance with SAU, state and federal guidelines for data security
- Software installed on SAU 39 systems and other electronic devices will have a current license or will be removed from the system or device.
- Resources with or without physical media (e.g. downloaded from the Internet, apps, or online) shall still be properly vetted and licensed, if necessary, and is applicable to this procedure.
- Under no circumstances can staff act as a parental agent when creating student accounts for online resources; resources requiring this permission must be approved at the SAU 39 administrative level.

Appendix D - Data Security Checklist

A thorough risk analysis of all SAU 39 data networks, systems, policies, and procedures shall be conducted on a bi-annual basis or as requested by the Superintendent, ISO or designee by an independent third party. The risk analysis will include internal and external vulnerability cybersecurity risk assessments and external penetration testing of the SAU network. An internal audit of SAU network security will be conducted annually by SAU 39 Technology staff.

The Data Security Checklists examine the types of threat that may affect the ability to manage and protect the information resource. The analysis also documents any existing vulnerabilities found within each entity, which could potentially expose the information resource to threats. Finally, the analysis includes an evaluation of the information assets and the technology associated with its collection, storage, dissemination and protection.

From the combination of threats, vulnerabilities, and asset values, an estimate of the risks to the confidentiality, integrity and availability of the information is determined. The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risk to an acceptable level by reducing the extent of vulnerabilities.

Data Security Checklist for SAU 39 Hosted Systems

- Inventory and classification of data on system
- Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- Physical security of system
- Location within network including network systems protection (firewall, content filter) and if system is externally facing or only allows for SAU network access
- Access controls including password security (can SAU password requirements be enforced)
- Authentication methods (LDAP/Active Directory, Single Sign On, SAU managed account, user managed account)
- Server/system security patch frequency
- Ability to access from mobile devices
- Ability to maintain critical system event logs
- Ability to receive notification for critical system events

Data Security Checklist for Provider Hosted Systems

- Inventory and classification of data on system
- Types of potential threats (internal, external, natural, manmade, electronic and non-electronic)
- Contract, terms of service and privacy policy are current and meet SAU data security requirements
- Provider has adequate data security measures including data management and incident response
- Ability to ensure proper access controls including password security (i.e. - can SAU password requirements be enforced)
- Authentication methods (LDAP/Active Directory, Single Sign On, SAU managed account, user managed account)
- Server/system security patch frequency
- Ability to access from mobile devices
- Notification practices in the event of a system compromise or security breach

Appendix E - Data Classification Levels

Personally Identifiable Information (PII)

PII is information about an individual maintained by an agency, including:

- Any information that can be used to distinguish or trace an individual‘s identity, such as name, social security number, date and place of birth, mother‘s maiden name, or biometric records.
- Any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.

Unauthorized or improper disclosure, modification, or destruction of this information could violate state and federal laws, result in civil and criminal penalties, and cause serious legal implications.

Confidential Information

Confidential Information is very important and highly sensitive material that is not classified as PII. This information is private or otherwise sensitive in nature and shall be restricted to those with a legitimate business need for access. Examples of confidential information may include:

- student records
- personnel information
- key financial information
- proprietary information
- system access passwords
- encryption keys.

Unauthorized disclosure of this information to individuals without a business need for access may violate laws and regulations, or may cause significant consequences for SAU 39, its staff, parents, students or other stakeholders. Decisions about the provision of access to this information shall always be cleared through the

data manager and/or ISO.

Internal Information

Internal Information is intended for unrestricted use within the SAU and in some cases within affiliated stakeholders. This type of information is already widely distributed within the SAU, or it could be distributed within the organization without advance permission from the information owner. Examples of Internal Information include internal policies and procedures and handbooks.

Unauthorized disclosure of this information to outsiders may not be appropriate due to copyright, legal or contractual provisions.

Directory Information

Directory Information is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. SAU 39 designates the following items as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

This information may only be disclosed as permitted in School Board Policy.

Public Information

Public Information has been specifically approved for public release by the Superintendent or appropriate SAU administrator. Examples of public information may include patron mailings and materials posted to the SAU's website.

This information may be disclosed outside of the SAU.

Appendix F - Securing Data at Rest and Transit

All staff and students that log into a SAU owned computer system will be provided with several options for data storage and transmission. Staff and students will need to ensure that they are securely storing their data. Staff and students will be able to store data on the local device. Certain data stored on local devices may NOT be backed up by the SAU's backup solution. Staff and students will also have a mapped personal folder. This folder acts as a redirection of document folders to SAU file servers (OneDrive and/or G Suite Google Drive may be included or substituted). Access to these files is restricted to the folder's owner (staff or student who is assigned) and SAU enterprise administrator accounts. Staff and students may have limited local storage capabilities.

