

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator



SAU #39 Board Meeting

Thursday, January 21st, 2020 – 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/j/78123456789>

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the SAU #39 Board, Mr. Stephen O'Keefe, to call the meeting to order.	None
Non-Public Session	6:01 PM	RSA 91 A:3 II (b) The hiring of any person as a public employee	None
Assistant Superintendent Position-Pending	6:25 PM	Nomination and Election of the Assistant Superintendent-Pending	None
Public Comment I of II	6:35 PM		None
Superintendent's Report	6:45 PM	Mr. Adam Steel to present his Superintendent's Report	Memo
Board Chair Reports	6:55 PM	Board Chairs to give updates on their individual boards	None
Committee Reports	7:00 PM	Board Members to give updates on their individual committees	None
Consent Agenda	7:10 PM	1. Nov 19 th , 2020 Draft Minutes 2. Unanticipated Revenue \$ 419,142.05 3. SAU Gov. Letter 4. SAU Annual Financial Report 5. Nov.2020 Treasurer's Report 6. Dec. 2020 Treasurer's Report 7. Enrollment 20-21 Remote and In-person 8. Enrollment 20-21 Grade and School 9. SAU Dec. Facilities Update 10. Second Reading Policies	11 19 2020 Draft Minutes Unanticipated Rev. Memo SAU 2020 Gov. Letter SAU Annual Financial Report Nov. 2020 Treasurer's Report Dec. 2020 Treasurer's Report Remote and In-Person Grade and School Dec. Facilities Update Policy Packet
Principal's Reports	7:15 PM	Board to review January Principals Reports	C/W Jan. Principal's Report AMS Jan Principal's Report MVVS Jan Principal's Report SHS Jan. Principal's Report

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NWEA Score Update and
Response

8:15 PM

*Assistant Superintendent, Ms. Christine
Landwehrle, to review Fall NWEA and
Interventions*

Memo

Public Comment II of II

8:40 PM

Meeting Adjourned

8:45 PM

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

From: Adam Steel, Superintendent of Schools

RE: Superintendent's Report

January 15, 2021

Dear Chairman O'Keefe,

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

Assistant Superintendent Hiring Process

With the approval of the FY22 SAU budget in November, the additional assistant superintendent position was posted. We received over a dozen applications. I conducted screening interviews in early January with eight candidates. The interview committee interviewed three candidates from which two finalists were selected. It is anticipated that the SAU board will be receiving a nomination this evening from one of the two finalists that were selected.

Administrator Evaluations & Teacher Renewal Process

Annual administrator evaluations will take place during the next seven weeks in preparation for the annual renewal process. Administrators that hold a certification with the State (which is almost all of our administrators) must be notified of a non-renewal each year by April 15. The annual evaluation process is setup to work within that timeline.

In addition, each board will be receiving renewals for all teachers in March.

Teacher ADA Processes

With the change in our practice regarding teacher choice for in-person or remote teaching, our Human Resources Director, Amina Fazlic, instituted a process by which teachers who need an ADA accommodation are prioritized for our remote teaching assignments. In addition, in most cases, we have been able to fulfill the choice our teachers have requested to fill our teaching spots while ensuring our in-person offering is properly staffed.

Annual Financial Audits

Our annual financial audits have been completed for FY20. To no one's surprise, all of our audits resulted in clean opinions from our auditors. We have a top-notch finance department under the direction of our director of finance, Katie Hannan that carefully and meticulously safeguard the taxpayer dollars that fund our schools. We are fortunate to have such highly professional staff including Kim Fredette (payroll), Bonnis Hillsgrove (accounts payable), Sarah Jardim-Lee (accountant), and Sue Ledger (assistant).

Response to the loss of a Student

Following the loss of a student who took his own life, our crisis response team was activated. They deserve recognition for their compassionate, appropriate, and evidence-based response to the tragedy. Kim Wyborney and Sheelu Joshi-Flegal spent countless hours leading this team which also included social workers from all of our schools. Our school community is indebted to their work as our hearts remain with the Krauss family.

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.

Consent Agenda Item #1

SAU #39 Board

Thursday, November 19th, 2020

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, Anna Parrill- Principal CW, Dr. Kim Sarfte - Principal MVVS, Dr. Bethany Bernasconi Mike Berry- Principal SHS, Roger Preston- Director of Facilities.

Amherst School Board: Chair- Elizabeth Kuzsma, Vice Chair- Tom Gauthier, Secretary- Ellen Gruzdien, 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- Amy Facey, Secretary- Stephanie Grund, Steve Coughlan, George Torres, John Glover and Laura Taylor.

Board Minutes: Danae A. Marotta

Public: Sarah Hurd- SHS Alumna, Kelly Schmidt, 11 Patricia Lane, Amherst NH, Maria Daly, Amherst NH, Seth Smiley, 20 Holly Hill Dr, Amherst NH, Lisa Eastland, 19 River Road, Amherst NH, Catie Dodge, Amherst NH, Shannon Gascoyne, 5 Parker Farm Lane, Amherst NH, and Delaney Facques, SHS CC Liaison.

I. SAU #39 Chair Opening

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 legislative 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.

Kuzsma- home and alone, Gauthier- SHS Theater with two other members of the District, Behm- Home and alone, Gruzdien- Home and alone, Conklin- Home and alone, Grondstra- Home and alone, Facey- Home and alone, Coughlan- Home and alone, Taylor- Home and alone, Torres- Home and alone, Grund- Home and alone, Glover- Home and alone, Lawrence- Home and alone, Eckhoff- Not Present, St. Denis- Not Present, O'Keefe- Home and alone and Hinckley- Home and alone

II. Public Hearing on SAU #39 Budget FY' 22

Ms. Grund motioned to to open the Public Hearing. Ms. Kuzsma seconded the motion. The vote was unanimous, motion passed. Roll Call 15 yes and 2 absent

Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes, Facey- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Lawrence- Yes, O'Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- Not Present

Superintendent, Mr. Adam Steel, noted that tonight he will be presenting the proposed FY'22 Budget. There have been some revisions due to the SAU Budget Committee. One of the key items of the budget is the addition of the second Assistant Superintendent position as discussed by each of the other three boards earlier this evening. They have spent some time discussing that, but this new Assistant Superintendent position is not a new position but simply a new title that has a change in responsibilities. This new position will focus mostly on the Middle and High School, while the existing Assistant Superintendent will focus on their two elementary schools.

83 There are some minor changes in other positions which results in a net FTE reduction of 0.3.
84 They have also cut a special program administrator position; a part time accountant position has
85 been increased and they have reclassified an Administrative Assistant to the Business Office.

86
87 The SAU Budget Committee has met several times and the proposed budget has been reduced by
88 \$23k, for a final amount of \$2,702, 324.

89
90 He then discussed the apportionment formula RSA 194:C. He is happy to answer any questions
91 about the SAU Budget.

92
93 Ms. Kuzsma asked when should the SAU Budget Committee present their findings.

94
95 Mr. O'Keefe replied after the public has a chance to ask their questions and comments. He asked
96 the public to use the "Raise your hand" feature.

97
98 Ms. Kelly Schmidt, 11 Patricia Lane, requested to see Superintendent Steel's presentation slides.
99 It would be helpful to have a quick visual.

100 Ms. Grund mentioned that they met multiple times and they have asked about healthcare and
101 dental insurance. They did ask what benefits are being offered by the SAU and found that it
102 matches with what is being offered at the schools. They did ask SAU #39 Business
103 Administrator, Ms. Michele Croteau, to take a poll to see if they can increase buyout for people
104 who wouldn't take the insurance. They have found out that increasing a buyout would not
105 incentivize people to move their insurance. There is an increase in the NH Retirement and had a
106 lot of discussion regarding the Assistant Superintendent Position. There was support for adding
107 that position. They have looked at travel, using Zoom that the SAU could reduce their budget. so
108 They did ask for a decrease of 15% in all of the different departments and asking for an
109 additional 10% decrease for next year.

110 There was a generator that was being asked for at the SAU and they had discussions with SAU
111 Facilities Director, Mr. Roger Preston. There was nothing pressing, and they decided not to
112 support the generator. There was also a Building Improvement amount of \$7,500 and since there
113 is nothing that needed to be repaired, they decided to forgo that amount. Last, in the SAU budget
114 there is a pool for raises that will be distributed among all of the employees.

115 Mr. O'Keefe asked for the vote of the Budget Committee.

116 Ms. Grund replied that the Committee had unanimous support.

117 Ms. Behm inquired about the benefit from an additional Assistant Superintendent.

118 Mr. Steel explained that they have had this position open for this past year and have had
119 difficulty attracting the type of candidate that they need.

120 Mr. O'Keefe asked the public not to reach out to board members individually but communicate
121 during Public Comment Time.

122 **Ms. Behm motioned to close the Public Hearing. Ms. Kuzsma seconded the motion. The**
 123 **motion passed.**

124 **Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes,**
 125 **Facey- Yes, Coughlan- Yes, Taylor- Abstain, Torres- Yes, Grund- Yes, Glover- Yes,**
 126 **Lawrence- Yes, O’Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- Not**
 127 **Present**

128
 129 **Ms. Kuzsma motioned to adopt the SAU Budget as modified, amended and proposed. Mr.**
 130 **Grondstra seconded the motion.**

131 Mr. O’Keefe asked for board discussion.

132 Ms. Grund followed up on the question about the Assistant Superintendent position. She
 133 explained that they know that they need someone to help smooth out curriculum transition. This
 134 would be a huge benefit to them.

135 Mr. Glover asked about the incentives to not take the SAU health insurance. It makes fiscal sense
 136 to have that incentive.

137 Mr. O’Keefe replied that the budget committee looked at increasing the incentive from \$1,000 to
 138 \$7,000. They surveyed the entire office staff and it was not enough for staff to switch. They still
 139 have an incentive.

140 Ms. Gruzdien added that she was on the panel for interviewing candidates and there were an
 141 number of teachers on that panel as well. She has always talked about a better bridge from the
 142 AMS to the high school. She believes that this position can help to achieve that.

143 Mr. Grondstra also gave his support for the Assistant Superintendent position.

144 Mr. Glover commented that he appreciates the survey and the work of the SAU Staff. There
 145 might be a need for the Assistant Superintendent or a new employee to take that incentive. He
 146 inquired what is the outlay for a staff member on the health insurance family plan per year. He
 147 recommended keeping the higher incentive for attracting employees or for the future.

148 Ms. Taylor asked about the historical data for the budget for the last 10 years and how many
 149 people have been at the Brick School. She does not need that to vote, however, it would be
 150 helpful for perspective.

151 Mr. O’Keefe added that he knows that she had made that inquiry.

152 Mr. Steel replied that they will get it out to her.

153 Mr. Coughlan commented that the only good time to raise the incentive is if they have someone
 154 new. Right now, the evidence is that no one is going to take it.

155 Mr. Glover mentioned that he does not see where they are coming with that conclusion. Even if
 156 it is only one person that takes the incentive, as long as it is lower than the district’s portion of
 157 healthcare costs, it is still a savings.

158 Mr. Coughlan replied that it is only a benefit if to them as the employer it encourages someone
159 new.

160 Mr. O’Keefe added that it was the sentiment of the SAU Budget Committee. There are two SAU
161 staff members that are currently taking the incentive with no additional staff interested.

162 Ms. Taylor asked if it was possible to link the SAU budget with their budgets if they are passed
163 or not.

164 Mr. Steel replied that there are no raises for any employee that are guaranteed for next year.
165 They do not set salaries until they issue contracts for next year. There is a mechanism to allow
166 for direct voting on SAU budgets that can be passed if voters choose to put that on the Warrant.
167 Two years later there would be direct approval of the SAU Budget, if that is what the voters
168 wanted.

169 Mr. O’Keefe asked for more comments.

170 There were no more comments and he called for a vote.

171 **Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes,**
172 **Facey- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes,**
173 **Lawrence- Yes, O’Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- Not**
174 **Present. Motion passed.**

175
176 The Board thanked Superintendent Steel.

177 178 III. Public Comment I of II

179 Mr. O’Keefe asked members of the public to use the “Raise your hand” feature and allowed for
180 three minutes per citizen.

181 Ms. Maria Daly, Amherst NH, gave her support for the school start time. She commented that
182 they should look beyond their personal situations.

183 Mr. Seth Smiley, 20 Holly Hill Dr, Amherst NH, commented that he and his wife have been
184 working for many years to change the school start time. He has found that his kids are happier
185 and well rested. The science is there, it is for the greater good of the community. It is time to
186 move the school start time.

187 Ms. Lisa Eastland, 19 River Road, inquired is about athletics and how many schools do they
188 compete with that have gone to a later start time.

189 Mr. O’Keefe replied that this is not the time for questions, and they will address it later on in the
190 meeting.

191 Ms. Eastland added that she has given Ms. Facey some feedback from community members.

192 Ms. Catie Dodge, Amherst NH, sincerely thanked the Board for all that they do. She noted that
193 she was impressed by SHS Principal, Mr. Mike Berry. She mentioned that a lot of parents are
194 concerned with Empower. If she goes on to Google Classroom, which is free, she can see the

195 score. Her children sometimes feel disenfranchised and hopeless using Empower. They are
196 staying with Souhegan for the teachers, because they are so fantastic.

197 Ms. Kelly Schmidt, 11 Patricia Lane, Amherst NH, gave her support for the later start time, it
198 will benefit all students. She suggested that they jump into it and make sure that the students
199 don't miss academic time.

200 Ms. Shannon Gascoyne, 5 Parker Farm Lane, Amherst NH, commented that she is also
201 encouraging the later start time. She believes that there is science behind the later start regarding
202 health and wellness for the students.

203 Lastly, Ms. Gascoyne referenced the first school district that had adjusted their start time Edina,
204 Minnesota. They had challenges in the beginning but over came them.

205 Mr. O'Keefe closed Public Comment

206 The Board thanked Ms. Daly, Mr. Smiley, Ms. Schmidt, Ms. Dodge and Ms. Gascoyne.

207 IV. Superintendent's Report

208

- 209 • Play Based Kindergarten

210 Mr. Steel noted that included in the packet is a Memo on Play Based Learning, prepared by CW
211 Principal Ms. Anna Parrill and CW Assistant Principal, Ms. Kathleen Murphy. They have not
212 done as much as they would have liked although that is in the forefront of their minds.

- 213 • Tuition Agreement ASD and MVSD

214 Earlier this evening, the Amherst and Mont Vernon Boards have agreed to an 5 year extension to
215 the Tuition Agreement. They have worked collaboratively, and it will be on the ballot this
216 coming March. It is a good thing for MV 7th and 8th graders.

- 217 • SAU Brick School Lease Agreement

218 Later tonight, the SAU will be reviewing a lease for the Brick School. It allows for the Brick
219 School to be leased from the ASD who owns that building.

- 220 • Presentation with Ms. Sarah Hurd

221 Mr. Steel explained that a few months ago, Ms. Sarah Hurd, had presented a letter to Chairman
222 O'Keefe with a petition. The key author is Ms. Hurd.

223 Ms. Hurd noted that she has graduated in 2014. She wrote this this letter regarding how they
224 speak, educate and act regarding race. The letter has over 400 signatures from, alumni, parents,
225 students, teachers and community members.

226 Mr. Steel added that there was great dignity and professionalism. He added that his role starts
227 with making sure that every member of their community feels safe in school. There have been
228 other sensitive discussions such as Gender-Neutral Bathrooms and Security Cameras. He has

229 been brought before him issues of race and it is something that has persisted. It is something that
230 they need to face head on and make progress towards.

231 Ms. Hurd commented about her experiences at SAU #39. They cannot ignore the fact that the
232 towns of Amherst and Mont Vernon have a very homogeneous population. It is time for them as
233 a community for their wake-up call and to uphold the great values of their community regardless
234 of identity.

235 Mr. Steel commented that the good news is that there is significant interest in doing this work.
236 Some of staff members have already begun this work. He is beginning his work with Ms. Hurd
237 and her group, and the Racial Equity Work Group to investigate this issue and make
238 recommendations. The purpose of this work is to make sure that they are reinforcing protections
239 for all students so that everybody, staff and students feel safe at school.

240 He added that a community member had mentioned to him to that he should be intentional about
241 thinking about diversifying their faculty. That will be a part of their work. Ms. Hurd has brought
242 information to him that has been educational and helpful. It will strengthen their work as they
243 combine their efforts.

244 He is not looking for any action from the Board tonight but will be reporting back about this
245 issue in the future.

246 • School in December and January

247 He added that in the past few minutes, a message has gone out to the community regarding
248 school in December as long as the scientific and medical data still support it. They all know that
249 case counts are going up in the community, however, the data and science still seems to support
250 that schools are a safe place for students and faculty. It is not a decision that comes lightly.

251 He has made changes to the calendar. First, because of their use of remote learning for the first
252 two weeks in January, he is moving the In- service day for teachers from January 15th and March
253 26th, 2021 to December 21st and 22nd. December 23rd will be a no-school day that will be made
254 up at the end of the school year. The last day for students before the holiday break will be Friday,
255 Dec 18th, 2020 and the projected last day of school is June 10th, 2021. They will not lose any
256 days by making this change. He has every intention or reopening Jan 19th, 2021 in the Yellow
257 status. As long as the data in the community support it. They intend on working with their
258 associations and staff to make this as easy as possible.

259 • Souhegan Sabers Championship Game

260 They are hosting a championship and this Saturday. It is not open to the public it will be
261 streamed online and there is limited ticket availability.

262 Ms. Grund noted her concern with missing more and more classes and then shutting down Dec
263 18th. The AP and Dual enrollment students are getting cut short again. She requested an update
264 with Winter Sports.

265 Mr. Steel replied that he is allowing practicing to begin in December but will not approve
266 interscholastic play until he is convinced that they are safe.

267 Ms. Facey gave her support for the presentation with Ms. Hurd. All three of her children are
268 graduates of SHS and have signed the petition. It is an extremely important issue and she is
269 proud to live in a community that is taking this head on.

270 Ms. Gruzdien added that her children have struggled with the same issues as Ms. Hurd. She
271 suggested that they look at this by individual district starting at the Pre-k level. She offered her
272 help so that they can get it going across all of their schools. Lastly, she is not in support of indoor
273 winter sports in the current NH Covid climate.

274 The Board thanked Superintendent Steel.

275 V. Board Chair Reports

276 Ms. Elizabeth Kuzsma, Chair of the Amherst School Board, commented that they have voted to
277 move forward a warrant article for the JFAC construction. They are working to reduce their
278 budget and at the meeting right before this they have approved the ASD/MVS Tuition
279 Agreement.

280 Mr. Pim Grondstra, Chair of the Souhegan Cooperative School Board noted that they have a
281 new Board Member, Mr. John Glover. They have had a lengthy discussion regarding the FY'22
282 budget and have had subcommittee meetings. Their next meeting is scheduled for Nov 30th. He
283 hopes to have more information for the next SAU Meeting.

284 Ms. Sarah Lawrence, Chair of the Mont Vernon School Board, added that they have be
285 discussing their budget and have an active Budget Committee this year, which they are very
286 grateful for. At their last meeting, they had a presentation from the JFAC committee so that the
287 MV taxpayers can be aware of educational and tax impacts. ASB Chair, Ms. Kuzsma had
288 mentioned that they have approved a great tuition agreement that represents both communities
289 really appropriately.