Confidential and critical information will be saved and maintained in a secure manner using encryption or other password-protected security measures. Likewise, when data is transmitted, the SAU will use encryption or password-protected security measures.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the internet. All staff and students are provided with an Office 365 account and a G Suite for Education account that provides storage. Users are responsible for all digital content on their SAU provided accounts. When using cloud storage, staff must adhere to the following guidelines:

- Staff and students may not access cloud storage through third party applications outside of approved internet browsers and applications on Android & iOS. This will ensure that native operating systems do not replace cloud sharing security.
- Users need to be aware of default sharing settings on folders when they upload files. Users are required to limit sharing files to an as needed basis.
- Staff and students must ensure that any cloud storage providers used are approved by the SAU and meet SAU student data and data security standards.
- When exiting the SAU, students should responsibly copy their content to their own personal storage solution.
- When exiting the SAU, staff should ensure that they are only copying personal content that they created. Staff are prohibited from copying content that contains confidential information, student records or data.
- Data with personally identifiable information of staff or students may be posted to users' SAU provided accounts with appropriate security settings. Users may not post this data to other cloud sharing platforms without consent of SAU administration.
- Staff should never post any documents containing classified, confidential, or restricted information to any cloud storage including SAU 39 provided Office 365 and/or Google Drive accounts without SAU approval.
- All users shall immediately report any cloud storage security problems of the SAU's technology resources to a teacher or administrator.
- Attempting to gain or gaining unauthorized access to cloud storage or the files of another is prohibited.
- As with other forms of SAU technology, staff, students, and other users have no expectation of privacy on data stored on this platform.

The term "File Sharing" is used to define all activities that share access to digital information whether in the cloud or on SAU administered mapped drives. When file sharing, staff must adhere to the following guidelines:

- Users must abide by all policies and procedures regarding professional conduct and communication when sharing, reviewing, updating, commenting and re-sharing.
- When sharing content, users must ensure that other users accessing the information in the files have appropriate access to the information based on job function.
- All users shall immediately report any inappropriate sharing of the SAU's technology resources to

an administrator.

External Storage Devices

The term "External Storage Devices" is used to define all portable storage devices (including USB drives, rewritable CD/DVD, memory cards, and external hard drives) used by staff and students. While the SAU recognizes the advantages for staff and students to maintain information on these devices, users are strongly encouraged to rely on their SAU provided Office 365 and G Suite for Education Drive accounts for all storage needs. When using external storage devices, staff and students must adhere to the following guidelines:

- Users are responsible for all content on external storage devices that have been connected to SAU technology resources.
- Users must ensure that they will not introduce harmful software including computer viruses, malware, non-SAU approved software, or hacking tools to SAU technology resources.
- Users must ensure that the data will remain secure through appropriate encryption or password protection when transferring files containing PII or protected information to an external storage device. Users should only keep the information stored on the external device for the duration of the project, and then promptly remove.
- Staff should never transfer any documents containing PII or confidential information to any external storage device.
- Staff should never transfer or create confidential data or student records on personal storage devices.

File Transmission Practices

- Staff are responsible for securing sensitive data for transmission through email or other channels. When possible, staff should de-identify or redact any PII or confidential information prior to transmission.
- Staff should never include a password in any electronic communication unless directed to do so by Technology Staff.
- Staff should not transmit files labeled classified, confidential, or restricted through email or third-party file transfer services without SAU approval.
- Regular transmission of student data to services including but not limited to the SAU Library Management system, Food Service Management system and Single-Sign-On Provider system is managed by the technology department using a secure data transfer protocol. All such services are approved by a SAU/building administrator and the Director of Technology.

Credit Card and Electronic Payment

Users of systems that process electronic payments, including but not limited to processing credit card information, must adhere to strict guidelines regarding the protection of payment information and cardholder data. These users are responsible for adhering to the following requirements and appropriate level of PCI compliance when handling such data:

- Never store cardholder data on SAU systems or in written form. All cardholder data may only be entered in secured payment systems approved by the SAU. Any cardholder data collected in written form must be shredded immediately after entry into approved system.
- The SAU will never maintain a data system for payment information. All payment information will be stored and processed by a 3rd party accessible through a secure portal.
- Never request cardholder information to be transmitted via email or any other electronic communication system.
- Payment information shall be entered directly into the approved payment system by individual making payment. If the individual is not able to directly input the payment, designated staff may gain verbal approval for the payment process either in person or via phone (after identification is verified). If verbal payment information is received, that information must be entered directly into the payment system and not written down during the process.
- If payment information is collected via a physical form, that form must be shredded, or payment information redacted immediately upon receipt and entry into payment system.

Appendix G - Physical Security Controls

The following physical security controls shall be adhered to:

- Network systems shall be installed in an access-controlled area. The area in and around the computer facility shall afford protection against fire, water damage, and other environmental hazards such as power outages and extreme temperature situations.
- Monitor and maintain data centers' temperature and humidity levels.
- File servers and/or storage containing PII, Confidential and/or Internal Information shall be installed in a secure area to prevent theft, destruction, or access by unauthorized individuals.
- Ensure network systems and network equipment are properly secured to prevent unauthorized physical access and data is properly safeguarded to protect from loss.
- Computers and other systems shall be secured against use by unauthorized individuals. It is the responsibility of the user to not leave these devices logged in, unattended, and open to unauthorized use.
- Monitor and control the delivery and removal of all data-storing technological equipment or systems. Maintain a record of all such items entering or exiting their assigned location using the SAU 39 approved technology inventory program. No technology equipment regardless of how purchased or funded shall be moved without the explicit approval of the technology group.
- Ensure that technological equipment or systems being removed for transfer to another organization or being designated as surplus property is appropriately sanitized in accordance with applicable policies and procedures (see Appendix H: Asset Management).

Appendix H - Asset Management

Data security must be maintained through the life of an asset, including the destruction of data and disposal of assets. Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as a system, asset or device.

All involved systems and information are assets of the SAU and are expected to be protected from misuse, unauthorized manipulation, and destruction.

Inventory

All technology devices or systems considered an asset are inventoried by the technology department. This includes, but is not limited to, network appliances, servers, computers, laptops, mobile devices, and external hard drives. It is the responsibility of the technology department to update the inventory system to reflect any in-school transfers, in-SAU transfers, or other location changes for SAU technology assets.

Disposal Guidelines

Assets shall be considered for disposal in accordance with state/federal regulations and School Board Policy. The following considerations are used when assessing an asset for disposal:

- End of useful life
- Lack of continued need
- Obsolescence
- Wear, damage, or deterioration
- Excessive cost of maintenance or repair
- Salable value

The Director of Technology shall approve disposals of any SAU technology asset.

Methods of Disposal

Once equipment has been designated and approved for disposal (does not have salable value), it shall be handled according to one of the following methods. It is the responsibility of the technology department to update the inventory system to reflect the disposal of the asset.

Discard

All technology assets shall be discarded in a manner consistent with applicable environmental regulations. Electronic equipment may contain hazardous materials such as mercury, lead, and hexavalent chromium. When possible, any re-usable hardware that can be used as parts to repair and/or maintain SAU technology assets shall be removed (motherboards, screens, adapters, memory). In addition, systems may contain Personally Identifiable Information (PII), Confidential, or Internal Information. Systems shall be wiped clean of this information prior to leaving the SAU.

A SAU-approved vendor shall be contracted for the disposal of all technological systems/equipment. The vendor shall provide written documentation verifying the method used for disposal and a certificate stating that no data of any kind can be retrieved from the hard drive or any other component capable of storing data.

Under no circumstances should any technological systems/equipment be placed in the trash.

Donation/Gift

In the event that the SAU determines that an asset shall be donated or gifted, systems shall be wiped clean of Personally Identifiable Information (PII), Confidential, and/or Internal Information prior to leaving the SAU. SAU 39 will not support or repair any equipment that is donated. In addition, software licenses are not transferred outside the SAU. Therefore, systems must be returned to factory installation prior to donation.

Appendix I - Virus, Malware, Spyware, Phishing and SPAM Protection

Virus, Malware, and Spyware Protection

SAU 39 desktops, laptops, and file servers are protected using enterprise virus/malware/spyware software. Definitions are updated daily, and an on-access scan is performed on all "read" files continuously. A full scheduled scan runs weekly. A full scheduled scan is performed on all servers weekly during non-peak hours. All files and systems are scanned.