290 The Board thanked Ms. Kuzsma, Mr. Grondstra and Ms. Lawrence.

291 VI. Principal's Reports

292 Mr. O'Keefe asked if there were any questions for Principal of CW, Ms. Anna Parrill.

293 Mr. Gauthier questioned the CW 4th graders taking a 3rd grade assessment and if that was normal
294 (*on page 6*).

295 Assistant Superintendent, Ms. Christine Landwehrle, replied that because they were unable to
296 give the NHSAS test in the Spring the DOE determined that they would require districts to take
297 it in the Fall. It was a required State assessment that they had to participate in. It gives the State
298 information whether remote learning had been successful and information to the teachers. They
299 did give parents the option to opt out and they did honor those requests.

300 Mr. Gauthier asked if it was a once a year test or twice a year test.

301 Ms. Landwehrle replied that typically it is a one a year test. They are making up for last spring
302 and parents are able to opt out.

303 Mr. Gauthier asked about Dreambox usage.

304 Ms. Landwehrle replied that she does routinely check in on Dreambox usage and can provide an
305 update. There has been a challenge at CW with laptops but not as much as AMS.

306 Ms. Behm thanked them for highlighting the remote work. She appreciates the Social Emotional
307 information as well. She was disappointed for not seeing behind the lockers. She gave her
308 support for Principal Berry for laying out his plan and inviting them into that process.

309 Ms. Kuzsma inquired about the opt out limit.

310 Ms. Landwehrle replied that as a State they need to have a 95% participation rate and it can
311 impact Federal Funding. They were waived on their accountability from last Spring. It is
312 challenging to do a remote testing and they are working on some technology issues.

313 Ms. Kuzsma asked if the districts were being penalized on lower than expected.

314 Ms. Landwehrle added that they are anticipating it for support.

315 Mr. O'Keefe asked if there were questions for Dr. Bernasconi.

316 Mr. O'Keefe inquired about Eagle Block and if it was for remedial instruction.

317 Principal Bernasconi explained that it is an exceptional year and they are looking to provide
318 remediation, support and time to finish assignments. There is always a teacher in the room to
319 provide guidance.

320 Mr. O'Keefe asked about locker usage.

321 Principal Bernasconi replied that it is something that they can take a look at and they have
322 beautiful new lockers in the building funded through the UFB . The new desks have hooks on
323 them for students to hang their backpacks.

324 Mr. O'Keefe asked if there were further questions for Principal Bernasconi.

325 There were no additional questions.

326 Mr. O'Keefe asked for questions for Mr. Berry.

327 Ms. Grund asked for and update with TeacherEase and where they are in the process of looking
328 at a different grading system.

329 Ms. Landwehrle replied that they have a group of 20 teachers that are piloting TeacherEase.
330 They even have their own Slack channel and that includes the TeacherEase representative. They
331 will be piloting till the end of January and meeting during that time. That committee will be
332 making a recommendation on next steps. They did leave it open for the PowerSchool gradebook.
333 They have a tentative February pilot if they have made all of their changes. They hope to have
334 information soon.

335 Ms. Grund asked if they were going to have a potential pilot.

336 Ms. Landwehrle replied, yes, potentially.

337 Ms. Facey inquired about the Wednesday Flex Days. She is hearing about how much the
338 teachers appreciate that day. She wants to make sure that there is enough academic rigor for
339 students. She asked about the challenges.

340 Principal Berry replied that they had some division II students that needed structure. The goal is
341 to make sure that they are keeping the learning cycle throughout the week. He will be sending
342 out communication tomorrow to students and families.

343 Ms. Facey asked if the Board can have that information as well.

344 Ms. Behm commented on her child's good experience with remote learning. She thanked
345 Principal Berry for all of his work.

346 Mr. Grondstra asked about the SAT scores.

347 Principal Berry explained that they are two different groups of students.

348 Mr. Grondstra gave his support to see the increasing scores. He would prefer to see test results
349 from the the same cohort of students.

350 Principal Berry mentioned that he can get that data for him.

351 Mr. Steel added that they also have more information coming for the November 30th SCSB
352 meeting.

353 Ms. Taylor thanked Principal Berry for all of the information. She inquired about the Individual
354 Plans are carried out and where is that covered in the budget.

355 Mr. Berry replied that he is not yet prepared to discuss the details.

356 Ms. Taylor asked for clarification on Wednesdays.

357 Principal Berry responded that they are trying to use Wednesdays to compensate for the reduced
358 informal time.

359 Ms. Taylor asked about the VLACS and how many classes that students are participating in and
360 how this fits in the Master Schedule.

361 Principal Berry replied that they have 74 students in 38 different courses.

362 Mr. O'Keefe asked the Board if there were any further questions for Principal Berry.

363 There were no further questions or comments.

364 Ms. Lawrence thanked MVVS Principal, Dr. Kim Sarfde, for the glimpse inside the classroom.
365 She mentioned that she is thankful for her connecting with the teachers and staff.

Principal Sarfde remarked that the credit goes to the teachers. It has been a joy to see the children enjoying their time with new MVVS Music teacher, Ms. Rebecca Carle.

Ms. Behm thanked Principal Sarfde for the pictures as well.

Principal Sarfde mentioned that they still have a few parents that have not completed their returning student registration. She encouraged the parents to call the office so that they can help them in that process.

Ms. Kuzsma commented that she is grateful for the lunches for the remote students. She questioned if they can streamline the food pick up process.

Mr. Steel replied that they can look into that.

Mr. O'Keefe asked for more questions for Principal Sarfde.

There were no more questions or comments.

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

VII. Board Committees

Ms. Amy Facey, Chair of the Joint Facilities Advisory Committee, commented on the behalf of JFAC. They will be presenting to the Souhegan Board at their next meeting on Nov 30th. The ASD has voted unanimously to place it on the ballot as a warrant article. This has been years of work and not to be taken lightly. The ASB's decision to add a warrant article was made with great care and seriousness.

The JFA Committee is working on a website and a comprehensive plan to engage the community.

The Board thanked the JFA Committee for all of their work.

VIII. Consent Agenda

Mr. O'Keefe added the Lease Agreement and they can pull it.

Ms. Taylor pulled the #1. 10 29 2020 Minutes and the #2. Draft Calendar.

Mr. Glover added that he would like to discuss the #5 Lease Agreement.

Mr. O'Keefe replied that it leaves items #3. SAU #39 Facilities Update and #4. September 2020 Treasurer's Report

Ms. Kuzsma motioned to approve items 3. SAU #39 Facilities Update and 4. September 2020 Treasurer's Report. Ms. Behm seconded the motion.

Kuzsma- Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes, Facey- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes, Lawrence- Yes, O'Keefe- Yes, Hinckley- Not Present, St. Denis- Not Present, and Eckhoff- Yes. Motion passed.

400 Ms. Taylor added three changes to the Draft Minutes 1. 10 29 2020.

401
402 Add a line to on 157. She commented that *“As an Engineer, 5 years appears to be a long time to*
403 *wait to evaluate the effectiveness of changes in the Math instruction”*.

404
405 Line 338 *“the point of board meetings is for discussion especially when presented with 40*
406 *proposed policies at once.”*

407 518 *“What are the challenges with Wilkins being in the Historic District”*.

408 **Ms. Taylor motioned to make the changes to the 10 29 2020 Draft Minutes. Ms. Behm**
409 **seconded the motion.**

410 **Kuzsma-Abstain, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes,**
411 **Facey- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes,**
412 **Lawrence- Yes, O’Keefe- Yes, Hinckley- Not Present, St. Denis- Not Present, and**
413 **Eckhoff- Abstain. Motion passed.**

414
415 Mr. O’Keefe asked about Ms. Taylor’s concerns with the school calendar.
416 Ms. Taylor noted that they were presented with a possible Covid calendar. She asked when will a
417 decision be made.

418 Mr. Glover asked for clarification on the other calendars.

419 Mr. Steel replied that the proposed calendar is the non-Covid calendar. It was meant to
420 demonstrate that they were thinking ahead. They are planning on a normal school year and there
421 is no way to predict what the school year will like.

422 He noted that the SAU Chair and Vice Chair, with other board members have negotiated the
423 lease agreement that had expired 5 years ago. They need to have an appropriate lease agreement
424 and met with legal counsel. The ASB has approved it earlier this evening and it should be
425 approved by the SAU Board this evening and then voters have to approve it at their annual
426 meeting.

427 Ms. Kuzsma mentioned that it was brought up during a SAU Budget Committee meeting. Some
428 items were out of date. They removed the \$30k need and made the SAU responsible for upkeep
429 and changes to the building.

430 Mr. Glover thanked the board member that had found the expired lease agreement. He
431 highlighted some concerns. He has added some specificity on ambiguity. He does not know how
432 many board members have reviewed his comments.

433 Mr. O’Keefe asked for other board member comments.

434 **Mr. Glover motioned to table the #5 SAU Lease Agreement for a short period of time until**
435 **it can be reviewed by legal counsel. Ms. Taylor seconded the motion.**

436 Mr. O’Keefe asked for discussion.

437 Ms. Grund added that she has not been able to read through it because she does not have it.

438 Ms. Behm commented that she appreciates the thought that Mr. Glover has put into this,
439 although she does not foresee having a contentious relationship with the SAU. She commented
440 that the Annex is a similar situation. It is appropriate for what it is being used for as is.

441 Mr. Conklin inquired if after the changes were made, were they reviewed by legal counsel.

442 Mr. O'Keefe replied yes; the entire document was drafted by their Attorney.

443 Ms. Kuzsma pointed out that even the suggestions that were made were reviewed by legal
444 counsel.

445 Mr. O'Keefe asked for a roll call.

446 **Kuzsma-No, Gauthier- No, Behm- No, Gruzdien- No, Conklin- No, Grondstra- No, Facey-**
447 **No, Coughlan- No, Taylor- Abstain, Torres- No, Grund- No, Glover- Yes, Lawrence- No,**
448 **O'Keefe- No, Hinckley- No, St. Denis- Not Present, and Eckhoff- No. Motion does not**
449 **pass.**

450
451 **Ms. Hinckley motioned to accept items 1. Oct. 29th, 2020 Draft Minutes as amended above)**
452 **2. SAU #39 2021-22 School Calendar and #5 SAU Lease Agreement. Mr. Conklin seconded**
453 **the motion.**

454
455 **Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes,**
456 **Facey- Yes, Coughlan- Yes, Taylor- Abstain, Torres- Yes, Grund- Yes, Glover- Yes,**
457 **Lawrence- Yes, O'Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- Yes.**
458 **Motion passed.**

459
460 IX. School Start Times

461 Mr. O'Keefe mentioned that they will have a short presentation by Superintendent Steel. They
462 will then open it up for discussion and call for a vote.

463 Mr. Steel commented that they have had discussions on this topic for his tenure at the SAU. In
464 short, he believes that it is time for the Board to act and change the school start time to 8:00AM
465 for the Elementary schools and 8:45AM for middle and high schools. They have heard from
466 everyone, teachers, students, parents and community members. He is relying on the scientific
467 data that says that middle and high school perform better and are safer when they start later in the
468 day. He is asking the Board to make the motion to adopt this.

469 There is a complication in that the schedule changes need to be approved by Community
470 Council. The school schedule will remain intact right now. Principal Berry is in the process of
471 developing a plan. He will ask the building principals to come back with an implementation plan
472 in January or February. They will continue their planning and come back with specific details of
473 this change.

474 Mr. O'Keefe asked for a motion.

475 **Ms. Kuzsma motioned to approve the start times for 8:00AM for the MVVS and CW and**
 476 **8:45AM for AMS and SHS for the 2021- 2022 school year and authorized the**
 477 **Superintendent to take any other action necessary to carry out this change. Mr. Coughlan**
 478 **seconded the motion.**

479 Ms. Delaney Facques, SHS Community Council Liaison, replied that she is a Senior at
 480 Souhegan and a few years ago she was on School Start Time Committee. She has created a
 481 survey from last year and wanted to share some highlights- almost 500 responses, 70% replied
 482 that play sports, 75% have a time commitment, 30% watch a younger sibling, and 70% were not
 483 in favor of the change. She would like to strongly urge the students be involved if the motion
 484 passed.

485 Ms. Behm commented that the one thing that has become very clear in the past 9 months is that
 486 we can do hard things, especially when it is in the best interest of our students. It takes
 487 cooperation, preparation, and flexibility, but it is possible.

488 This is my second term on the Amherst School Board. I led the original committee to review
 489 start times when I was an eager new board member. And some members of my committee were
 490 very familiar with the issue as they had tried to make a change 10 years before. And they learned
 491 lots from the group who tried 10 years before that. We have been discussing this for a very long
 492 time, and the science has only become stronger to support the respected recommendations which
 493 have emerged that middle and high school students should not be in a classroom before 8:30 a.m.
 494 Period. That's the charter we started with.

495 There has been far less conclusive study done toward ideal times for elementary-aged students;
 496 however, preliminary studies and anecdotal evidence suggest they benefit from fewer transitions
 497 before school, have greater attention span earlier in the day, and ending their day sooner allows
 498 enough time to pursue extra curriculars before getting to bed sooner than older students. Overall,
 499 a net positive. Their circadian rhythms are actually different and skew earlier than adolescents.

500 So, what has held us back until now? There are lots of logistics involved in such a change!
 501 That's why we are making a decision now so there is time to plan with the community,
 502 businesses, athletics, etc. We know most of the challenges and have researched best practices
 503 from others on how to tackle them. Still, change is tough. But we can do hard things that are in
 504 the best interest of our students.

505 Athletic directors, you will likely get pushback when you say we can't start games until 4 p.m.
 506 and can't show up for games until a little later than we currently do. We aren't the only SAU in
 507 the state asking for such accommodations, but we will still be in the minority at first. If they
 508 grumble, you can tell them what my parents told me. We don't care what your friends' parents
 509 do; they are not our responsibility—you are. We are doing what we believe is best for the
 510 students we are responsible for in our SAU. And if they still gripe, the other thing my parents
 511 told me was blame us. So, go ahead and blame the stupid school boards and, what did Adam call
 512 himself for a while, our mediocre intendent?

513 I was also a proud community representative of the Souhegan Community Council longer than
 514 I've served on the school board. I know there is not a universal desire from our high school
 515 students to start the day later. To that I say I haven't met a teenager yet who loved their curfew,
 516 but they negotiate with their parents and figure it out. This affects the entire SAU, not just
 517 upperclassmen with jobs or a particular sport. I am not on the Community Council this year, but
 518 I have full faith and challenge them to partner with the administration to look at what did and not
 519 work this year with very different schedules and see what will benefit students most within the
 520 parameters of these new times. Off the top of my head, maybe having the extremely important
 521 SHS Club Block move from 45 minutes after school every day to select days. Make every effort
 522 to ensure AP and hand-on core classes aren't scheduled last period so student athletes don't miss
 523 instruction it's hard to make up (which is already an ongoing issue for student athletes). Study
 524 periods might move to end of day, and I'd love to see more kids taking advantage of Extended
 525 Learning Opportunities and internships in the afternoon. Everything should be on the table and
 526 your voices and experiences matter to make this work for everyone!

527 For elementary parents, maybe your older kids currently help get your youngers ones off the bus
 528 in the afternoon. Now, they might help put them on the bus in the morning instead. We'll listen
 529 and help as you figure it out. If you have older students, you might miss some sit-down dinners
 530 at home, but you will likely gain the ability to see more of their games. Nothing wrong with a
 531 post-game family pizza now and then!

532 One final hat I'll mention wearing is being trained for CERT, which stands for Community
 533 Emergency Response Team. They drilled into us that we should strive to do the greatest amount
 534 of good for the greatest number. This is not an easy thing, but it is the right thing for the greatest
 535 number of students in our charge. And we can do hard things TOGETHER that are in the best
 536 interest of our students.

537 Ms. Gruzdien asked about the end times for the day.

538 Mr. Steel replied 3:00PM for the elementary schools and 3:45 PM for the middle and high
 539 school.

540 Mr. Glover added that he is a great supporter of this. He added that now that he is on the SCSB
 541 their concerns are sharper in clarity for him. He added that the motion contains broad language
 542 and they need to have a plan.

543 Ms. Taylor remarked that it is 8:45AM start for the high school and it is an hour and a half
 544 change. They have limited lighted fields and 70% of the high school plays sports.

545 Ms. Facey mentioned that they did have a committee that did a lot of work. She would also like
 546 to see a plan then they would reserve the right to rescind their approval. The science is clear, and
 547 she trusts the Superintendent and administrators to do their work.

548 She amended the original motion.

549 **Ms. Facey motioned to approve the start times for 8:00AM for the MVVS and CW and**
 550 **8:45AM for AMS and SHS for the 2021- 2022 school year and authorized the**

551 **Superintendent to take any other action necessary to carry out this change. And request**
 552 **that the Superintendent present a plan to the SCSB by Feb 2021 that addresses the**
 553 **interconnected factors associated with the proposal. Should the SCSB not be satisfied with**
 554 **the Superintendent's plan, the Board reserves the right to rescind their approval. Ms.**
 555 **Grund seconded the motion.**

556 Mr. O'Keefe asked for discussion.

557 Ms. Kuzsma inquired if the SCSB rescinds, does that mean rescind for everyone.

558 Mr. Steel replied it would have to come back to the SAU Board. He is confident that they will
 559 come up with a plan and he is confident in Principal Berry.

560 Ms. Behm commented that they should go into this with an open mind.

561 Ms. Facey clarified that she is not looking to find issues with implementation. She just wants to
 562 address the factors and have a more detailed plan.

563 Ms. Grund added that she is in support of the amendment.

564 Mr. Grondstra mentioned that he agrees with the amendment, however, there are other schools
 565 involved.

566 Mr. O'Keefe noted that it is implied. When they look at the SAU Board, they look at the best
 567 possible strategy and if any individual board needs additional time, he will gladly grant that.

568 He called for a vote on the amended motion.

569 **Kuzsma-Yes, Gauthier- No, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Abstain,**
 570 **Facey- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes,**
 571 **Lawrence- Yes, O'Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- Yes.**
 572 **Motion passed.**

573
 574 Mr. O'Keefe amended the second motion to add in ASB and MVSB.

575
 576 **Mr. O'Keefe motioned to approve the start times for 8:00AM for the MVVS and CW and**
 577 **8:45AM for AMS and SHS for the 2021- 2022 school year and authorized the**
 578 **Superintendent to take any other action necessary to carry out this change. And request**
 579 **that the Superintendent present a plan to the SCSB, ASB and MVSB by Feb 2021 that**
 580 **addresses the interconnected factors associated with the proposal. Should the SCSB not be**
 581 **satisfied with the Superintendent's plan, the Board reserves the right to rescind their**
 582 **approval. Mr. Coughlan second the motion.**

583 Mr. O'Keefe asked for discussion.

584 Ms. Facey gave her support.

585 **Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes,**
 586 **Facey- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes,**

587 **Lawrence- Yes, O’Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- Yes.**
 588 **Motion passed.**

589
 590 Ms. Grund mentioned that she agrees with the science in behind the later start times although she
 591 has concerns. She noted her concern with Club time, missing academic time and CTE students.
 592 She is trying to figure out a more amenable time.

593 Mr. O’Keefe asked if she can put her questions in writing to Superintendent Steel for Feb 2021.

594 Mr. Conklin referenced Mr. Coughlan’s statement at a previous Deliberative Session “the goal of
 595 the Board is to do the most good for the students”. He then spoke about the culture at Souhegan.
 596 He feels that their school is strong enough to withstand the changes.

597 Ms. Taylor mentioned that Sept 7th is the start date for next year. She is asking if they can add
 598 days to potentially shorten the day.

599 **Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes,**
 600 **Facey- Yes, Coughlan- Yes, Taylor- No, Torres- Yes, Grund- Yes, Glover- Yes, Lawrence-**
 601 **Yes, O’Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- No. Motion**
 602 **passed.**

603

604 X. Bus RFP

605 Mr. Steel added that he has provided information to the Board in the past couple of days. He
 606 applauded Assistant Superintendent, Ms. Christine Landwehrle for all of her work. The bus RFP
 607 has been included and he can discuss the specifics in Non-public session.

608 This fall, they conducted a request for proposals for bus transportation services. Although three
 609 vendors showed interest in the RFP, only one, the incumbent, provided a proposal. The other two
 610 interested vendors stated that market conditions with driver availability was the reason they did
 611 not provide a proposal.

612 After negotiations with the incumbent vendor, they have agreed on the following conditions: 1-
 613 A 5-year extension to the current contract; 2- A daily rate of \$348 per day per bus with a 2%
 614 escalation each year for 5 years total; 3- A requirement for 5 buses per year to be replaced with
 615 new buses so that each bus is new by the 5th year; 4- A waiver of the bonding requirement in the
 616 RFP (which adds \$2.30 per day per bus); 5- Acceptance of additional safety requirements in each
 617 bus (additional cameras, Zonar, and Child Checkmate); 6- The right for the SAU to operate our
 618 own athletic and/or field trip buses at our discretion as long as we do not use any Butler Bus
 619 Company drivers; and, 7- Some other minor contractual changes to the existing contract required
 620 by law or school district policy.

621 **Mr. Glover motioned to accept the recommendation of the Superintendent of Schools to**
 622 **enter into a 5- year extension to school bus transportation services at a daily rate of \$348**
 623 **per day per bus with a 2% increase each year subject to the successful contractual**
 624 **negotiation by the Superintendent with Butler Bus Company and to authorize the**

625 **Superintendent of Schools to carry out any actions necessary to enact this agreement. Ms.**
 626 **Facey seconded the motion.**

627 Mr. O’Keefe asked for discussion.

628 Ms. Kuzsma asked about Child Checkmate and Zonar.

629 Mr. Steel explained that Child Checkmate is to protect from sleeping children and Zonar is for
 630 bus maintenance but for them is for GPS. He will be able to log in and see where the bus is for
 631 parent concerns. He can also see the speed, braking etc.

632 Mr. Glover gave his appreciation for the work that was done and is pleased to work with Butler
 633 Bus Company again.

634 **Kuzsma-Yes, Gauthier- Yes, Behm- Yes, Gruzdien- Yes, Conklin- Yes, Grondstra- Yes,**
 635 **Facey- Yes, Coughlan- Yes, Taylor- Yes, Torres- Yes, Grund- Yes, Glover- Yes,**
 636 **Lawrence- Yes, O’Keefe- Yes, Hinckley- Yes, St. Denis- Not Present, and Eckhoff- Yes.**
 637 **Motion passed.**

638
 639 XI. Public Comment II of II

640 No Public Comment

641 XII. Meeting Adjourned

642 Mr. O’Keefe mentioned that after the last SAU meeting, he has received feedback on the
 643 meeting. He is trying to give them more structure, and equitable time with the meeting. He
 644 wished the Board and Administrators a safe and happy Thanksgiving.

645 **Mr. O’Keefe adjourned the meeting at 9:00PM.**

646

647

648

MEMO



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

Date: 01/21/2021
To: Adam Steel, Superintendent of Schools
From: Sarah Jardim-Lee, Accountant
Re: HealthTrust FY2020 Return of Surplus

On November 20, 2020, SAU #39 received check number 713171 from HealthTrust, in the amount of \$419,142.05 for the return of FY2020 surplus. This check included allocations for the return of medical and dental premiums for the Amherst School District, the Mont Vernon School District, SAU #39, and the Souhegan Cooperative School District, as well as for retirees associated with the districts of SAU #39.

Since the return of surplus was consolidated into one check for all districts of SAU #39, the SAU office will distribute those funds to the proper district internally as follows:

Amherst School District - \$226,456.56
Mont Vernon School District - \$23,814.57
Souhegan Cooperative School District - \$110,206.14

After receiving those funds, each district will distribute to employees their proportionate share of medical and dental premiums and the district will recognize unanticipated revenue in the General Fund.



Health Account
PO BOX 617
CONCORD, NH 03302-0617

Citizens Bank
New Hampshire
011401533

713171

DATE
Nov 19, 2020

Pay Four Hundred Nineteen Thousand One Hundred Forty Two Dollars and 05 Cents

AMOUNT
\$419,142.05

TO THE ORDER OF **SCHOOL ADMINISTRATIVE UNIT #39**
PO BOX 849
AMHERST, NH 03031

IMAGE FADES WITH HEAT
RUB PADLOCK



Health Account

713171

Vendor ID
HT0273

Vendor
SCHOOL ADMINISTRATIVE UNIT #39

Check Date
11/19/2020

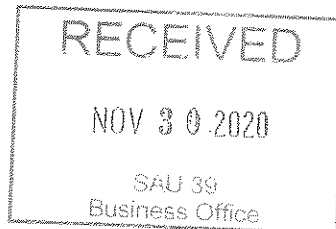
Voucher Number
90351410

Invoice Number
FY2020 ROS

Description
ROS_FY2020

Document Date
11/13/2020

Amount
\$419,142.05



TOTALS: \$419,142.05



Health Account

713171

Vendor ID
HT0273

Vendor
SCHOOL ADMINISTRATIVE UNIT #39

Check Date
11/19/2020

Voucher Number
90351410

Invoice Number
FY2020 ROS

Description
ROS_FY2020

Document Date
11/13/2020

Amount
\$419,142.05

TOTALS: \$419,142.05



October 13, 2020

Mr. Adam Steel
School Administrative Unit #39
PO Box 849
Amherst, NH 03031-0849

Dear Mr. Steel:

On October 6, 2020, the HealthTrust Board of Directors formally approved the organization's Fiscal Year 2020 audited financial statements and declared a return of surplus to Member Groups in the amount of \$18,786,984.

This surplus will be distributed to Member Groups that participated in HealthTrust's self-insured coverage lines (medical, dental and/or short-term disability) during the 2020 Fiscal Year in proportion to their respective contributions for such coverages. Enclosed is information by coverage line regarding your Member Group's share of the return of surplus. Please note, your Member Group's share of the return will be sent by check on November 19, 2020, unless you request a contribution holiday, in writing to healthtrust-ed@healthtrustnh.org, by October 30, 2020, in which case your Member Group's return of surplus will be applied to your December 2020 invoice, issued in late November 2020.

Your return of surplus is one of the benefits of Membership in HealthTrust. Each year we retain only the amount needed to pay for claims, administration and reserves. Any amounts above that are returned to Member Groups as surplus. This year's return of surplus is due, in large part, to the impact of COVID-19. As a result of the pandemic and the related stay at home orders, many covered individuals cancelled or deferred non-emergency medical and dental care which led to a significant and unanticipated reduction in HealthTrust's claims activity during the fiscal year resulting in this return of surplus to our Member Groups.

Reports are now available, on the Secure Member Portal (SMP), detailing the enrollment numbers and contributions on which your Member Group's share of the return of surplus was determined. These reports can be accessed on the SMP by your Member Group's designated Benefits Administrator.

Please know that HealthTrust is here for you, our Members, during these challenging times. The Board and staff remain committed to providing you with exceptional support, responsive member service, innovative health and wellness programs, and a full range of plans to meet your Member Group's and employees' needs for high quality, cost-effective health, dental and disability coverages and programs.

Sincerely,

A handwritten signature in cursive script, reading "Cathy Ann Stacey".

Cathy Ann Stacey, Chair
HealthTrust Board of Directors

A handwritten signature in cursive script, reading "Wendy Lee Parker".

Wendy Lee Parker, Executive Director
HealthTrust

Enclosures

School Administrative Unit #39

FY2020 HealthTrust Return of Surplus

Your Member Group's share of the total FY2020 Return of Surplus declared by the HealthTrust Board of Directors on October 6, 2020:

Coverage	Expected Amount
Medical	\$386,419.86
Dental	\$32,722.19
Total	\$419,142.05

Detailed breakdown by Medical Billing Group:

Medical Billing Group Name	Expected Amount
SAU #39 AMHERST	\$128,493.18
SAU #39 AMHERST TEACHERS	\$79,998.11
SAU #39 MONT VERNON	\$22,356.99
SAU #39 NHRS	\$38,625.08
SAU #39 SAU OFFICE	\$14,293.92
SAU #39 SOUHEGAN	\$102,652.58
Medical Billing Group Total	\$386,419.86

Detailed breakdown by Dental Billing Group:

Dental Billing Group Name	Expected Amount
SAU #39 AMHERST	\$10,907.75
SAU #39 AMHERST TEACHERS	\$7,057.52
SAU #39 MONT VERNON	\$1,457.58
SAU #39 NHRS	\$4,573.42
SAU #39 SAU OFFICE	\$1,172.36
SAU #39 SOUHEGAN	\$7,553.56
Dental Billing Group Total	\$32,722.19

The return of surplus will be distributed as a check on November 19, 2020 unless a *Contribution Holiday* is requested in writing by October 30, 2020 to healthtrust-ed@healthtrustnh.org. Requested Contribution Holidays will be reflected on the December 2020 invoice, issued in late November 2020.



James A. Sojka, CPA*

Sheryl A. Pratt, CPA***

Michael J. Campo, CPA, MACCY

Scott T. Eagen, CPA, CFE

Karen M. Lascelle, CPA, CVA, CFE

Ashley Miller Klem, CPA, MSA

Tyler A. Paine, CPA***

Kyle G. Gingras, CPA

Thomas C. Giffen, CPA

Ryan T. Gibbons, CPA, CFE

Brian P. McDermott, CPA**

Justin Larsh, CPA

Sylvia Y. Petro, MSA, CFE

* Also licensed in Maine

** Also licensed in Massachusetts

*** Also licensed in Vermont

December 4, 2020

To the Members of the School Administrative Unit Board
School Administrative Unit No. 39
1 School Street
Amherst, NH 03301

Dear Members of the School Administrative Unit Board:

We have audited the financial statements of the governmental activities and each major fund of School Administrative Unit No. 39 for the year ended June 30, 2020. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 24, 2019. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School Administrative Unit are described in Note 1 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during the current fiscal year. We noted no transactions entered into by the School Administrative Unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the School Administrative Unit's financial statements were:

Management's estimates of the capital asset useful lives are based on historical information and industry guidance. We evaluated the key factors and assumptions used to develop the capital asset useful lives in determining that they are reasonable in relation to the financial statements taken as a whole.

Management's estimates of the net pension liability, deferred outflows and inflows of resources related to pensions, and pension expense are based on assumptions of future events, such as employment, mortality and estimates of value of reported amounts. We evaluated the key factors and assumptions used to develop the net pension liability, deferred outflows and inflows of resources related to pensions, and pension expense in determining that they are reasonable in relation to the financial statements taken as a whole.

PLODZIK & SANDERSON, P.A.
Certified Public Accountants

Management's estimates of the other postemployment benefit (OPEB) liabilities, deferred outflows and inflows of resources related to OPEB, and OPEB expense are based on the assumptions of future events, such as employment, mortality, and the healthcare cost trend, as well as estimates of the value of reported amounts. We evaluated key factors and assumptions used to develop the OPEB liability, deferred outflows and inflows of resources related to OPEB, and OPEB expense in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Adjustments proposed and approved were primarily of a routine nature and a list of these adjustments for the general fund are attached to this letter.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated November 30, 2020.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School Administrative Unit No. 39's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School Administrative Unit No. 39's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Capital Asset Policy (Repeat)

During review of policies, it was noted that the fixed asset policy fails to define a fixed asset. Further, this policy also does not address the maintenance of the fixed asset listing including accumulated depreciation, book value, and depreciation expense. Policies should provide clear guidance related to the area they address. We recommend the School Administrative Unit Board revisit the fixed asset policy, compare to what similar school administrative units have adopted and modify it to fit the needs of the School Administrative Unit.

Regular Review of Significant Policies

During review of policies, it was noted that several policies had not been formally reviewed and when appropriate adopted. We encourage that management and governance on a 3 to 5-year basis review significant policies to ensure they continue to meet the expectations and needs of the School Administrative Unit. Further that the review should indicate formally that the review occurred not only when revisions to the policies occur.

Other Matters

Implementation of New GASB Pronouncements

The Governmental Accounting Standards Board (GASB) has issued several pronouncements that have effective dates that may impact future financial presentations. Management has not currently determined what, if any, impact implementation of the following statements may have on the financial statements.

GASB Statement No. 87, *Leases*, issued in June 2017, will be effective for the School Administrative Unit with its fiscal year ending June 30, 2022. This Statement will improve accounting and financial reporting for leases by governments by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases.

GASB Statement No. 89, *Accounting for Interest Cost Incurred Before the End of a Construction Period*, issued June 2018, will be effective for the School Administrative Unit with its fiscal year ending June 30, 2022. This Statement will enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and to simplify accounting for interest cost incurred before the end of a construction period.

GASB Statement No. 91, *Conduit Debt Obligations*, issued May 2019, will be effective for the School Administrative Unit with its fiscal year ending June 30, 2023. This Statement will provide a single method of reporting conduit debt obligations and eliminate differences in practice.

GASB Statement No. 92, *Omnibus 2020*, issued in January 2020, will be effective for the School Administrative Unit with its fiscal year ended June 30, 2023. The objectives of this Statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements.

GASB Statement No. 93, *Replacement of Interbank Offered Rates*, issued in March 2020, will be effective for the School Administrative Unit with its fiscal year ended June 30, 2022. The objectives of this Statement are to address accounting and financial reporting implications that result from the replacement of an IBOR.

GASB Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, issued in March 2020, will be effective for the School Administrative Unit with its fiscal year ended June 30, 2023. The objectives of this Statement are to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs).

GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*, issued in May 2020, will be effective for the School Administrative Unit with its fiscal year ended June 30, 2023. This statement will improve financial reporting by establishing a definition for SBITAs and providing uniform guidance for accounting and financial reporting for transactions that meet that definition.

GASB Statement No. 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans – an Amendment of GASB Statements No. 14 and No. 84 and a supersession of GASB Statement No. 32.*, issued in January 2020, will be effective for the School Administrative Unit with its fiscal year ended June 30, 2022. The objectives of this Statement will result in more consistent financial reporting of defined contribution pension plans, defined contribution OPEB plans and other employee benefit plans, while mitigating the costs associated with reporting those plans.

We applied certain limited procedures to the following, which are required supplementary information (RSI) that supplements the basic financial statements:

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

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

Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the individual fund schedules which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the information and use of the members of the School Administrative Unit Board and management of the School Administrative Unit No. 39 and is not intended to be, and should not be, used by anyone other than these specified parties.

Respectfully,

Plodzick & Sanderson

PLODZIK & SANDERSON
Professional Association

Attachment:

General Fund Journal Entry Summary

Client: 1060 - School Administrative Unit 39
 Engagement: 2020 - School Administrative Unit 39
 Period Ending: 6/30/2020
 Trial Balance: 001.0000 - Government Fund Trial Balance
 Workpaper: 400.0001 - GENERAL FUND JOURNAL ENTRY SUMMARY
 Fund Level: Fund
 Index: 10

Account	Description	W/P Ref	Debit	Credit
Adjusting Journal Entries				
Adjusting Journal Entries JE # 1		300.1610		
To recognize fund balance impact of prepaid items as nonspendable fund balance, per 300.1610.				
10-0770-000-00-000000	UNRESERVED FUND BALANCE		1,131.00	
10-0750-000-00-000000	Nonspendable Fund Balance			1,131.00
Total			1,131.00	1,131.00
Total Adjusting Journal Entries			1,131.00	1,131.00
Total All Journal Entries			1,131.00	1,131.00

Consent Agenda Item #4

**SCHOOL ADMINISTRATIVE UNIT NO. 39
ANNUAL FINANCIAL REPORT
AS OF AND FOR THE FISCAL YEAR ENDED
JUNE 30, 2020**

SCHOOL ADMINISTRATIVE UNIT NO. 39
ANNUAL FINANCIAL REPORT
AS OF AND FOR THE FISCAL YEAR ENDED
JUNE 30, 2020

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PLODZIK & SANDERSON

Professional Association/Accountants & Auditors

193 North Main Street • Concord • New Hampshire • 03301-5063 • 603-225-6996 • FAX- 603-224-1380

INDEPENDENT AUDITOR'S REPORT

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

We have audited the accompanying financial statements of the governmental activities and each major fund, of the School Administrative Unit No. 39 as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School Administrative Unit's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the School Administrative Unit No. 39, as of June 30, 2020, and the respective changes in financial position and the respective budgetary comparison for the general fund and the E-Rate fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

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

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

School Administrative Unit No. 39
Independent Auditor's Report

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

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

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

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

November 30, 2020

Plodzik & Sanderson
Professional Association

School Administrative Unit #39
Management's Discussion and Analysis (MD&A)
Of the Annual Financial Report for the Year Ended June 30, 2020

INTRODUCTION

The Superintendent of Schools and Business Administrator of New Hampshire School Administrative Unit (SAU) #39 offer this Management's Discussion and Analysis of the financial activities of SAU #39 for the fiscal year which ended June 30, 2020. Readers are encouraged to consider the information presented here in conjunction with additional information found within the body of the annual financial statements.

FINANCIAL HIGHLIGHTS

- The SAU's total net position of (\$1,418,456) on June 30, 2020, consisted of \$173,541 in capital assets- a decrease of \$19,937, \$26,093 restricted for Brick School Improvements- an increase of \$9,470, and (\$1,618,090) unrestricted net position balance- a decrease of \$123,620. This was an increase in Total Net Position of \$113,153 from the previous fiscal year. See Note 11.
- Governmental funds reported combined ending fund balances of \$203,950, an increase of \$96,801 from the previous fiscal year. The General Fund shows an ending fund balance of \$148,230, an increase of \$97,417, and the E-Rate Fund shows an ending fund balance of \$55,720, a decrease of \$616. See Note 12.
- The SAU's long-term obligations of \$1,739,731 consists of \$123,364 in compensated absences, \$152,930 in other postemployment benefits, and \$1,463,437 in net pension liability. SAU #39 carries no debt. These liabilities are reflected as a reduction in net position. See Note 8.

OVERVIEW OF FINANCIAL STATEMENTS

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

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

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

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

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

- Governmental funds – SAU #39's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. The governmental funds statements provide a detailed short-term view that helps one to determine whether there are more or fewer financial resources that can be spent in the near future to finance SAU #39's programs. Because this information does not encompass the long-term focus of the government-wide statements, additional information is provided with the governmental funds statements explaining the relationship (or differences) between them.