Internet Filtering

Student learning using online content and social collaboration continues to increase. SAU 39 views Internet filtering as a way to balance safety with learning, letting good content, resources, and connections in while blocking potentially inappropriate content. To balance educational Internet resource and application use with student safety and network security, the Internet traffic from all devices on the SAU network is routed through the SAU firewall and content filter. Filtering levels are based on the role of the user, staff or student and student grade level. All sites that are known for malicious software, phishing, spyware, etc. are blocked.

Phishing and SPAM Protection

Email is filtered for viruses, phishing, spam, and spoofing using Barracuda spam filters and advanced threat protection services.

Security Patches

Server patch management is performed regularly. Security patches are applied on an as needed basis..

Appendix J - Account Management

Access controls are essential for data security and integrity. SAU 39 maintains a strict process for the creation and termination of SAU accounts. All new staff accounts are authorized through an HR hiring process prior to creation. Role-based permissions are used to establish access to all systems. Access security is audited at least annually or whenever access permission requirements are changed for a particular application/software or when an application/software is no longer necessary.

Staff Accounts

When a staff member is hired by SAU 39, the following process ensures that each staff member has the correct access and permissions to the resources that are required for their position.

- Notification of new staff member is sent from Human Resources to the Technology group. This notification includes position, building assignment(s), and start date.
- Only after notification has been received from Human Resources, the Technology group creates user accounts. The user is given access and permissions to the necessary resources based on their position and building assignment(s) (see Appendix K: Data Access Roles and Permissions).
- Any exception to permissions must be approved by the SAU administrator responsible for the system (data manager) and the Director of Technology.
- When a staff member's employment is ended, either by termination or resignation, account permissions are revoked in one of two ways.
    - In the event of termination, HR will notify the Technology Department via email or phone call requiring the account to be disabled at once, preventing any further access to SAU resources.
    - In the event of resignation, HR will notify the Technology Department via email indicating the termination date. The account is disabled at the end of business on the termination date, preventing further access to SAU resources.
    - In the event that a user having elevated permissions to any system separates from the SAU, additional measures are taken to ensure that all elevated accounts to those systems are secure.

Local/Domain Administrator Access

Only members of the SAU Technology staff will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Remote Access

Access into the SAU's network from outside is strictly prohibited without explicit authorization from the ISO. Remote access will be granted through virtual private network (VPN) connection through the SAU's network VPN system; no other method of remote access shall be granted without explicit authorization from the ISO. PII, confidential information and/or Internal Information that is stored or accessed remotely shall maintain the same level of protection as information stored and accessed within SAU's network.

In the event that external access is needed by a contractor/vendor, access must be approved by the ISO. The Network Administrator will establish the contractor account, only granting access to the server/application that the contractor/vendor supports.

All external accounts will be reviewed at least annually.

Contractors/Vendors

Access to contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by the ISO. All contractors doing business on SAU premises must also pass a background check unless other security measures are addressed in a vendor contract. All contractors/vendors accessing SAU data will be assigned services based on function. Once the approval has been obtained, the technology department will create the account.

Appendix K - Data Access Roles and Permissions

Student Information System (SIS)

Staff are entered into the SAU 39 student information system. Only staff whose roles require access are provided accounts for the system. The following minimum information is entered for each staff member:

Building/Site location

Status - Active

Staff Type

SAU 39 Email Address

Primary Alert Phone Number and Cell phone number

Access accounts for the SAU's SIS are setup based on staff role/position, building and required access to student data and are assigned by the Director of Technology or designee. Teacher accounts are created for all staff responsible for taking student attendance and entering and maintaining grades. Teacher accounts login to the SIS Teacher Portal. Staff assigned a Teacher account only have access to students they teach or provide services to. Administrative accounts are created based on the staff member's role/position and function and further restrictions to data are controlled through the SIS permissions functionality. Security groups control access permissions to certain data sets such as attendance, demographic data, grades, discipline etc. and whether the staff member can view or maintain data. Additional page level permissions are assigned to the security groups. Administrative accounts log into the SIS Admin Portal.

SIS Security Groups

- Administrators/Principals/Deans
- Admin Read Only
- Athletic
- Counselors
- General User View Only
- Registrar
- School Nurses
- School Admin
- Special Education
- Teacher
- Unassigned - no access

Financial System

All staff members are entered into the SAU's financial system for the purpose of staff payroll and HR tracking. Only staff requiring access are provided accounts for the financial/personnel system.

After basic information and user ID are created, a security role is assigned to the account granting them access to designated areas of the financial system to complete their job responsibilities.