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

NET POSITION

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

Change in net position for fiscal year 2020 compared to fiscal year 2019:

Summary of Net Position
Governmental Activities

	June 30, 2020	June 30, 2019
Current and Other Assets	\$ 317,116	\$ 259,639
Capital Assets	173,541	193,478
Total Assets	490,657	453,117
Deferred Outflows of Resources	258,915	324,114
Current Liabilities	112,171	151,837
Other Liabilities	1,739,731	1,886,783
Total Liabilities	1,851,902	2,038,620
Deferred Inflows of Resources	316,126	270,220
Net Position:		
Net Investment in Capital Assets	173,541	193,478
Restricted	26,093	16,623
Unrestricted	(1,618,090)	(1,741,710)
Total Net Position	\$ (1,418,456)	\$ (1,531,609)

Summary of Changes in Net Position
Governmental Activities

	June 30, 2020	June 30, 2019
Revenues:		
Program Revenue:		
Operating Grants and Contributions	\$42,230	\$15,073
General Revenue:		
School District Assessment	2,303,972	2,216,173
Unrestricted Investment Income	1,153	1,815
Miscellaneous	111,975	813
Total Revenues	<u>2,459,330</u>	<u>2,233,874</u>
Expenses:		
Instruction	277,847	358,616
Executive Administration	677,572	747,039
Business	826,015	702,014
Operation and Maintenance of Plant	159,702	163,036
Other	305,725	182,168
Noninstructional	99,316	92,098
Total Expenses	<u>2,346,177</u>	<u>2,244,971</u>
Change in Net Position	113,153	(11,097)
Net Position, beginning	<u>(1,531,609)</u>	<u>(1,520,512)</u>
Net Position, ending	<u>\$ (1,418,456)</u>	<u>\$ (1,531,609)</u>

Changes in Net Position. SAU #39's total revenue was \$2,459,330 with the total expenses \$2,346,177 results in an increase of net position of \$113,153. The majority of SAU #39's revenue (93.7%) came from the School Districts. The majority of SAU #39's expenses were for the Executive Administration (28.9%) and Business Office (35.2%).

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

On June 30, 2020, SAU #39 reported capital assets of \$173,541 (net of accumulated depreciation), which consists of a broad range of capital assets, including buildings improvements, and machinery, equipment & furniture. More detailed information about SAU #39's capital assets is presented in the notes to the financial statements. See Note 1-G and Note 5.

Long-Term Liabilities

Compensated absences had a net increase in potential future payments of \$6,739. The liabilities for other post-employment benefits had a net decrease in potential future payments of \$26,856, and net pension related liability was reduced by \$126,935. More detailed information about SAU #39's long-term liabilities is presented in Note 8 of the financial statements.

CONTACTING SAU'S FINANCIAL MANAGEMENT

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

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

BASIC FINANCIAL STATEMENTS

EXHIBIT A
SCHOOL ADMINISTRATIVE UNIT NO. 39
Statement of Net Position
June 30, 2020

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 196,431
Intergovernmental receivable	119,554
Prepaid items	1,131
Capital assets, net of accumulated depreciation	173,541
Total assets	<u>490,657</u>
DEFERRED OUTFLOWS OF RESOURCES	
Amounts related to pensions	216,025
Amounts related to other postemployment benefits	42,890
Total deferred outflows of resources	<u>258,915</u>
LIABILITIES	
Accounts payable	24,772
Accrued salaries and benefits	48,309
Intergovernmental payable	39,090
Noncurrent obligations:	
Due within one year	25,557
Due in more than one year	1,714,174
Total liabilities	<u>1,851,902</u>
DEFERRED INFLOWS OF RESOURCES	
Unavailable revenue	995
Amounts related to pensions	276,443
Amounts related to other postemployment benefits	38,688
Total deferred inflows of resources	<u>316,126</u>
NET POSITION	
Net investment in capital assets	173,541
Restricted	26,093
Unrestricted	(1,618,090)
Total net position	<u>\$ (1,418,456)</u>

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

EXHIBIT B
SCHOOL ADMINISTRATIVE UNIT NO. 39
Statement of Activities
For the Fiscal Year Ended June 30, 2020

	<u>Expenses</u>	<u>Program Revenues</u> Operating Grants and Contributions	<u>Net (Expense) Revenue and Change in Net Position</u>
Governmental activities:			
Instruction	\$ 277,847	\$ -	\$ (277,847)
Support services:			
Executive administration	677,572	-	(677,572)
Business	826,015	-	(826,015)
Operation and maintenance of plant	159,702	-	(159,702)
Other	305,725	42,230	(263,495)
Noninstructional services	99,316	-	(99,316)
Total governmental activities	<u>\$ 2,346,177</u>	<u>\$ 42,230</u>	<u>(2,303,947)</u>
General revenues:			
School district assessment			2,303,972
Interest			1,153
Miscellaneous			111,975
Total general revenues			<u>2,417,100</u>
Change in net position			113,153
Net position, beginning			<u>(1,531,609)</u>
Net position, ending			<u>\$ (1,418,456)</u>

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

EXHIBIT C-1
SCHOOL ADMINISTRATIVE UNIT NO. 39
Governmental Funds
Balance Sheet
June 30, 2020

	General	E-Rate	Total Governmental Funds
ASSETS			
Cash and cash equivalents	\$ 140,711	\$ 55,720	\$ 196,431
Intergovernmental Receivables	119,554	-	119,554
Prepaid items	1,131	-	1,131
Total assets	<u>\$ 261,396</u>	<u>\$ 55,720</u>	<u>\$ 317,116</u>
LIABILITIES			
Accounts payable	\$ 24,772	\$ -	\$ 24,772
Accrued salaries and benefits	48,309	-	48,309
Intergovernmental payable	39,090	-	39,090
Total liabilities	<u>112,171</u>	<u>-</u>	<u>112,171</u>
DEFERRED INFLOWS OF RESOURCES			
Unavailable revenue	<u>995</u>	<u>-</u>	<u>995</u>
FUND BALANCES			
Nonspendable	1,131	-	1,131
Restricted	26,093	-	26,093
Committed	-	55,720	55,720
Unassigned	121,006	-	121,006
Total fund balances	<u>148,230</u>	<u>55,720</u>	<u>203,950</u>
Total liabilities, deferred inflows of resources, and fund balances	<u>\$ 261,396</u>	<u>\$ 55,720</u>	<u>\$ 317,116</u>

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

EXHIBIT C-2
SCHOOL ADMINISTRATIVE UNIT NO. 39
Reconciliation of the Balance Sheet - Governmental Funds to the Statement of Net Position
June 30, 2020

Total fund balances of governmental funds (Exhibit C-1)		\$ 203,950
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not current financial resources, therefore, are not reported in the governmental funds.		
Cost	\$ 309,466	
Less accumulated depreciation	<u>(135,925)</u>	
		173,541
Pension and other postemployment benefits (OPEB) related deferred outflows of resources and deferred inflows of resources are not due and payable in the current year, and therefore, are not reported in the governmental funds as follows:		
Deferred outflows of resources related to pensions	\$ 216,025	
Deferred inflows of resources related to pensions	(276,443)	
Deferred outflows of resources related to OPEB	42,890	
Deferred inflows of resources related to OPEB	<u>(38,688)</u>	
		(56,216)
Long-term liabilities are not due and payable in the current period, therefore, are not reported in the governmental funds.		
Compensated absences	\$ 123,364	
Net pension liability	1,463,437	
Other postemployment benefits	<u>152,930</u>	
		<u>(1,739,731)</u>
Net position of governmental activities (Exhibit A)		<u><u>\$ (1,418,456)</u></u>

EXHIBIT C-3
SCHOOL ADMINISTRATIVE UNIT NO. 39
Governmental Funds
Statement of Revenues, Expenditures, and Changes in Fund Balances
For the Fiscal Year Ended June 30, 2020

	General	E-Rate	Total Governmental Funds
REVENUES			
School districts' assessments	\$ 2,303,972	\$ -	\$ 2,303,972
Other local	113,128	42,230	155,358
Total revenues	<u>2,417,100</u>	<u>42,230</u>	<u>2,459,330</u>
EXPENDITURES			
Current:			
Instruction	293,106	-	293,106
Support services:			
Executive administration	650,033	-	650,033
Business	850,532	-	850,532
Operation and maintenance of plant	162,039	-	162,039
Other	262,879	42,846	305,725
Noninstructional services	<u>101,094</u>	<u>-</u>	<u>101,094</u>
Total expenditures	<u>2,319,683</u>	<u>42,846</u>	<u>2,362,529</u>
Net change in fund balances	97,417	(616)	96,801
Fund balances, beginning	<u>50,813</u>	<u>56,336</u>	<u>107,149</u>
Fund balances, ending	<u>\$ 148,230</u>	<u>\$ 55,720</u>	<u>\$ 203,950</u>

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

EXHIBIT C-4
SCHOOL ADMINISTRATIVE UNIT NO. 39
Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds to the Statement of Activities
For the Fiscal Year Ended June 30, 2020

Net change in fund balances of total governmental funds (Exhibit C-3)		\$ 96,801
Amounts reported for governmental activities in the Statement of Activities are different because:		
Governmental funds report capital outlays as expenditures, while governmental activities report depreciation expense to allocate those expenditures over the life of the assets.		
Depreciation expense		(19,937)
Some expenses reported in the Statement of Activities do not require the use of current financial resources, therefore, are not reported as expenditures in governmental funds.		
Increase in compensated absences payable	\$ (6,739)	
Net change in net pension liability and deferred outflows and inflows of resources related to pensions	90,036	
Net change in net other postemployment benefits liability and deferred outflows and inflows of resources related to other postemployment benefits	<u>(47,008)</u>	
		<u>36,289</u>
Change in net position of governmental activities (Exhibit B)		<u>\$ 113,153</u>

EXHIBIT D-1
SCHOOL ADMINISTRATIVE UNIT NO. 39
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual (Non-GAAP Budgetary Basis)
General Fund
For the Fiscal Year Ended June 30, 2020

	Budgeted Amounts		Actual	Variance Positive (Negative)
	Original	Final		
REVENUES				
School district assessment	\$ 2,303,972	\$ 2,303,972	\$ 2,303,972	\$ -
Other local	-	-	113,128	113,128
Total revenues	<u>2,303,972</u>	<u>2,303,972</u>	<u>2,417,100</u>	<u>113,128</u>
EXPENDITURES				
Current:				
Instruction	354,970	304,970	293,106	11,864
Support services:				
Executive administration	704,361	805,961	650,033	155,928
Business	815,193	745,193	850,532	(105,339)
Operation and maintenance of plant	177,944	180,044	162,039	18,005
Other	159,461	175,761	262,879	(87,118)
Noninstructional	<u>107,498</u>	<u>107,498</u>	<u>101,094</u>	<u>6,404</u>
Total expenditures	<u>2,319,427</u>	<u>2,319,427</u>	<u>2,319,683</u>	<u>(256)</u>
Net change in fund balance	<u>\$ (15,455)</u>	<u>\$ (15,455)</u>	97,417	<u>\$ 112,872</u>
Decrease in nonspendable fund balance			383	
Increase in restricted fund balance			(9,470)	
Unassigned fund balance, beginning			32,676	
Unassigned fund balance, ending			<u>\$ 121,006</u>	

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

EXHIBIT D-2
SCHOOL ADMINISTRATIVE UNIT NO. 39
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual (GAAP Basis)
E-Rate Fund
For the Fiscal Year Ended June 30, 2020

	Original and Final Budget	Actual	Variance Positive (Negative)
REVENUES			
Other local	\$ 18,800	\$ 42,230	\$ 23,430
EXPENDITURES			
Other	18,800	42,846	(24,046)
Net change in fund balance	\$ -	(616)	\$ (616)
Fund balance, beginning		56,336	
Fund balance, ending		\$ 55,720	

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

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE BASIC FINANCIAL STATEMENTS
AS OF AND FOR THE FISCAL YEAR ENDED
JUNE 30, 2020

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SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE BASIC FINANCIAL STATEMENTS
AS OF AND FOR THE FISCAL YEAR ENDED
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NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

1-A Reporting Entity

The School Administrative Unit 39 is a municipal corporation governed by an elected 17-member School Administrative Unit Board. In evaluating how to define the School Administrative Unit for financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit in the reporting entity is made by applying the criteria set forth by the GASB. The School Administrative Unit has no component units to include in its reporting entity.

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

1-B Government-wide and Fund Financial Statements

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

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

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

Fund Financial Statements – Separate financial statements are provided for governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as nonmajor governmental funds and are presented in the other governmental column of the fund financial statements, the School Administrative Unit does not report any nonmajor governmental funds in the current year financial statements.

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

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

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

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE BASIC FINANCIAL STATEMENTS
AS OF AND FOR THE FISCAL YEAR ENDED
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Governmental fund financial statements are reported using the *current financial resources* measurement focus and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School Administrative Unit generally considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, with the exception of reimbursement based grants, which use a period of one year. District assessments, intergovernmental revenue, and other local sources associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. All other revenue items are considered to be measurable and available only when cash is received by the government.

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

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

The School Administrative Unit reports the following major governmental funds:

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

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

1-D Cash and Cash Equivalents

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

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

1-E Receivables

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

1-F Prepaid Items

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

1-G Capital Assets

Capital assets are defined by the School Administrative Unit as assets with an initial individual cost of \$10,000 or more and an estimated useful life in excess of 5 years. Capital assets include property, plant and equipment, and infrastructure assets (e.g., roads, sidewalks, drainage, and similar items) and are reported in governmental activities.

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE BASIC FINANCIAL STATEMENTS
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JUNE 30, 2020

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

Additions, improvements, and other capital outlay that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the value of an asset or materially extend lives are not capitalized.

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

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

Capital Asset Class:	Years
Buildings and building improvements	20-25
Software and equipment	5-20

1-H Accounts Payable

Accounts payable represent the gross amount of expenditures or expenses incurred as a result of normal operations, but for which no actual payment has yet been issued to vendors/providers as of June 30, 2020.

1-I Deferred Outflows/Inflows of Resources

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

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

1-J Long-term Obligations

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

1-K Compensated Absences

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

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

1-L Defined Benefit Pension Plan

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

SCHOOL ADMINISTRATIVE UNIT NO. 39
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The schedules prepared by New Hampshire Retirement System, and audited by the plan's independent auditors, require management to make a number of estimates and assumptions related to the reported amounts. Due to the inherent nature and uncertainty of these estimates, actual results could differ, and the differences may be material.

1-M Postemployment Benefits Other Than Pensions (OPEB)

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

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

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

1-N Net Position/Fund Balances

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

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

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

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

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

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

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

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

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

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE BASIC FINANCIAL STATEMENTS
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JUNE 30, 2020

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

1-O Use of Estimates

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

NOTE 2 – STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

2-A Budgetary Information

General governmental revenues and expenditures accounted for in budgetary funds are controlled by a formal integrated budgetary accounting system in accordance with various legal requirements which govern the School Administrative Unit's operations. At its annual meeting, the School Administrative Unit adopts a budget for the current year for the general and E-Rate funds.

DETAILED NOTES ON ALL FUNDS

NOTE 3 – CASH AND CASH EQUIVALENTS

The School Administrative Unit's deposits are entirely covered by federal depository insurance (FDIC) or by collateral held by the School Administrative Unit's agent in the School Administrative Unit's name. The FDIC currently insures the first \$250,000 of the School Administrative Unit's deposits at each financial institution, per case custodian. Deposit balances over \$250,000 are insured by collateral. As of year-end, the carrying amount of the School Administrative Unit's deposits and the bank balance totaled \$196,431.

NOTE 4 – RECEIVABLES

Receivables at June 30, 2020, consisted of accounts and intergovernmental amounts arising from amounts owed from member school districts of School Administrative Unit No. 39. Receivables are recorded on the School Administrative Unit's financial statements to the extent that the amounts are determined to be material and substantiated not only by supporting documentation, but also by a reasonable, systematic method of determining their existence, completeness, valuation, and collectability.

NOTE 5 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2020 consisted of the following:

	Balance, beginning	Additions	Balance, ending
At cost:			
Buildings and building improvements	\$ 212,220	\$ -	\$ 212,220
Software and equipment	97,246	-	97,246
Total capital assets	309,466	-	309,466
Less accumulated depreciation:			
Buildings and building improvements	(45,511)	(9,972)	(55,483)
Software and equipment	(70,477)	(9,965)	(80,442)
Total accumulated depreciation	(115,988)	(19,937)	(135,925)
Net book value, all capital assets	\$ 193,478	\$ (19,937)	\$ 173,541

SCHOOL ADMINISTRATIVE UNIT NO. 39
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Depreciation expense was charged to functions of the School Administrative Unit based on their usage of the related assets. The amounts allocated to each function are as follows:

Support services:	
General administration	\$ 5,833
Business	3,900
Operation and maintenance of plant	10,204
Total depreciation expense	<u>\$ 19,937</u>

NOTE 6 – INTERGOVERNMENTAL PAYABLES

Amounts due to other governments of \$39,090 as of June 30, 2020 consist of amounts due to member school districts for federal food reimbursements now processed as flow-through activity in the School Administrative Unit.

NOTE 7 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

Deferred outflows of resources as of June 30, 2020 consist of amounts related to pensions totaling \$216,025 and amounts related to OPEB totaling \$42,890. For further discussion on these amounts, see Notes 9 and 10, respectively.

Deferred inflows of resources reported in the governmental funds for unavailable revenues are as follows:

	Governmental Activities	General Fund
Amounts related to pensions, see Note 9	\$ 276,443	\$ -
Amounts related to OPEB, see Note 10	38,688	-
Deferred general fund inflows	995	995
Total deferred inflows of resources	<u>\$ 316,126</u>	<u>\$ 995</u>

NOTE 8 – LONG-TERM LIABILITIES

Changes in the School District's long-term liabilities consisted of the following for the year ended June 30, 2020:

	Balance July 1, 2019	Additions	Reductions	Balance June 30, 2020	Due Within One Year
Compensated absences	\$ 116,625	\$ 6,739	\$ -	\$ 123,364	\$ 25,557
Pension related liability	1,590,372	-	126,935	1,463,437	-
Net other postemployment benefits	179,786	-	26,856	152,930	-
Total long-term liabilities	<u>\$ 1,886,783</u>	<u>\$ 6,739</u>	<u>\$ 153,791</u>	<u>\$ 1,739,731</u>	<u>\$ 25,557</u>

NOTE 9 – DEFINED BENEFIT PENSION PLAN

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

Benefits Provided – The Pension Plan is divided into two membership groups. State and local employees and teachers belong to Group I. Police and firefighters belong to Group II. All assets are held in a single trust and available to pay retirement benefits to all members.

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE BASIC FINANCIAL STATEMENTS
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Group I members at age 60 or 65 (for members who commence service after July 1, 2011) qualify for a normal service retirement allowance based on years of creditable service and average final salary for the highest of either three or five years, depending on when their service commenced. The yearly pension amount is 1/60 or 1.667% of average final compensation (AFC) multiplied by years of creditable service. At age 65, the yearly pension amount is recalculated at 1/66 or 1.515% of AFC multiplied by years of creditable service.

Group II members who are age 60, or members who are at least age 45 with at least 20 years of creditable service, can receive a retirement allowance at a rate of 2.5% of AFC for each year of creditable service, not to exceed 40 years. Members commencing service on or after July 1, 2011 or members who have nonvested status as of January 1, 2012 can receive a retirement allowance at age 52.5 with 25 years of service or age 60. The benefit shall be equal to 2% of AFC times creditable service up to 42.5 years. However, a member who commenced service on or after July 1, 2011 shall not receive a retirement allowance until attaining the age of 52.5, but may receive a reduced allowance after age 50 if the member has at least 25 years of creditable service where the allowance shall be reduced, for each month by which the member attains 52.5 years of age by $\frac{1}{4}$ of 1% or age 60.

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

Contributions – The System is financed by contributions from both the employees and the School Administrative Unit. Member contribution rates are established and may be amended by the State legislature while employer contribution rates are set by the System trustees based on an actuarial valuation. All employees are required to contribute 7% of earnable compensation. For fiscal year 2020, the School Administrative Unit contributed 15.99% for teachers and 10.88% for other employees. The contribution requirement for the fiscal year 2020 was \$155,425, which was paid in full.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions – At June 30, 2020, the School Administrative Unit reported a liability of \$1,463,437 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School Administrative Unit's proportion of the net pension liability was based on a projection of the School Administrative Unit's long-term share of contributions to the pension plan relative to the projected contributions of all participating towns and school districts, actuarially determined. At June 30, 2019, the School Administrative Unit's proportion was 0.03044143% which was an decrease of 0.00261372% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School Administrative Unit recognized pension expense of \$74,588. At June 30, 2020, the School Administrative Unit reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ -	\$ 233,021
Net difference between projected and actual investment earnings on pension plan investments	-	11,954
Changes in assumptions	52,508	-
Differences between expected and actual experience	8,092	31,468
Contributions subsequent to the measurement date	155,425	-
Total	<u>\$ 216,025</u>	<u>\$ 276,443</u>

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE BASIC FINANCIAL STATEMENTS
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The \$155,425 reported as deferred outflows of resources related to pensions resulting from the School Administrative Unit contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Fiscal Year Ending June 30,	
2020	\$ (41,062)
2021	(97,298)
2022	(60,731)
2023	(16,752)
Totals	<u>\$ (215,843)</u>

Actuarial Assumptions – The collective total pension liability was determined by an actuarial performed as of June 30, 2018, rolled forward to June 30, 2019, using the following assumptions:

Inflation:	2.5% per year
Wage inflation	3.25% per year (3.00% for Teachers)
Salary increases:	5.6% average, including inflation
Investment rate of return:	7.25% net of pension plan investment expense, including inflation

Mortality rates were based on the RP-2014 employee generational mortality tables for males and females, adjusted for mortality improvements using Scale MP-2015, based on last experience study.

The actuarial assumptions used in the June 30, 2018 valuation were based on the results of the most recent actuarial experience study, which was for the period July 1, 2010 – June 30, 2015.

Long-term Rates of Return – The long-term expected rate of return on pension plan investment was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rate of return net of investment expenses by the target asset allocation percentage and by adding expected inflation. Following is a table presenting target allocations and long-term rates of return for 2019:

Asset Class	Target Allocation	Weighted average long-term expected real rate of return 2019
Large Cap Equities	22.50%	4.25%
Small/Mid Cap Equities	7.50%	4.50%
Total domestic equities	30.00%	
Int'l Equities (unhedged)	13.00%	4.50%
Emerging Int'l Equities	7.00%	6.00%
Total international equity	20.00%	
Core Bonds	9.00%	1.12%
Global Multi-Sector Fixed Income	10.00%	2.46%
Absolute Return Fixed Income	6.00%	1.50%
Total fixed income	25.00%	
Private equity	10.00%	7.90%
Private debt	5.00%	4.86%
Total alternative investments	15.00%	
Real estate	10.00%	3.00%
Total	100.00%	

Discount Rate – The discount rate used to measure the collective total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the

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member rate. For purposes of the projection, member contributions and employer service cost contributions are projected based on the expected payroll of current members only. Employer contributions are determined based on the Pension Plan's actuarial funding policy as required by RSA 100-A:16. Based on those assumptions, the Pension Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on Pension Plan investment was applied to all periods of projected benefit payments to determine the collective total pension liability.

Sensitivity of the School Administrative Unit's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate – The following table presents the School Administrative Unit's proportionate share of the net pension liability calculated using the discount rate of 7.25% as well as what the School Administrative Unit's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage point higher (8.25%) than the current rate:

Actuarial Valuation Date	1% Decrease 6.25%	Current Single Rate Assumption 7.25%	1% Increase 8.25%
June 30, 2019	\$ 1,959,603	\$ 1,463,437	\$ 1,053,360

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

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

10-A New Hampshire Retirement System (NHRS)

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

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

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

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

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

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

Contributions – The OPEB Plan is funded by allocating to the 401(h) subtrust the lesser of: 25% of all employer contributions made in accordance with RSA 100-A:16 or the percentage of employer contributions determined by the actuary to be the minimum rate necessary to maintain the benefits provided under RSA 100-A:53-b, RSA 100-A:53-c, and RSA 100-A:53-d. For fiscal year 2019, the minimum rates determined by the actuary to maintain benefits were the lesser of the two options and were used to

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determine the employer contributions due to the 401(h) subtrust. The State Legislature has the authority to establish, amend and discontinue the contribution requirements of the OPEB Plan. Administrative costs are allocated to the OPEB Plan based on fund balances. For fiscal year 2020, the School Administrative Unit contributed 1.81% for teachers and 0.29% for other employees. The contribution requirement for the fiscal year 2020 was \$8,286, which was paid in full.

OPEB Liabilities, OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB – At June 30, 2020, the School Administrative Unit reported a liability of \$34,430 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of that date. The School Administrative Unit's proportion of the net OPEB liability was based on a projection of the School Administrative Unit's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating towns and school districts, actuarially determined. At June 30, 2019, the School Administrative Unit's proportion was 0.00785346% which was an decrease of 0.00123704% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School Administrative Unit recognized OPEB expense of \$370. At June 30, 2020, the School Administrative Unit reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ -	\$ 602
Net difference between projected and actual investment earnings on OPEB plan investments	-	39
Changes in assumptions	-	-
Differences between expected and actual experience	-	60
Contributions subsequent to the measurement date	8,286	-
Total	<u>\$ 8,286</u>	<u>\$ 701</u>

The \$8,286 reported as deferred outflows of resources related to OPEB resulting from the School Administrative Unit contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ending June 30,	
2020	\$ (688)
2021	(26)
2022	3
2023	10
Totals	<u>\$ (701)</u>

Actuarial Assumptions – The total OPEB liability in this report is based on an actuarial valuation performed as of June 30, 2018 and a measurement date of June 30, 2019. The total OPEB liability was determined using the following actuarial assumptions applied to all periods included in the measurement, unless otherwise specified:

Price inflation:	2.5% per year
Wage inflation:	3.25% per year (3.00% for Teachers)
Salary increases:	5.6% average, including inflation
Investment rate of return:	7.25% net of OPEB plan investment expense, including inflation
Health care trend rate:	Not applicable, given that the benefits are fixed stipends

Mortality rates were based on the RP-2014 healthy annuitant and employee generational mortality tables for males and females with credibility adjustments, adjusted for fully generational mortality improvements using Scale MP-2015, based on last experience study.

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The actuarial assumptions used in the June 30, 2018 valuation were based on the results of the most recent actuarial experience study, which was for the period July 1, 2010 – June 30, 2015.

Long-term Rates of Return – The long-term expected rate of return on OPEB plan investment was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rate of return net of investment expenses by the target asset allocation percentage and by adding expected inflation. Following is a table presenting target allocations and long-term rates of return for 2019:

Asset Class	Target Allocation	Weighted average long-term expected real rate of return
		2019
Large Cap Equities	22.50%	4.25%
Small/Mid Cap Equities	7.50%	4.50%
Total domestic equities	30.00%	
Int'l Equities (unhedged)	13.00%	4.50%
Emerging Int'l Equities	7.00%	6.00%
Total international equity	20.00%	
Core Bonds	9.00%	1.12%
Global Multi-Sector Fixed Income	10.00%	2.46%
Absolute Return Fixed Income	6.00%	1.50%
Total fixed income	25.00%	
Private equity	10.00%	7.90%
Private debt	5.00%	4.86%
Total alternative investments	15.00%	
Real estate	10.00%	3.00%
Total	100.00%	

Discount Rate – The discount rate used to measure the total OPEB liability as of June 30, 2019 was 7.25%. The projection of cash flows used to determine the discount rate assumed that employer contributions will be made under the current statute RSA 100-A:16 and that plan member contributions will be made under RSA 100-A:16. Based on those assumptions, the OPEB Plan's fiduciary net position was projected to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB Plan investments was applied to all periods of projected benefit payments to determine the collective total OPEB liability.

Sensitivity of the School Administrative Unit's Proportionate Share of the OPEB Liability to Changes in the Discount Rate – The following table presents the School Administrative Unit's proportionate share of the OPEB liability calculated using the discount rate of 7.25% as well as what the School Administrative Unit's proportionate share of the OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage point higher (8.25%) than the current rate:

Actuarial Valuation Date	1% Decrease 6.25%	Current Single Rate Assumption 7.25%	1% Increase 8.25%
June 30, 2019	\$ 37,345	\$ 34,430	\$ 31,898

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

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

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10-B Retiree Health Benefit Program

Plan Description – GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, requires governments to account for other postemployment benefits (OPEB) on an accrual basis, rather than on a pay-as-you-go basis. The effect is the recognition of an actuarially determined expense on the Statement of Activities when a future retiree earns their postemployment benefits, rather than when they use their postemployment benefit. The postemployment benefit liability is recognized on the Statement of Net Position over time.

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

Employees Covered by Benefit Terms – At July 1, 2019 the following employees were covered by the benefit terms:

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

Total OPEB Liability – The School Administrative Unit's total OPEB liability of \$118,500 was measured as of June 30, 2020 and was determined by an actuarial valuation as of July 1, 2019.

Actuarial Assumptions and Other Inputs – The total OPEB liability of \$118,500 in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

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

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

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

Significant Changes from the Previous Actuarial Valuation

- Decreasing the discount rate from 3.58% to 2.21%.
- Trend rates were advanced, and the current year trend rate was adjusted to reflect actual experience.
- Mortality assumption changed from RP-2000 Projected 10 Years using Projection Scale AA to SOA RP-2014 Total Dataset Mortality with Scale MP-2019 (Base Year 2006).
- Morbidity factors were adjusted to reflect rates that better reflect expected underlying costs.

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Changes in the Total OPEB Liability

	June 30,	
	2019	2020
Total OPEB liability beginning of year	\$ 133,396	\$ 138,166
Changes for the year:		
Service cost	7,328	8,926
Interest	4,650	2,468
Changes in benefit terms	-	-
Assumption changes and difference between actual and expected experience	(220)	(21,926)
Benefit payments	(6,988)	(9,134)
Total OPEB liability end of year	<u>\$ 138,166</u>	<u>\$ 118,500</u>

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

	Discount Rate		
	1% Decrease	Baseline 2.85%	1% Increase
Total OPEB Liability	<u>\$ 126,366</u>	<u>\$ 118,500</u>	<u>\$ 110,618</u>

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

	Healthcare Cost Trend Rates		
	1% Decrease	Baseline 14.01%	1% Increase
Total OPEB Liability	<u>\$ 104,916</u>	<u>\$ 118,500</u>	<u>\$ 133,950</u>

OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB – For the year ended June 30, 2020, the School Administrative Unit recognized OPEB expense of \$35,233. At June 30, 2020, the School Administrative Unit reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	\$ 22,015	\$ -
Differences between expected and actual experience	12,589	37,987
Total	<u>\$ 34,604</u>	<u>\$ 37,987</u>

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

Fiscal Year Ending	
June 30,	
2021	\$ 6,593
2022	(5,975)
2023	(4,001)
2024	-
Totals	<u>\$ (3,383)</u>

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NOTE 11 – GOVERNMENTAL ACTIVITIES NET POSITION

Governmental activities net position reported on the government-wide Statement of Net Position at June 30, 2020 include the following:

	Governmental Activities
Net investment in capital assets:	
Net book value of all capital assets	\$ 173,541
Restricted for Brick School improvements	26,093
Unrestricted	(1,618,090)
Total net position	<u>\$ (1,418,456)</u>

NOTE 12 – GOVERNMENTAL FUND BALANCES

Governmental fund balances at June 30, 2020 consist of the following:

	General Fund	E-Rate Fund	Total Governmental Funds
Nonspendable:			
Prepaid items	\$ 1,131	\$ -	\$ 1,131
Restricted:			
Restricted for special purpose	26,093	-	26,093
Committed:			
Special revenue	-	55,720	55,720
Unassigned (deficit)	<u>121,006</u>	<u>-</u>	<u>121,006</u>
Total governmental fund balances	<u>\$ 148,230</u>	<u>\$ 55,720</u>	<u>\$ 203,950</u>

NOTE 13 – RISK MANAGEMENT

The School Administrative Unit is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; injuries to employees; or natural disasters. During fiscal year 2020, the School Administrative Unit was a member of the New Hampshire Public Risk Management Exchange (Primex³) Workers' Compensation and Property/Liability Programs.

The New Hampshire Public Risk Management Exchange (Primex³) Workers' Compensation and Property/Liability Programs is a are pooled risk management programs under RSAs 5-B and 281-A. Coverage was provided from July 1, 2019 to June 30, 2020 by Primex³, which retained \$2,000,000 of each workers' compensation loss, \$500,000 of each liability loss, and \$200,000 of each property loss. The Board has decided to self-insure the aggregate exposure and has allocated funds based on actuarial analysis for that purpose. The workers' compensation section of the self-insurance membership agreement permits Primex³ to make additional assessments to members should there be a deficiency in contributions for any member year, not to exceed the member's annual contribution. GASB Statement No. 10 requires members of a pool with a sharing risk to disclose if such an assessment is probable, and a reasonable estimate of the amount, if any. In fiscal year 2019-20 the School Administrative Unit paid \$5,941 and \$4,848, respectively, to Primex for workers' compensation and property/liability. At this time, Primex³ foresees no likelihood of any additional assessment for this or any prior year.

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

NOTE 14 – SUBSEQUENT EVENTS

Subsequent events are events or transactions that occur after the balance sheet date, but before the financial statements are issued. Recognized subsequent events are events or transactions that provided additional evidence about conditions that existed at the balance sheet date, including the estimates inherent in the process of preparing the financial statements. Nonrecognized subsequent events are events that provide evidence about conditions that did not exist at the balance sheet date, but arose after the date.

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Management has evaluated subsequent events through November 30, 2020, the date the June 30, 2020 financial statements were available to be issued, and noted the following event occurred that requires recognition or disclosure.

On March 11, 2020, the World Health Organization declared, the outbreak of a coronavirus (COVID-19), a global pandemic. In response to the pandemic, the State of New Hampshire's Governor, issued an order declaring a state of emergency on March 13, 2020. It is anticipated that the impact of the pandemic will continue for some time. As a result, economic uncertainties have arisen which could have a financial impact on the School Administrative Unit, though such impact is unknown at this time.

REQUIRED SUPPLEMENTARY INFORMATION

EXHIBIT E
SCHOOL ADMINISTRATIVE UNIT NO. 39
Schedule of the School Administrative Unit's Proportionate Share of Net Pension Liability
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2020

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

EXHIBIT F
SCHOOL ADMINISTRATIVE UNIT NO. 39
Schedule of School Administrative Unit Contributions - Pensions
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2020

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

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTE TO THE REQUIRED SUPPLEMENTARY INFORMATION –
PENSION LIABILITY
FOR THE FISCAL YEAR ENDED
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***Schedule of the School Administrative Unit's Proportionate Share of Net Pension Liability and
Schedule of School Administrative Unit Contributions – Pensions***

As required by GASB Statement No. 68, and as amended by GASB Statement No. 71, Exhibits E and F represent the actuarial determined costs associated with the School Administrative Unit's pension plan at June 30, 2020. These schedules are presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

Methods and Assumptions Used to Determine Contribution Rates for Fiscal Year 2019:

Actuarial Cost Method	Entry Age Normal
Amortization Method	Level Percentage-of-Payroll, Closed
Remaining Amortization Period	21 years beginning July 1, 2018 (30 years beginning July 1, 2009)
Asset Valuation Method	5-year smooth market for funding purposes
Price Inflation	2.5% per year
Wage Inflation	3.25% per year
Salary Increases	5.6% Average, including inflation
Municipal Bond Rate	3.13% per year
Investment Rate of Return	7.25% per year, net of investment expenses including inflation
Retirement Age	Experience-based table of rates that are specific to the type of eligibility condition. Last updated for the 2015 valuation pursuant to an experience study of the period 2010-2015.
Mortality	RP-2014 Employee generational mortality table for males and females, adjusted for mortality improvements using Scale MP -2015, based in the last experience study.

Other Information:

Notes	Contribution rates for fiscal year 2019 were determined based on the benefit changes adopted under House Bill No. 2 as amended by 011-2513-CofC.
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EXHIBIT G
SCHOOL ADMINISTRATIVE UNIT NO. 39
Schedule of the School Administrative Unit's Proportionate Share of the Net Other Postemployment Benefits Liability
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2020

	June 30,			
	2017	2018	2019	2020
School Administrative Unit's proportion of the net OPEB liability	0.01%	0.01%	0.01%	0.01%
School Administrative Unit's proportionate share of the net OPEB liability (asset)	\$ 32,076	\$ 30,179	\$ 41,620	\$ 34,430
School Administrative Unit's covered payroll	\$ 1,258,053	\$ 1,251,726	\$ 1,111,555	\$ 1,194,572
School Administrative Unit's proportionate share of the net OPEB liability (asset) as a percentage of its covered payroll	2.55%	2.41%	3.74%	2.88%
Plan fiduciary net position as a percentage of the total OPEB liability	5.21%	7.91%	7.53%	7.75%

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

EXHIBIT H
SCHOOL ADMINISTRATIVE UNIT NO. 39
Schedule of School Administrative Unit Contributions - Other Postemployment Benefits
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2020

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

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

EXHIBIT I
SCHOOL ADMINISTRATIVE UNIT NO. 39
Schedule of Changes in the School Administrative Unit's Total Other Postemployment Benefits Liability and Related Ratios
For the Fiscal Year Ended June 30, 2020

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

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

SCHOOL ADMINISTRATIVE UNIT NO. 39
NOTES TO THE REQUIRED SUPPLEMENTARY INFORMATION –
OTHER POSTEMPLOYMENT BENEFITS LIABILITY
FOR THE FISCAL YEAR ENDED
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Schedule of the School Administrative Unit's Proportionate Share of Net Other Postemployment Benefits Liability and Schedule of School Administrative Unit Contributions – Other Postemployment Benefits

As required by GASB Statement No. 75, Exhibits G and H represent the actuarial determined costs associated with the School Administrative Unit's other postemployment benefits at June 30, 2020. These schedules are presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

There were no changes to benefit terms or assumptions in the current actuarial valuation report.

Methods and Assumptions:

Actuarial Cost Method	Entry Age Normal
Amortization Method	Level Percentage-of-Payroll, Closed
Remaining Amortization Period	Not applicable under statutory funding
Asset Valuation Method	5-year smooth market: 20% corridor
Price Inflation	2.5% per year
Wage Inflation	3.25% per year
Salary Increases	5.6% Average, including inflation
Municipal Bond Rate	3.13% per year
Investment Rate of Return	7.25% per year, net of OPEB plan investment expense, including inflation for determining solvency contributions
Retirement Age	Experience-based table of rates that are specific to the type of eligibility condition. Last updated for the 2015 valuation pursuant to an experience study of the period 2010-2015.
Mortality	RP-2014 Healthy Annuitant and Employee generational mortality tables for males and females with credibility adjustments, adjusted for fully generational mortality improvements using Scale MP-2015, based on the last experience study.