Financial System Security Roles:

- Accounting
- Accounts Payable
- Business Admin
- Directors
- Facilities Managers
- HR
- Office Managers
- Payroll

- Principals
- Prof. Dev.
- Remote Requisitions- (admin assistants, IT, Librarian)
- SAA
- Technology

Within each Connection Group, every user's security can be assigned a "Payroll User Role" and the options we are using for that are:

- None
- Full Access
- HR User
- Payroll User
- View Only Limited

Special Education System

The State of New Hampshire provides the SAU access to the NH Special Education Information System (NHSEIS) that houses all student IEP information. Account access to NHSEIS is maintained by the SAU Director of Special Services office in collaboration with the i4See Coordinator through the MyNHDOE single sign on portal. A user role determines the user's authority and applicable permissions within the NHSEIS system. The established roles are as follows:

- School Administrator
- Provider
- Case Manager
- SAU IT Administrator
- IEP Team Member
- SAU Administrator
- SAU System Administrator
- SAU System Staff
- General Ed Teacher
- SAU Administrator

The following user roles access NHSEIS through the MyNHDOE portal: Case Manager, SAU Administrator, SAU IT Administrator, SAU Administrator, SAU System Administrator, SAU System Staff, and School Administrator. The remaining user roles, Provider, General Ed Teacher and IEP Team Member access NHSEIS through a SAU specific web address.

EDMS (Education Data Management System) houses documentation related to the special education process including student details, evaluation information, meeting minutes and related documents. It is accessible to in-district users as assigned by the SAU Office of Student Services roles: Administrator, Case Manager, Evaluator, Service Provider, Teacher, Team Leader
XLogs supports data management relative to special education service providers in areas billable and reimbursable by Medicaid to schools or Special Education aid.

Health Software System

School Nurses, Nurse Substitutes and Technology Staff are the only staff members granted access to the SAU Health Software system. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system. The medical data that is collected and maintained by the school nurses on the system includes immunizations, conditions, medications, and clinic logs (Time in/out of clinic and action taken).

School nurses are the only accounts that can view and maintain medical information.

Security Roles

- Nurse Administrator
- Nurse
- Health Care Asssistnt

Food Services System

The SAU uses a Food Services software management system to track data and perform functions necessary for the efficient operation of the Food Service Program. Food service staff are granted accounts with access to only the parts of the system that are necessary to complete their job functions. Technology Staff access is for the purpose of upgrades, and technical support for the use of the system and cash registers. Strict security roles and permissions are in place to ensure that confidential information is only viewable by authorized staff. The established roles are as follows:

Security Roles

- Enterprise POS Manager
- Building POS Manager
- Cashier

Appendix L - Password Security

The SAU requires the use of strictly controlled passwords for network access and for access to secure sites and information. All passwords to SAU systems shall meet or exceed the below requirements.

- Passwords shall never be shared with another person.
- When possible, user created passwords should adhere to the same criteria as required for SAU network access as outlined below.
- Passwords shall never be saved when prompted by any application with the exception of single sign-on (SSO) systems as approved by the Technology Department.
- Passwords shall not be programmed into a computer or recorded anywhere that someone may find and use them.
- When creating a password for secure information or sites, it is important **not** to use passwords that are easily guessed due to their association with the user (i.e. children's names, pets' names, or birthdays).
- Users and staff who have reason to believe a password is lost or compromised must notify the Director of Technology or designee as soon as possible. The technology department will verify the identity of the person requesting the change before resetting the password.

SAU network access to resources managed through LDAP/SSO:

- Passwords must be "strong," and must be a minimum of 10 characters long
- Passwords will only be changed in the event the user shares their password with another staff member or they believe their account has been compromised.

- Your password must not be too similar to your username.
- Do not use your SAU password for any non-SAU systems.

Where possible, system software should enforce the following password standards:

- Passwords routed over a network shall be encrypted.
- Passwords shall be entered in a non-display field.
- System software shall enforce the changing of passwords and the minimum length.
- System software shall disable the user password when more than ten consecutive invalid passwords are given. The user account will remain locked until a member of the Department of Technology unlocks the account.

Appendix M - Technology Disaster Recovery Plan

Objectives

The primary purpose of the Technology Disaster Recovery Plan (TDRP) is to enable SAU 39 to respond effectively and efficiently to a natural disaster or critical failure of the SAU's data center and/or core systems. The objectives during a natural disaster or critical failure are the following:

- Minimize the loss or downtime of core systems and access to business-critical data.
- Recover and restore the SAU's critical systems and data.
- Maintain essential technology resources critical to the day to day operations of the SAU.
- Minimize the impact to the staff and students during or after a critical failure.