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

As required by GASB Statement No. 75, Exhibit I represents the actuarial determined costs associated with the School Administrative Unit's other postemployment benefits at June 30, 2020. The schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

INDIVIDUAL FUND SCHEDULES

SCHEDULE 1
SCHOOL ADMINISTRATIVE UNIT NO. 39
Major General Fund
Schedule of Estimated and Actual Revenues (Non-GAAP Budgetary Basis)
For the Fiscal Year Ended June 30, 2020

	Estimated	Actual	Variance Positive (Negative)
School district assessment:			
Current appropriation	\$ 2,303,972	\$ 2,303,972	\$ -
Other local sources:			
Investment earnings	-	1,153	1,153
Miscellaneous	-	111,975	111,975
Total from other local sources	-	113,128	113,128
Total revenues	2,303,972	\$ 2,417,100	\$ 113,128
Use of fund balance to reduce school district assessment	15,455		
Total revenues and use of fund balance	\$ 2,319,427		

SCHEDULE 2
SCHOOL ADMINISTRATIVE UNIT NO. 39
Major General Fund
Schedule of Appropriations and Expenditures (Non-GAAP Budgetary Basis)
For the Fiscal Year Ended June 30, 2020

	<u>Appropriations</u>	<u>Expenditures</u>	Variance Positive (Negative)
Current:			
Instruction:			
Special programs	<u>\$ 304,970</u>	<u>\$ 293,106</u>	<u>\$ 11,864</u>
Support services:			
Executive administration	805,961	650,033	155,928
Business	745,193	850,532	(105,339)
Operation and maintenance of plant	180,044	162,039	18,005
Other	<u>175,761</u>	<u>262,879</u>	<u>(87,118)</u>
Total support services	<u>1,906,959</u>	<u>1,925,483</u>	<u>(18,524)</u>
Noninstructional	<u>107,498</u>	<u>101,094</u>	<u>6,404</u>
Total appropriations and expenditures	<u>\$ 2,319,427</u>	<u>\$ 2,319,683</u>	<u>\$ (256)</u>

SCHEDULE 3
SCHOOL ADMINISTRATIVE UNIT NO. 39
Major General Fund
Schedule of Changes in Unassigned Fund Balance (Non-GAAP Budgetary Basis)
For the Fiscal Year Ended June 30, 2020

Unassigned fund balance, beginning		\$ 32,676
Changes:		
Unassigned fund balance used to reduce school district assessment		(15,455)
2019-2020 Budget summary:		
Revenue surplus (Schedule 1)	\$ 113,128	
Unexpended overdraft of appropriations (Schedule 2)	<u>(256)</u>	
2019-2020 Budget surplus		112,872
Decrease in nonspendable fund balance		383
Increase in restricted fund balance		<u>(9,470)</u>
Unassigned fund balance, ending		<u>\$ 121,006</u>

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

Consent Agenda Item #5

November-2020

School Administrative Unit #39		
Town of Amherst, NH		
Monthly Report of the Treasurer		
as of 11/30/2020		
Cash on hand	11/1/2020	\$266,253.38
Deposits		\$778,963.94
AP-PR		(\$285,288.12)
Balance on hand	11/30/2020	\$759,929.20

Filename: 2020-11-SAU39 Treasurer Report.xlsx
Month 11/1/2020

SAU#39
Monthly Reconciliation Report
Combined Accounts

November-20	Peoples United	Peoples United	TOTAL
	*1191	*760	
	Cash Management	Municipal Checking	
11/30/2020	\$819,654.69	\$10,000.00	\$829,654.69
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		\$(46,678.35)	
b) Payroll		\$(23,047.14)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		\$(69,725.49)	\$(69,725.49)
Reconciled Book Balance			\$759,929.20
Balance from Treasurer's Journal			\$759,929.20
Difference			-

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

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
11/1/2020	Beginning Balance		11/1/2020	Beginning Balance		\$266,253.38
11/23/2020	Remote Deposit 8801379090	\$771,347.77	11/10/2020	Payroll Direct Deposit pp10 v6310	(\$40,550.03)	\$997,051.12
11/30/2020	Remote Deposit 8810890250	\$2,291.97	11/10/2020	Payroll Direct Deposit pp10 v6311	(\$4,480.24)	\$994,862.85
			11/23/2020	Payroll Direct Deposit pp11 v6315	(\$38,389.45)	\$956,473.40
			11/23/2020	Payroll Direct Deposit pp11 v6316	(\$4,414.17)	\$952,059.23
			11/12/2020	Payroll IRS pp10 v6313	(\$7,464.75)	\$944,594.48
			11/25/2020	Payroll IRS pp11 v6318	(\$7,029.97)	\$937,564.51
			11/3/2020	Payroll 457 pp9 v6306	(\$1,111.11)	\$936,453.40
			11/13/2020	Payroll 457 pp10 v6312	(\$1,111.27)	\$935,342.13
			11/27/2020	Payroll 457 pp11 v6317	(\$1,111.14)	\$934,230.99
			11/12/2020	Payroll pp10 v10 ck400815-400815	(\$221.64)	\$934,009.35
			11/25/2020	Payroll pp1 v11 ck400841-400841	(\$704.64)	\$933,304.71
			11/12/2020	Payroll Ded pp10 v6314 ck400816-400817	(\$493.25)	\$932,811.46
			11/25/2020	Payroll Ded pp11 v6319 ck400842-400844	(\$1,084.55)	\$931,726.91
			11/30/2020	Payroll Ded v6320 ck400845-400846	(\$45,973.71)	\$885,753.20
			11/30/2020	Payroll correction for 10/1 check cashed early	\$197.80	\$885,951.00
						\$885,951.00
						\$885,951.00
			11/5/2020	Expense v1744 ck400799-400814	(\$48,983.94)	\$836,967.06
11/30/2020	Heartland Payment Services	\$5,301.40	11/19/2020	Expense v1745 ck400818-400840	(\$82,362.06)	\$759,906.40
						\$759,906.40
11/30/2020	Interest - Cash Management	\$22.80				\$759,929.20
						\$759,929.20
						\$759,929.20
11/30/2020	Ending Balances	\$778,963.94			(\$285,288.12)	\$759,929.20
				Payroll Direct Deposit	(\$105,662.13)	
				Payroll	(\$48,279.99)	
				AP	(\$131,346.00)	

SAU39 Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	C Memo	Category	Amount
Expense Categories					
Payroll Ded					
400845	11/30/2020	HEALTHTRUST, INC.	6320 Payroll Ded		(\$27,813.61)
400846	11/30/2020	NEW HAMPSHIRE RETIREMENT SYSTEM	6320 Payroll Ded		(\$18,160.10)
Total Payroll Ded					(\$45,973.71)
Payroll					
400841	11/25/2020	Marotta, Danae A.	11 Payroll		(\$704.64)
Total Payroll					(\$704.64)
Expense!					
400758	10/8/2020	MONT VERNON SCHOOL DISTRICT	1742 Expense!		(\$490.86)
400782	10/22/2020	LANDWEHRLE, CHRISTINE	1743 Expense!		(\$2,760.25)
400806	11/5/2020	MONT VERNON SCHOOL DISTRICT	1744 Expense!		(\$1,838.75)
400822	11/19/2020	BUCKLEY DISPOSAL SERVICES	1745 Expense!		(\$38.00)
400824	11/19/2020	ELECTRICAL SUPPLY OF MILFORD, IN	1745 Expense!		(\$160.03)
400825	11/19/2020	EMBROIDERY CREATIONS OF LONDONDE	1745 Expense!		(\$3,116.00)
400828	11/19/2020	LIBERTY PCS	1745 Expense!		(\$8,800.00)
400829	11/19/2020	MONT VERNON SCHOOL DISTRICT	1745 Expense!		(\$3,188.75)
400832	11/19/2020	SHRED-IT USA LLC	1745 Expense!		(\$47.00)
400834	11/19/2020	THE AMHERST CITIZEN	1745 Expense!		(\$30.00)
400835	11/19/2020	TYLER TECHNOLOGIES, INC.	1745 Expense!		(\$137.50)
400836	11/19/2020	U.S. POSTAL SERVICE	1745 Expense!		(\$2,400.00)
400839	11/19/2020	WALLACE, ABIGAIL	1745 Expense!		(\$40.00)
Total Expense!					(\$23,047.14)
Total Expense Categories					(\$69,923.29)

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

Consent Agenda Item #6

December-2020

School Administrative Unit #39		
Towns of Amherst, NH and Mont Vernon, NH		
Monthly Report of the Treasurer		
as of 12/31/2020		
Cash on hand	12/1/2020	\$759,929.20
Deposits		\$499,427.98
AP-PR		(\$535,902.40)
Balance on hand	12/31/2020	\$723,454.78

Filename: 2020-12-SAU39 Treasurer Report.xlsx
Month 12/1/2020

SAU#39
Monthly Reconciliation Report
Combined Accounts

December-2020	Peoples United	Peoples United	TOTAL
	*1191	*760	
	Cash Management	Municipal Checking	
12/31/2020	\$789,573.09	\$10,000.00	\$799,573.09
Deposits in Transit: (add)			
Outstanding Checks: (subtract)			
a) Accounts Payable		\$(32,715.76)	
b) Payroll		(\$43,402.55)	
c) Payroll Direct Deposit & IRS			
Total Outstanding		\$(76,118.31)	\$(76,118.31)
Reconciled Book Balance			\$723,454.78
Balance from Treasurer's Journal			\$723,454.78
Difference			-

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

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
12/1/2020	Beginning Balance		12/1/2020	Beginning Balance		\$759,929.20
12/15/2020	Remote Deposit Ref 8837757790	\$253,963.73	12/8/2020	Payroll Direct Deposit pp12 v6231	(\$38,621.57)	\$975,271.36
12/22/2020	Remote Deposit Ref 8848574360	\$26,362.57	12/8/2020	Payroll Direct Deposit pp12v6232	(\$4,432.55)	\$997,201.38
12/31/2020	Remote Deposit Ref 8863410460	\$151,219.62	12/22/2020	Payroll Direct Deposit pp13 v6326	(\$4,465.27)	\$1,143,955.73
12/11/2020	State of NH DOE USDA Meal Programs	\$59,236.68	12/22/2020	Payroll Direct Deposit pp13 v6327	(\$38,537.68)	\$1,164,654.73
12/24/2020	State of NH DOE USDA Meal Programs	\$6,347.61	12/10/2020	Payroll IRS pp12 v6324	(\$6,954.39)	\$1,164,047.95
			12/24/2020	Payroll IRS pp13 v6329	(\$7,088.82)	\$1,156,959.13
			12/11/2020	Payroll 457(b) pp12 v6323	(\$1,111.11)	\$1,155,848.02
			12/28/2020	Payroll 457(b) pp13 v6328	(\$1,111.11)	\$1,154,736.91
			12/10/2020	Payroll pp12 v12 ck400853-400853	(\$249.34)	\$1,154,487.57
			12/24/2020	Payroll pp13 v13 ck400873-400873	(\$443.28)	\$1,154,044.29
			12/10/2020	Payroll Ded pp12 v6325 ck400854-400856	(\$1,659.35)	\$1,152,384.94
			12/24/2020	Payroll Ded pp13 v6330 ck400874-400876	(\$797.75)	\$1,151,587.19
			12/28/2020	Payroll Ded v6331 ck400877-400879	(\$42,660.27)	\$1,108,926.92
						\$1,108,926.92
						\$1,108,926.92
						\$1,108,926.92
			12/3/2020	Expense v1746 ck400847-400852	(\$3,398.93)	\$1,105,527.99
			12/16/2020	Expense v1747 ck400857-400872	(\$384,508.48)	\$721,019.51
12/31/2020	Heartland Payment Services	\$2,250.70	12/1/2020	Expense VOID ck400835	\$137.50	\$723,407.71
						\$723,407.71
12/31/2020	Interest - Cash Management	\$47.07				\$723,454.78
						\$723,454.78
						\$723,454.78
12/31/2020	Ending Balances	\$499,427.98			(\$535,902.40)	\$723,454.78
				Payroll Direct Deposit	(\$102,322.50)	
				Payroll	(\$45,809.99)	
				AP	(\$387,769.91)	

SAU39 Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SAU39 Checking 0760

Num	Date	Payee	Memo	Category	Amount
Expense Categories					
Payroll Ded					
400876	12/24/2020	NATIONAL LIFE GROUP	6330	Payroll Ded	(\$299.00)
400877	12/28/2020	HEALTHTRUST, INC.	6331	Payroll Ded	(\$24,025.33)
400878	12/28/2020	MONY LIFE INSURANCE COMPANY OF A	6331	Payroll Ded	(\$390.33)
400879	12/28/2020	NEW HAMPSHIRE RETIREMENT SYSTEM	6331	Payroll Ded	(\$18,244.61)
Total Payroll Ded					(\$42,959.27)
Payroll					
400873	12/24/2020	Marotta, Danae A.	13	Payroll	(\$443.28)
Total Payroll					(\$443.28)
Expense!					
400862	12/16/2020	FRONTLINE TECHNOLOGIES GROUP LLC	1747	Expense!	(\$1,500.00)
400864	12/16/2020	INSTITUTE OF MANAGEMENT ACCOUNTA	1747	Expense!	(\$299.00)
400865	12/16/2020	MONT VERNON SCHOOL DISTRICT	1747	Expense!	(\$24,414.57)
400872	12/16/2020	ZOOM VIDEO COMMUNICATIONS, INC	1747	Expense!	(\$6,502.19)
Total Expense!					(\$32,715.76)
Total Expense Categories					(\$76,118.31)
Grand Total					(\$76,118.31)

Consent Agenda Item #7

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

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 9/28/2010	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%

Consent Agenda Item #8
Enrollment 2020-2021 School Year
By Grade Level and School

January 1

	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

	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

	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

	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

	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														

Consent Agenda Item #9

SAU #39

1/4/2021

Souhegan High School

December Facilities Update

Vendor Maintenance Completed

- Building Management System upgrades
- RTU service call with manufacturer
- Snow removal (12/5 and 12/17)
- Replaced cafe failed heating valve
- Septic tank cleaning
- Main building and Annex building boiler cleaning
- Fire sprinkler system backflow testing
- Repair of the unit ventilators
- Weekly temporary custodial services (on hold for the shutdown)
- Waste management services weekly schedule

SHS Facilities Staff Projects Completed

- [Complete inventory of all custodial supplies and equipment](#)
- Boiler rooms cleaned
- Replaced pump assembly on C3 machine
- Deep cleaned wellness room, weight room and washed rubber floor
- Corridor carpets, teachers division, 228, and A114 have been washed and extracted
- Cleaning of all stairwells
- All restrooms floors and main corridors have been cleaned
- Replacement of non working door batteries
- Replacement of non working light bulbs
- Broken cabinet removed from 227 and floor finished underneath
- Cleaning of all whiteboards
- Cleaning of all refrigerators and microwaves
- Cleaning of upper gym and gym floor
- All vacuums have been cleaned and inspected
- Snow removal (12/5 and 12/17)
- Assisted teaching staff for the transition to remote learning
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting

Upcoming Work

- Replace hot water pump #1
- Replace boiler autofill valve
- Repairs identified during annual boiler maintenance
- Installation of furniture outlets
- Repair of Main Building exterior door closer and mullion
- Security upgrades approved from UFB

Deep cleaned weight room



Corridor carpets cleaned



Corridor carpets cleaned



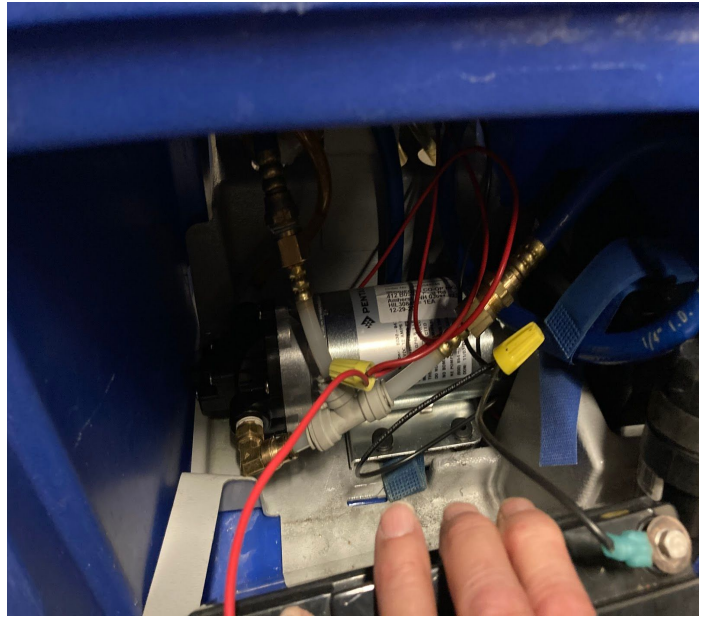
Corridor carpets cleaned



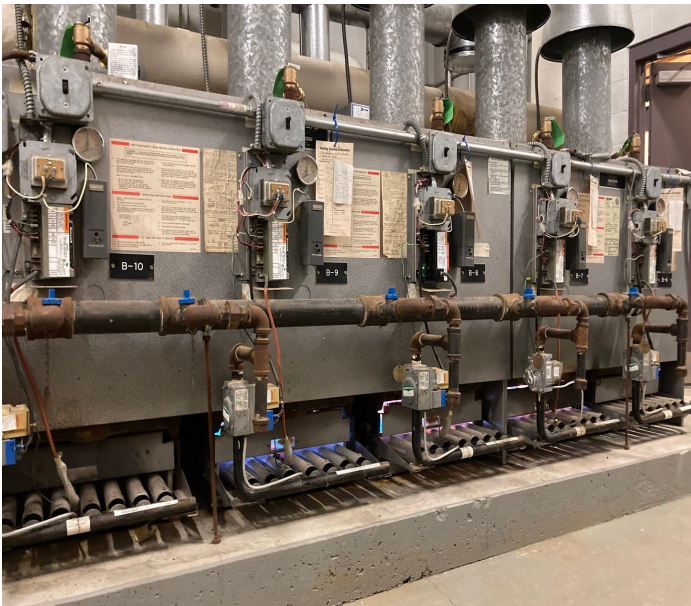
Fire sprinkler system backflow testing



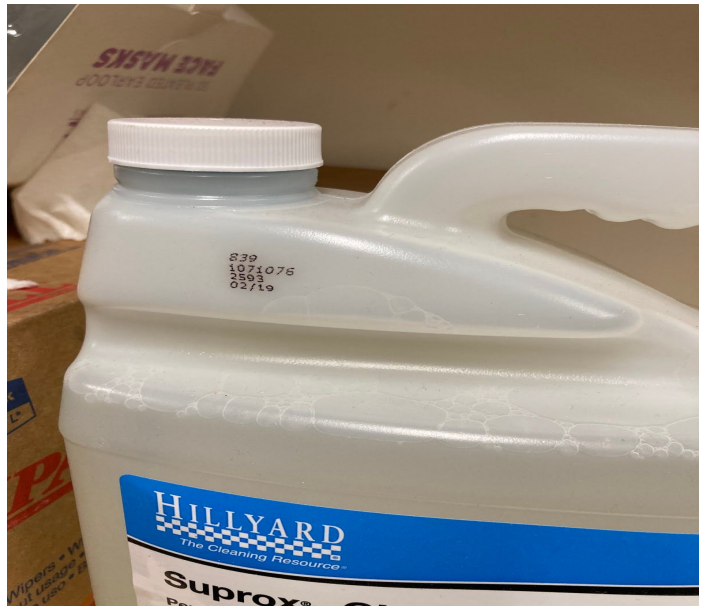
Replaced pump assembly on C3 machine



Annual boiler cleaning



Chemical born on date



Amherst Middle School

December Facilities Update

Vendor Maintenance Completed

- Main Breaker replacement approved from UFB
- Storm water protection cleaning
- Clean domestic water backflow test port
- Service call for no heat at Bean House
- Snow removal (12/5 and 12/17)
- Fire system backflow testing
- Annual boiler maintenance/cleaning
- Building Management System upgrades
- Roof leak repair identified from site assessment
- Weekly temporary custodial services (on hold for the shutdown)
- Waste management services weekly schedule