Planning Assumptions

The following planning assumptions were used in the development of SAU 39's TDRP:

- There may be natural disasters that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a disaster.
- There is the possibility of complete loss of the current data center.
- We will have adequate storage to recover systems.
- SAU data is housed at SAU data center and backed up offsite.
- SAU data is hosted by 3rd party providers.
- In the event of a critical failure to network infrastructure in the datacenter, SAU networking may be significantly impacted.

Disaster Recovery/Critical Failure Team

SAU 39 has appointed the following people to the disaster recovery/critical failure team: Director of Technology, Lead Network/System Administrator, Building Network Administrators, Desktop Support Staff, SAU 39 Data Coordinator and SHS Operations Manager.

In the event the TDRP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determining the impact of the natural disaster/critical failure.
- Communication of impact and or loss, and updates of progress to the Superintendent.
- Communication of outages and updates to SAU staff.
- Oversight of the TDRP implementation and restoration of critical systems and data.
- Allocation and management of technology staff during the event.
- Working with manufacturers and/or vendors during the recovery and restoration of critical systems and data.
- Oversight of TDRP implementation debrief.

Activation

The TDRP will be activated in the event of the following:

- A natural disaster has occurred and affects the operation of the SAU's data center. A natural disaster

includes but is not limited to the following: tornado, earthquake, lightning, and floods.

- A fire has impacted the data center.
- Water or flooding has impacted the data center.
- Critical system failure.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT.

Notification

The following groups will be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- SAU Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication is available at the time. This could include any one or combination of the following:

- Phone
- Email
- Social Media/Website/Communication services
- Radio or Television

The TDRP team will work with the Superintendent on which information will be conveyed to each above group and what means will be used.

Implementation

The TDRP team has the following in place to bring the SAU back online in the least amount of time possible:

- Maintained spreadsheet listing all server names, physical and virtual, and their function. A hard copy of this document will be secured at the office of the Director of Technology. An electronic version will be housed in the SAU 39 SharePoint site.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.
- The SAU data center backup solution includes the use of a backup manager and off-site file storage, which backs up data locally in the datacenter and in an offsite building (future implementation will include cloud backup). The SAU's critical virtual servers can be run directly from the cloud with limited access.

Deactivation

The TDRP team will deactivate the plan once services are fully restored.

Evaluation

An internal evaluation of the SAU 39 TDRP response will be conducted. This will entail gathering documentation from the response and feedback from all stakeholders and incorporate into an after-action report and corrective action plan. The result will be an update to the TDRP and other emergency response plans as appropriate.

Appendix N - Data Breach Response Plan

Objectives

The purpose of the Technology Data Breach Plan (TDBP) is to enable SAU 39 to respond effectively and efficiently to an actual or suspected data breach involving personally identifiable information (PII), confidential or protected information, SAU identifiable information and other significant cybersecurity incident. The objectives of the TDBP are:

- Convene the Incident Response Team (IRT) as necessary.
- Validate and contain the data security breach.
- Analyze the breach to determine scope and composition.
- Minimize impact to the staff and students after a data breach has occurred.
- Notification of data owners, legal counsel, state/federal agencies and law enforcement as deemed necessary.

Planning Assumptions

The following planning assumptions were used in the development of the SAU 39 TDBP:

- There may be data breaches that will have greater impact than others.
- There will be factors that are beyond the department's control or ability to predict during a data breach.
- SAU data is backed up.
- Some SAU data is hosted by 3rd party providers.

Data Breach/Incident Response Team

SAU 39 has appointed the following people to the data breach/incident response team: Director of Technology, Lead Network/System Administrator, Building Network Administrators, and Technology Supports Specialists.

In the event the TDBP is activated, overall management of the response is delegated to this team. Their primary responsibilities include:

- Determine the nature of the data compromised and its impact to staff, students and the SAU.
- Communicate impact, the number of affected individuals, the likelihood information will be or has been used by unauthorized individuals and updates of progress to the Superintendent, Assistant Superintendent and Business Administrator.
- Coordinate with Superintendent to ensure communication with SAU staff and or parents as deemed appropriate.
- Oversight of the TDBP implementation and data breach resolution.
- Allocate and manage technology staff resources during the event.
- Work with vendors, 3rd party providers, manufacturers, legal counsel, SAU data breach insurance provider, state/federal agencies and law enforcement while correcting the data breach and its repercussions.
- Oversight of TDBP implementation debrief.