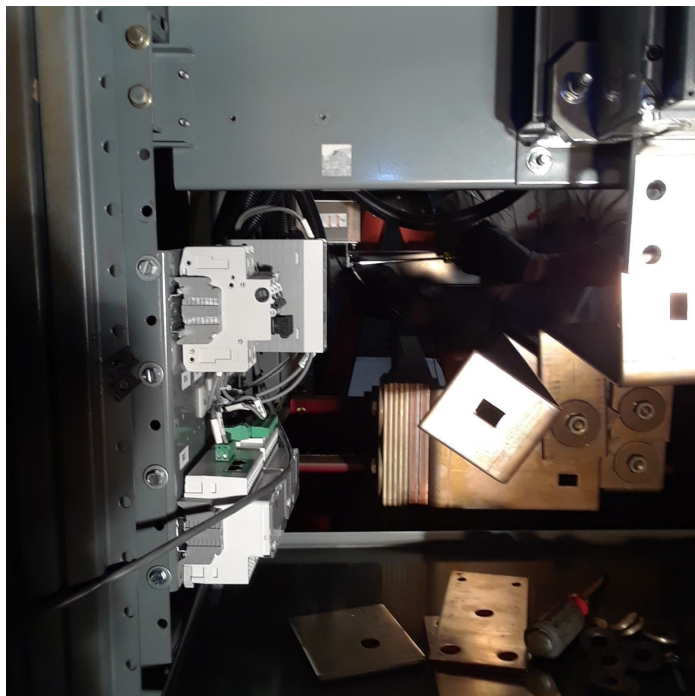
AMS Facilities Staff Projects Completed

- [Complete inventory of all custodial supplies and equipment](#)
- [Annex LED upgrade \(80% complete\)](#)
- Installation of hot water pump #2
- Repaired heat in principals office
- Replaced exhaust fan breaker and controller
- Cleaned lenses in all ceiling light fixtures
- Replaced all non working light bulbs
- Moved tents from storage to Bean House
- Fill storage units with contents from gym
- Installed Simple Green diluter in second floor custodian closet
- Organized stock from gym to maintenance office area (½ complete)
- Organized custodial closets (½ complete)
- Snow removal (12/5 and 12/17)
- Replaced arrows on hallway floors (½ complete)
- Assisted teaching staff for the transition to remote learning
- Daily heating issues
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (generator and propane)

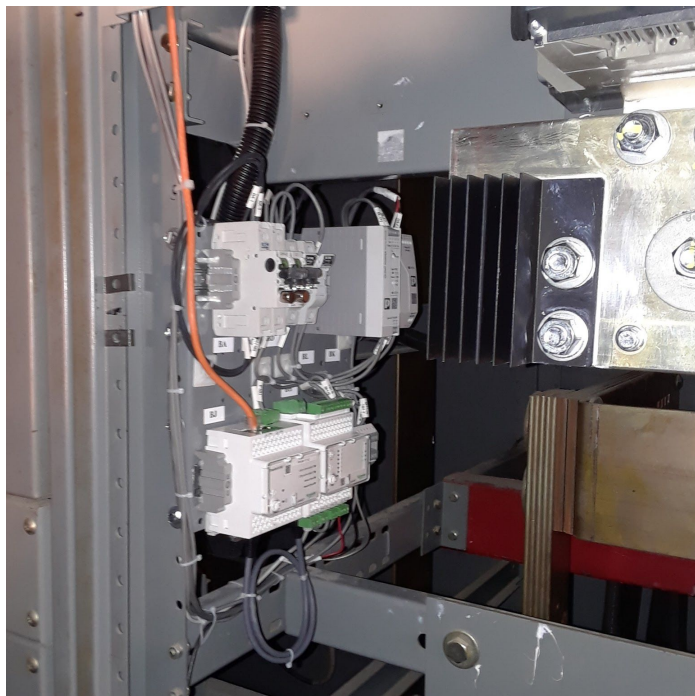
Upcoming Work

- Annex LED upgrade (January)
- Repair to Bean House heater (January)
- HVAC system site assessment (January)
- Pest monitoring services (January)

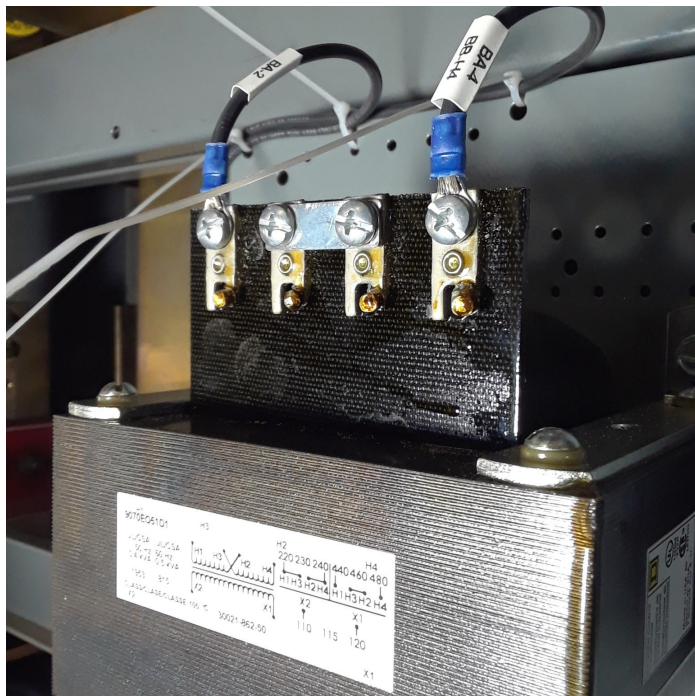
Main breaker upgrade



Main breaker upgrade



Main breaker upgrade



Main breaker upgrade



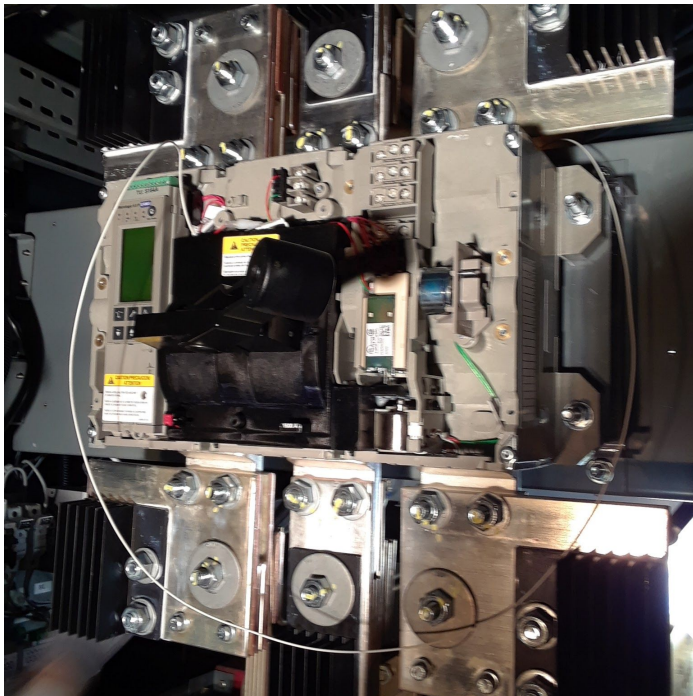
Main breaker upgrade



Main breaker upgrade



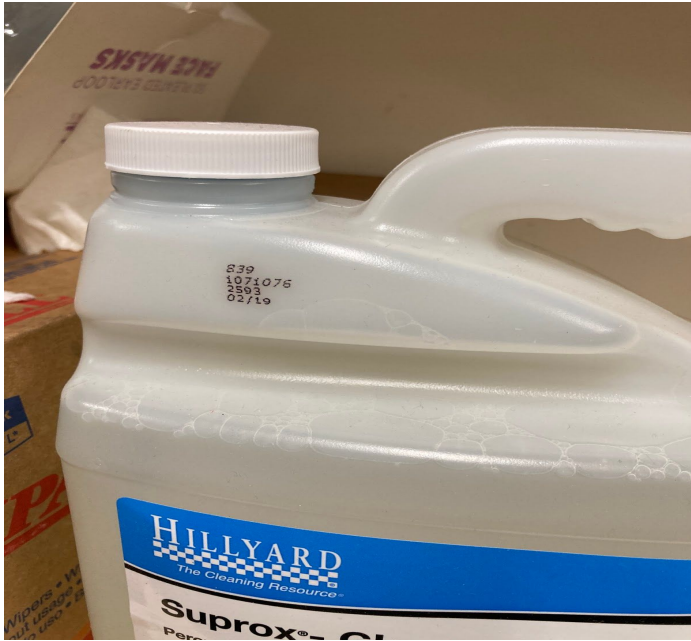
Main breaker upgrade



Main breaker upgrade



Chemical born on date



Snow removal



Hot water pump #2 removed

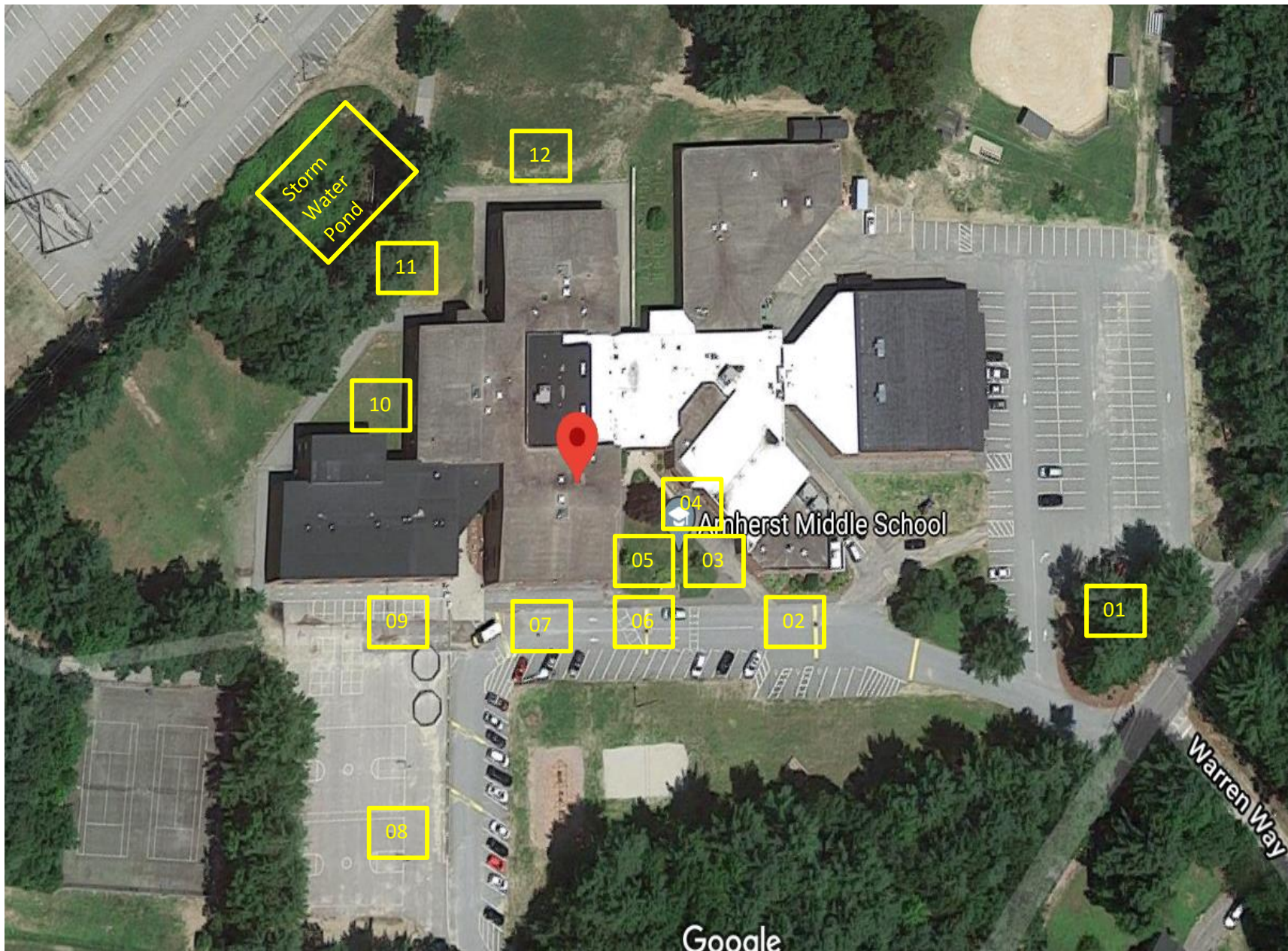


Hot water pump #2 installed



Amherst Middle School Catch Basin Clean Out Locations

12 Catch Basin's and a Storm Water Pond



Clark Elementary School

December Facilities Update

Vendor Maintenance Completed

- Fire sprinkler system backflow testing
- Weekly temporary custodial services (on hold for the shutdown)
- Waste management services weekly schedule

Clark Facilities Staff Projects Completed

- [Complete inventory of all custodial supplies and equipment](#)
- [Building LED upgrade \(65% complete\)](#)
- Replaced air filters
- Cleaned all roof drains
- Cleaned and sanitized café tables
- Power steamed and deep cleaned all bathroom grout
- Snow removal (12/5 and 12/17)
- Assisted teaching staff for the transition to remote learning
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly aboveground storage tank inspection

Upcoming Work

- Complete building LED upgrade (January)
- Domestic water backflow testing (January)
- Pest monitoring services (January)
- HVAC repairs identified by site assessment
- Roof drain in need of repair
- Video inspection of chimney prior to cleaning

Deep cleaned MPR and tables



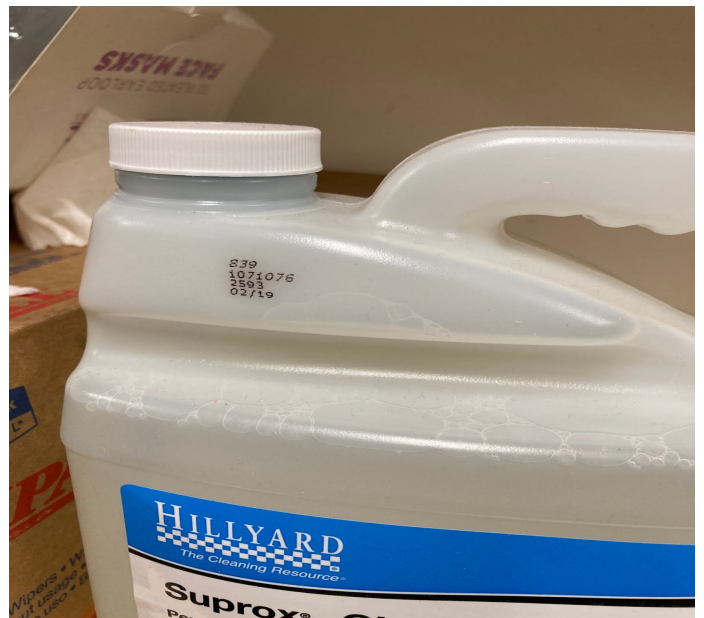
Sprinkler system backflow testing



LED bulb



Chemical born on date



Wilkins Elementary School

December Facilities Update

Vendor Maintenance Completed

- Fire system backflow testing
- Domestic water backflow service repair
- Weekly temporary custodial services (on hold for the shutdown)
- Waste management services weekly schedule

Wilkins Facilities Staff Projects Completed

- [Complete inventory of all custodial supplies and equipment](#)
- Snow removal (12/5 and 12/17)
- Replaced air filters
- Cleaned all roof drains
- Reorganized MPR room
- Cleaned and sanitized café tables
- Power steamed and deep cleaned all bathroom grout
- Repairing screens
- Extracting classroom carpets
- Room 15 take down old slate board
- Room 23 replaced feet in desks and chairs
- Maintenance on vacuums and extractor
- Assisted teaching staff for the transition to remote learning
- Daily water meter readings are being recorded
- Daily cleaning and disinfecting
- Weekly fuel readings are being recorded (building fuel)
- Monthly underground storage tank inspection

Upcoming Work

- Pest monitoring services (January)
- HVAC system site assessment (January)
- Window balance repair for 50 windows (Waiting on shipment from supplier)
- Repair of underground storage tank deficiencies
- Chimney cleaning

Deep cleaned MPR and tables



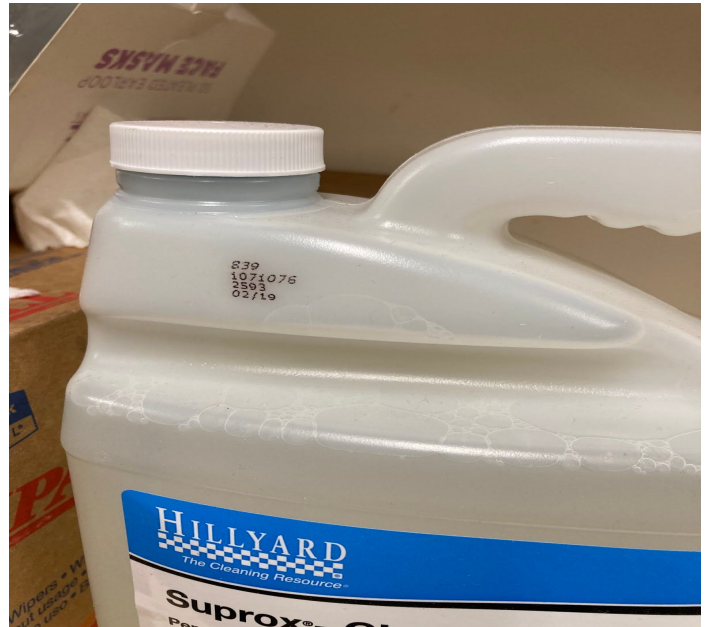
Sprinkler system backflow testing



Cleaned library carpet



Chemical born on date



SAU #39

1/4/2021

Brick School

December Facilities Update

Vendor Maintenance Completed

- Removal of tree near museum
- Weekly custodial services
- Waste management services weekly schedule

Facilities Staff Projects Completed

- Snow removal (12/5 and 12/17)
- Daily cleaning and disinfecting

Upcoming Work

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

Removal of tree (Before)



Removal of tree (After)



Mont Vernon Village School

December Facilities Update

Vendor Maintenance Completed

- 12/8 roof replacement walk through
- 12/18 roof replacement bids received (attached)
- Quote to repair John Deere lawn mower (attached \$1,300+) We are quoting a new mower for the site
- Weekly temporary custodial services (on hold for the shutdown)
- Waste management services weekly schedule

MVVS Facilities Staff Projects Completed

- [Complete inventory of all custodial supplies and equipment](#)
- Move room furniture in classrooms to side of class and deep clean/buff room floors
- Shampoo carpet in the office
- Repair of two failed actuators for boiler room
- Snow removal (12/5 and 12/17)
- Assisted teaching staff for the transition to remote learning
- Removed water found in sump chamber of UST
- 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 underground storage tank inspection

Upcoming Work

- Stage lift inspection (February 2021)
- Video inspection of chimney prior to cleaning
- Repair of failed heating valve in ceiling HV (room W8)
- Quote for replacement of failed domestic pressure tank

To: Adam Steel, Superintendent SAU #39

From: Roger Preston, Director of Facilities

RE: Mont Vernon Roof Replacement Project

1/7/2021

Mr. Steel,

The Mont Vernon School District has received the bid results from the recent request for proposal invitation regarding the Village School roof project. A mandatory pre-bid walk through was conducted on December 8, 2020 to review the site and scope of work. The RFP was sent out to three (3) companies and posted on our website. Three (3) companies were present for the walk through on 12/8/2020. The companies with representation were A1 Siding and Roofing, NH Grand Roofs, and Ridge Runner Construction.