Activation

The TDBP will be activated in the event of the following:

- A data breach has occurred. A data breach includes but is not limited to an incident in which sensitive, protected or confidential data has potentially been viewed, stolen or used by an individual unauthorized to do so.
- Personal Health Information (PHI) has been compromised.

- Personally Identifiable Information (PII) has been compromised.
- Confidential or sensitive data has been compromised.
- Network hack/intrusion has occurred.

The Information Security Officer (ISO) will act as the incident response manager (IRM). If the ISO is not able to act as the IRM, a member of the Superintendent's Leadership Team will assume the role of IRM, with assistance from the IRT. The breach response and reporting process will be documented according to state and federal requirements. The Director of Technology will work with the Superintendent to dispense and coordinate the notification and public message of the breach.

Notification

The following groups will be notified in the event the plan has been activated:

- Superintendent
- Superintendent's Leadership Team
- Technology Staff
- SAU and District Staff
- Parents and Students
- Vendors

Information will be disseminated to the above groups through whichever means of communication deemed appropriate. This could include any one or combination of the following:

- Email
- Social Media/Website/Communication Subscriptions
- Radio or Television
- Written Notice
- Phone

The TDBP team will work with leadership on which information will be conveyed to each above group, timing of that communication and what means will be used.

Implementation

The TDBP team has the following processes in place to contain the data breach in the least of amount of time possible:

- Data inventory of all systems containing sensitive data. A hard copy of this document will be secured at the office of the Director of Technology. An electronic version will be housed on the Technology Group SharePoint site.
- Data dictionary of all SAU hosted information systems. A hard copy of this document will be secured at the office of the Director of Technology. Due to non- disclosure agreements, this data may not be available in other locations/formats. The appropriate vendor(s) can be contacted for this information.
- Maintained spreadsheet listing all server names, physical and virtual, and their function. A hard copy of this document will be secured at the technology office. An electronic version will be housed on the Technology Group SharePoint site.
- Maintained secure application to store all system administrator accounts, passwords and vendor contact information. This will be accessible only to applicable Technology Staff who need access to perform their job functions.

- The SAU data backup solution includes the use of a backup manager and off-site file storage, which backs up data locally in the datacenter and offsite.

The following will take place during the incident response:

- The members of the IRT will be assembled once a breach has been validated. The IRT will be comprised of the Director of Technology, Lead Network System Administrator, Building Network Administrators, and Technology Supports Specialists. Additional members of the SAU 39 administrative team and technology group may be designated to assist on the IRT.
- The IRT will determine the status of the breach, on-going, active, or post-breach. For an active and ongoing breach, the IRT will initiate appropriate measures to prevent further data loss. These measures include, but are not limited to, securing and blocking unauthorized access to systems/data and preserving any and all evidence for investigation.
- The IRT will work with the data managers and data owners to determine the scope and composition of the breach, secure sensitive data, mitigate the damage that may arise from the breach and determine the root cause(s) of the breach to devise mitigating strategies and prevent future occurrences.
- The IRM will work with legal counsel and the Superintendent's Leadership Team to determine appropriate course of action pursuant to state statute. This includes notification of the authorities, and local law enforcement.
- Collaboration between the authorities and the IRT will take place with the IRM. The IRT will work with the proper authorities to make sure any and all evidence is properly handled and preserved.
- On advice from legal counsel, an outside party may be hired to conduct the forensic investigation of the breach. When the investigation has concluded, all evidence will be safely stored, recorded or destroyed (where appropriate).
- All affected data, machines and devices will be identified and removed from the network as deemed appropriate for the investigation. Interviews will be conducted with key personnel and facts of the incident will be documented and the evidence preserved for later examination.
- The IRT will work with the Superintendent's office to outline the notification of the data owners and those affected. Communication will be sent out as directed by legal counsel and advised by the SAU administration. The types of communication will include, but not limited to, email, text message, postal mail, substitute notice and/or phone call.
- The IRM, in conjunction with the IRT, legal counsel and the Superintendent's Leadership Team will determine if notification of affected individuals is necessary. Once the determination is made to notify affected individuals, a letter will be written in accordance with all federal and state statutes, and local procedures. If it is determined that identity theft or other fraud is not reasonably likely to occur as a result of the breach, such a determination shall be documented in writing and filed at the Superintendent's office.

Deactivation

The TDBP team will deactivate the plan once the data breach has been fully contained.

Evaluation

Once the breach has been mitigated an internal evaluation of the SAU 39 TDBP response will be conducted. The IRT, in conjunction with the IRM and others that were involved, will review the breach and all mitigation steps to determine the probable cause(s) and minimize the risk of a future occurrence. Feedback from the responders and affected entities may result in an update to the TDBP and other emergency response plans as appropriate. Information security training programs will be modified to include countermeasures to mitigate and remediate previous breaches so that past breaches do not recur. The reports and incident review will be filed with all evidence of the breach.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

EHAB – DATA GOVERNANCE AND SECURITY

To accomplish SAU 39's mission and comply with the law, the SAU 39 must collect, create and store information. Accurately maintaining and protecting this data is important for efficient SAU 39 operations, compliance with laws mandating confidentiality, and maintaining the trust of the SAU 39's stakeholders. All persons who have access to SAU 39 data are required to follow state and federal law, SAU 39 policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information - Information that the SAU 39 is prohibited by law, policy or contract from disclosing or that the SAU 39 may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information - Information that is determined to be essential to SAU 39 operations and that must be accurately and securely maintained to avoid disruption to SAU 39 operations. Critical data is not necessarily confidential.

B. Data and Privacy Governance Plan - Administrative Procedures.

1. Data Governance Plan. The Superintendent, in consultation with the SAU 39 Information Security Officer ("ISO") (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30 each year. A reasonable attempt will be made to notify parents of the Data Governance Plan and make it available.

(a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;

(b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;

(c) Policies and procedures for access to data and protection of privacy for students and

staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);

(d) A response plan for any breach of information, including a reasonable attempt to notify parents of data breaches; and

(e) A requirement for a service provider to meet or exceed standards set by the New Hampshire Department of Education for data protection and privacy.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of SAU 39 data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan.

C. Information Security Officer.

The Director of Technology is hereby designated as the SAU 39's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing SAU 39's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of SAU 39's data. The ISO will work with the both SAU 39 and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the SAU 39's data.

The Network Administrator is the SAU 39's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

D. Responsibility and Data Stewardship.

All SAU 39 employees, volunteers and agents are responsible for accurately collecting, maintaining and securing SAU 39 data including, but not limited to, Confidential and/or Critical Data/Information.

E. Data Managers.

All SAU 39 administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the SAU 39's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the SAU 39 and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing SAU 39 policies and procedures regarding data management.

F. Confidential and Critical Information.

SAU 39 will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. SAU 39 will provide access to confidential information to appropriately trained SAU 39 employees and volunteers only when the SAU 39 determines that such access is necessary for the performance of their duties. SAU 39 will disclose confidential information only to authorized SAU 39

contractors or agents who need access to the information to provide services to SAU 39 and who agree not to disclose the information to any other party except as allowed by law and authorized by the SAU 39.

SAU 39 employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist SAU 39 in promptly and appropriately addressing a security breach.

Likewise, SAU 39 will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

SAU 39 staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications.

SAU 39 staff members are encouraged to research and utilize online services or applications to engage students and further the SAU 39's education mission. SAU 39 employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training.

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion.

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on SAU 39 technology resources. The retention schedule should comply with, and be

incorporated into the data/record retention schedule established under Policy EHB and administrative procedure EHB-R, including but not limited to, provisions relating to Litigation and Right to Know holds as described in Policy EHB.

J. Consequences

Employees who fail to follow the law or SAU 39's policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to SAU 39. SAU 39 will end business relationships with any contractor who fails to follow the law, SAU 39 policies or procedures, or the confidentiality provisions of any contract. In addition, SAU 39 reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

SAU 39 may suspend all access to data or use of SAU 39 technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. SAU 39 will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of SAU 39.

Any attempted violation of SAU 39's policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Legal References:

*15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA)*
*20 U.S.C. § 1232g * Family Educational Rights and Privacy Act (FERPA)*
*20 U.S.C. § 1232h * Protection of Pupil Rights Amendment (PPRA)*
*20 U.S.C. § 1400-1417 * Individuals with Disabilities Education Act (IDEA)*
*20 U.S.C. § 7926 * Elementary and Secondary Education Act (ESSA)*
*RSA 189:65 * Definitions*
*RSA 186:66 * Student Information Protection and Privacy*
*RSA 189:67 * Limits on Disclosure of Information*
*RSA 189:68 * Student Privacy*
*RSA 189:68-a * Student Online Personal Information*
*RSA 359-C:19-21 * Right to Privacy/Notice of Security Breach*

Adopted: January 21, 2021 (SAU)