Village School Roof Replacement Project Bid Results;

Company	Proposal Amount
A1 Siding and Roofing	\$396,000.00
NH Grand Roofs	\$335,500.00
Ridge Runner Construction	\$205,152.00

[MVVS Roof Bid Review Form](#)

The District has reviewed the information submitted and recommend Ridge Runner Construction to complete this project. This recommendation is based on cost, company profile, bid submission, and references. Ridge Runner will be held accountable for all paperwork required before authorization of the "Notice to Proceed". Final payment will be held until District acceptance of the completed project and the warranty is submitted to the manufacturer.

United Ag & Turf NE
332 Amherst Street
Nashua, NH 03063
Phone: (603) 598-4644
Fax: (603) 886-3505
info@uatne.com



Invoice To Account No: 515478

Deliver To:

SERVICE INVOICE

MOUNT VERNON SCHOOL 1 KITTREDGE RD MOUNT VERNON NH	MOUNT VERNON SCHOOL 1 KITTREDGE RD MOUNT VERNON NH	Invoice Number: 962059
		Invoice Date: 12/31/2020
		Location: 15
		Work Order Number: 555631
		Payment Type: Account
Bus Phone: 603-438-7073 Prv Phone: 603-673-5141	Bus Phone: 603-438-7073 Prv Phone: 603-673-5141	Page: 1 of 2

Make/Model:	Meter:	Serial Number:	Eq ID:	Fleet No:
JOHN DEERE D 105		1GXD105ECGG713315	MVSJD105	

Gen- Retail

COMPLAINT:

CHECK OVER WHOLE MACHINE. CALL WITH EST

CAUSE:

Batt. DOA. Charged and load tested; battery is so-so. May want to replace.

Engine Fan Broken - Removed covers and all pieces. No obvious signs of why it failed.

Engine was like run hot and over heated, decent oil leak at the front of engine, likely from that overheating. Seems as though it could be the head gasket. will have to remove and replace to diag further.

Deck Noisy, Both Spindles and Large idler to blame spindles mostly quieted with grease, but not 100% and both have play. replacement should be considered. Bladeset is pretty dinged up, may want to replace those as well.

Test drove machine, transaxle very noisy at higher speed range and drive system grinds and stalls on incline and under heavy load. No signs of visual damage found, but unable to full view and assess varators and top of trans without removing it from the tractor first. will need more diag time to do this.

Initial estimate date: 12-23-20

Time: GS+3 before any extra diag and work on transaxle.

Will need 1 extra hour to remove and diag trans. Too much work on the transaxle (possibly including replacement) will yeild repairs beyond the value of this machine.

CORRECTION:

CALLED AND LEFT MESSAGE WITH EST 12-29-20 WO

CUST DECLINED EST OF OVER \$ 1300.00 DOLLERS WO.WANTS UAT TO DISPOSE. ONLY MONEY OWED IS JUST FOR HALF PUD AND THE DIAG FEE. TOTAL \$ 97.50.

Miscellaneous	Description	Quantity	List Price	Net Price	Extended Price	Taxed Ind
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CONTINUED ON NEXT PAGE->

United Ag & Turf NE
 332 Amherst Street
 Nashua, NH 03063
 Phone: (603) 598-4644
 Fax: (603) 886-3505
 info@uatne.com



SERVICE INVOICE

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Make/Model:	Meter:	Serial Number:	Eq ID:	Fleet No:
JOHN DEERE D 105		1GXD105ECGG713315	MVSJD105	

Gen- Retail								
DELIVERY1	DELIVERY 1	1.00	42.50	42.50	\$42.50	N		
Labor: \$55.00	Parts: \$0.00	OL&M: \$0.00	Misc: \$42.50	Sub-Total:	\$97.50			

Customer PO No:
 Tax Exempt No:
 Advisor: WAYNE OWENS



Labor: \$55.00
 Parts: \$0.00
 OL&M: \$0.00
 Misc: \$42.50
 Sales Tax: \$0.00
Grand Total: \$97.50

*** DOCUMENT COPY ***



TERMS AND CONDITIONS

Terms net cash. All accounts not paid by the 10th of the month following purchase are subject to a Finance Charge at a monthly rate of 1.75%, which is an annual rate of 21%, applied to the previous balance without deducting current payments and/or credits.

Received by: Date:

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

DID – FIXED ASSETS & DURABLE GOODS INVENTORIES

To serve the functions of conservation and control, a running inventory of fixed assets which exceed \$10,000 in purchase price and with a useful service life in excess of 5 years (excluding software licenses) will be maintained by the Superintendent's office.

An inventory of durable goods for each school (and the SAU) will be maintained. Changes in durable goods inventory will be maintained on an ongoing basis and shared with the Superintendent's office. Inventories shall be reviewed periodically for accuracy. Discrepancies shall be investigated.

Adopted: May 23, 2019 (SAU #39)

CBI – EVALUATION OF THE SUPERINTENDENT

Through goal setting and evaluation of the Superintendent, the SAU Board will strive to accomplish the following:

1. Establish for the Superintendent his/her role in the school system as currently seen by the Board.
2. Establish for all Boards members the role of the Superintendent in the light of the job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Maintain effective working relationships between the SAU and District Boards and the Superintendent.
4. Provide effective leadership for the school system.

The SAU 39 Board will provide the Superintendent with periodic opportunities to discuss Superintendent/Boards relationships, and will inform him/her, at least annually, of its assessment of his/her performance. Each District Board may also discuss District-specific expectations and performance with the Superintendent.

Goals and Evaluations shall use the accompanying Superintendent Evaluation Form (CBI-R).

Goals shall be set and reviewed with the Superintendent at least twice in first year of new Superintendent's tenure, and at least annually thereafter, or more often if deemed necessary by the SAU Board Chair or the Superintendent.

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SAU39 POLICY

GOALS FOR SUPERINTENDENT:

_____ **DATE:**

EDUCATIONAL LEADERSHIP GOALS:

EDUCATIONAL LEADERSHIP KEYWORDS:

Leadership, vision, goals, objectives, inspire, initiative, innovation, risk taking. **Curriculum Planning and Development**, effectiveness, current, standards. **Instructional Management**, strategic direction, continuous improvement, assessment of practices. **School Culture and Leadership**: 21st century learning, innovation, student achievement, safety and security, achievement, expectations, post-secondary education, job market.

OPERATIONAL MANAGEMENT GOALS:

SAU39 POLICY

OPERATIONAL MANAGEMENT KEYWORDS

Values and Ethics, integrity, professionalism, innovation, caring, teamwork, diversity and stewardship. HR Management, procedures, practices, compliance, talent management, succession planning, retains, assessment, evaluation, development, morale. Financial and Facilities Management, plans, budgets; efficiencies, cost saving, steward, effective, student achievement, codes, maintenance, repairs, upgrade, learning environment. Administrative Management, policies, statutes, legal counsel, bargaining strategies, bargaining agreements fairly and successfully, delegates, organization.

SAU39 POLICY

GOALS FOR SUPERINTENDENT:

DATE:

BOARD RELATIONSHIP GOALS:

BOARD RELATIONSHIP KEYWORDS:

Strategic Planning and Implementation, strategic plan, stakeholders, goals, priorities, resources, performance plan. **School Board Relations**, support, negotiations, grievances, working relationships, collegial relationship, balanced, success, development, informs, issues, analysis. **Policy and Governance**, advises, critical information, procedures aligned with policy, comply with laws, rules and regulations, policies adhered to. procedures are followed.

COMMUNITY RELATIONSHIP GOALS:

SAU39 POLICY

COMMUNITY RELATIONSHIP KEYWORDS: Community Engagement and Communications, public relations plan, public engagement, engages with community and school groups, responds, balanced communications (challenges and successes).

SAU39 POLICY

EVALUATION OF SUPERINTENDENT:

DATE:

Evaluating Board Member:

Please rate the Superintendent as an EDUCATIONAL LEADER:

_____ 1: **Does not meet** expectations

_____ 3: **Meets** expectations

_____ 2: **Approaches** expectations

_____ 4: **Exceeds** expectations

Please explain your rating.

EDUCATIONAL LEADERSHIP KEYWORDS:

Leadership, vision, goals, objectives, inspire, initiative, innovation, risk taking. **Curriculum Planning and Development**, effectiveness, current, standards. **Instructional Management**, strategic direction, continuous improvement, assessment of practices. **School Culture and Leadership**: 21st century learning, innovation, student achievement, safety and security, achievement, expectations, post-secondary education, job market.

Please rate the Superintendent as an OPERATIONAL MANAGER:

_____ 1: **Does not meet** expectations

_____ 3: **Meets** expectations

_____ 2: **Approaches** expectations

_____ 4: **Exceeds** expectations

Please explain your rating.

SAU39 POLICY

<p>OPERATIONAL MANAGEMENT KEYWORDS</p> <p>Values and Ethics, integrity, professionalism, innovation, caring, teamwork, diversity and stewardship. HR Management, procedures, practices, compliance, talent management, succession planning, retains, assessment, evaluation, development, morale. Financial and Facilities Management, plans, budgets; efficiencies, cost saving, steward, effective, student achievement, codes, maintenance, repairs, upgrade, learning environment. Administrative Management, policies, statutes, legal counsel, bargaining strategies, bargaining agreements fairly and successfully, delegates, organization.</p>

SAU39 POLICY

EVALUATION OF SUPERINTENDENT:

DATE:

Evaluating Board Member:

Please rate the Superintendent's RELATIONSHIP WITH THE BOARDS:

____ 1: **Does not meet** expectations

____ 3: **Meets** expectations

____ 2: **Approaches** expectations

____ 4: **Exceeds** expectations

Please explain your rating.

BOARD RELATIONSHIP KEYWORDS:

Strategic Planning and Implementation, strategic plan, stakeholders, goals, priorities, resources, performance plan. **School Board Relations**, support, negotiations, grievances, working relationships, collegial relationship, balanced, success, development, informs, issues, analysis. **Policy and Governance**, advises, critical information, procedures aligned with policy, comply with laws, rules and regulations, policies adhered to. procedures are followed.

Please rate the Superintendent's RELATIONSHIP WITH THE COMMUNITY:

____ 1: **Does not meet** expectations

____ 3: **Meets** expectations

____ 2: **Approaches** expectations

____ 4: **Exceeds** expectations

Please explain your rating.

SAU39 POLICY

COMMUNITY RELATIONSHIP KEYWORDS: Community Engagement and Communications , public relations plan, public engagement, engages with community and school groups, responds, balanced communications (challenges and successes).

SAU39 POLICY

Ed 302 DUTIES OF SCHOOL SUPERINTENDENTS *(as of September 2017)*

Ed 302.01 Executive Officer.

- (a) The superintendent shall:
 - (1) Serve as the executive officer of the local school district or districts within the school administrative unit (SAU);
 - (2) Be responsible for the overall administrative and leadership services of the SAU; and
 - (3) Perform the duties specified in the section.
- (b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts
- (c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.
- (d) Such local district services shall include but not be limited to the following areas:
 - (1) Personnel;
 - (2) Finance;
 - (3) Communication/community relations;
 - (4) Student service;
 - (5) Maintenance/capital improvement;
 - (6) Curriculum;
 - (7) Instruction;
 - (8) Assessment;
 - (9) Short and long range planning;
 - (10) Governance for student achievement;
 - (11) Policy research;
 - (12) Implementation, and review; and
 - (13) Overall leadership on educational issues.
- (e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).
- (f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.
- (g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.
- (h) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

SAU39 POLICY

Ed 302.02 Substantive Duties. The superintendent shall in addition to those duties outlined in Ed 302.01:

- (a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;
- (b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.
- (c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;
- (d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;
- (e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;
- (f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules;
- (g) Remove a teacher or other employee of the district in accordance with RSA 189:31;
- (h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;
- (i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools;
- (j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;
- (k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;
- (l) Direct pupils to assigned classes and grades, consistent with local school board policies;
- (m) Maintain a safe environment for pupils free of hazardous conditions;
- (n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies;
- (o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction;
- (p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan
- (q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; and
- (r) Be responsible for the implementation and review of school district policies.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

EHAB – DATA GOVERNANCE AND SECURITY

Category: Priority/Required by Law

Related Policies EHAA, EHB, GBEBD, GBEF, IHBH, JICJ, JICL, JICM, KD, & KDC

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

EHAB – DATA GOVERNANCE AND SECURITY

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

EHAB – DATA GOVERNANCE AND SECURITY

duties. SAU 39 will disclose confidential information only to authorized SAU 39

EHAB – DATA GOVERNANCE AND SECURITY

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

EHAB – DATA GOVERNANCE AND SECURITY

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*

First reading: April 16, 2019

KLG – COOPERATION WITH POLICE AUTHORITIES

It is the policy of the school district to cooperate with law enforcement agencies to the extent necessary to protect the health, safety and welfare of students, staff and visitors to the school.

The district may utilize a school resource officer and may collaborate with local law enforcement agencies to engage the use of school resource officer. In such situations, the superintendent is authorized to develop and implement a memorandum of understanding with local law enforcement relative to the use of school resource officer.

NHSBA Note, September 2016: Amendments to this Sample Policy are necessary due to the passage of HB 527, which amends RSA 186:11. These legislative amendments require school boards adopt a policy and enter into a memorandum of understanding with local law enforcement agencies if the school district will be using a school resource officer who also serves as a law enforcement officer with a local law enforcement agency. The policy and memorandum of understanding are required by law if your district proceeds in this manner.

Please note that NHSBA has not issued a sample Memorandum of Understanding associated with this policy. However, NHSBA has sample MOU's on file and can be distributed upon request. Please contact NHSBA for more information.

Legal References:

RSA 186:11, XXXVII, School Resource Officers

RSA 193-D:4, Written Report Required, Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

Between

School Administrative Unit #39 & Amherst Police Department

In a collaborative effort, the Amherst Police Department and the Amherst Middle School endeavor to work together to provide services to the school community, which will afford a safe learning environment and enhance the school experience. In pursuit of those goals, as leaders, we commit ourselves to:

- Share and provide information between each other
- Provide criminal justice related information to students
- Create an open line of communication between the school community and law enforcement, offering assistance to students and staff wherever possible
- Provide for greater educational opportunities with the use of guest teaching and presentations made by a police officer
- Reduce crime within the schools
- Develop policies and procedures intended to prevent violence and provide for appropriate response when the threat of such violence does occur
- Promote positive relationships between the police and the school community

We agree to collaboratively work together in providing a police officer assigned to work within the Amherst Middle School. This position will be known as the School Resource Officer (SRO). The position will be staffed by an Amherst police officer, selected by a committee which may be comprised of a combination of school administration, parents, students and the police, choosing from a list of qualified candidates provided by the Chief of Police. Duties of the SRO will include the following.

- Classroom instruction and guest appearances, as invited, to provide education and information regarding criminal justice and other topics related to law enforcement.
- Providing assistance and support to school members who are victims of crime and any other persons who may benefit from the assistance of a law enforcement officer.
- Crime prevention, achieved through a presence on school grounds, establishing positive relationships with students and law enforcement.
- Providing leadership in the area of conflict resolution
- Intervention in matters of violence, potentially violent situations and unwelcome guests/intruders

We agree to the following points regarding supervision, responsibilities, policies and procedures for the SRO program.

Responsibilities

- The SRO is first and foremost a law enforcement officer.

Supervision Responsibility and Chain of Command

- The SRO shall abide by all Amherst Police Department policies and shall consult and coordinate activities through the school administration, but will remain responsible to the Amherst Police Department relating to employment. Activities conducted by the SRO, which are part of the regular educational and instructional program of the school, shall be coordinated through the administration of SAU39.
- The supervision of the SRO should fall directly and only under the Chief of Police or his designee, the support Lieutenant of the Amherst Police Department.

- The school resource officer will follow a chain of command for communication, which starts with the respective school vice-principal and moves upward to the police lieutenant in charge of support; the respective school principal; and finally the Chief of Police. This chain of command is intended to serve the need for day-to-day communication between the SRO and the school with the ultimate authority lying with the chief law enforcement officer, while also incorporating steps that alternate between the schools and the police.
- The SRO carries the same law enforcement authority as any other Amherst police officer, and his assignment to the schools does not affect that authority. The SRO will enforce applicable laws while at the schools. However, it is understood that there is also a need for the enforcement procedures and tactics used within the school community to be tempered by the other goals of the SRO position. Any issues that arise regarding law enforcement practices within the schools will follow the established chain of command.
- The Chief of Police and the School Principal retain the right to make personnel changes, in a collaborative effort, as needed. In the event of a deterioration of the relationship this memorandum seeks to achieve, each party retains the right to suspend operation of the program, subject to review by the respective political subdivisions.
- The Chief of Police shall oversee all disciplinary issues inclusive of all Use of Force reviews related to the School Resource Officer as it correlates with existing Amherst Police Department Policies and Procedures, the Attorney General's Handbook, and applicable NH RSA's including NH RSA 627:5, Use of Force. The SRO will be reviewed under NH RSA 126-U.
- Nothing in this process shall limit communication between the Department heads, (Chief of Police and Superintendent.)

Information Sharing

- The parties understand that the schools must, by state statute (RSA 193-D), provide information regarding certain crimes, which occur on school grounds. See attached MOU, which addresses those reports. Such information will be provided to the SRO as soon as possible.
- Information regarding the possibility of future incidents of criminal behavior that could place any persons in danger shall be reported to the School Resource Officer without delay.
- The school also agrees to provide information that may serve to prevent any of those listed crimes, including the identity of individuals involved.
- The school will not share student records with the SRO, unless such information is necessary, in the case of an emergency, to assist with appropriate law enforcement response.
- Any incidents of criminal behavior regarding students coming directly to the attention of the SRO will be reported to the applicable school principal or his designee without delay, as allowed by RSA 193-D:7.
- The SRO will share with the school administration all information he receives regarding students, which will assist the school in providing for the students' educational and welfare needs.
- All parties recognize that some information is privileged or otherwise obtained in confidence. That information will not be shared, except in instances where the use of the information is necessary in order to protect others from the probability of harm.
- School personnel will notify the SRO immediately in all cases in which there is reason to believe that any person under the age of 18 years has been: (a) sexually molested; (b) sexually exploited; (c) intentionally physically injured so as to cause serious bodily injury; (d) physically injured by other than accidental means so as to cause serious bodily injury; or (e) a victim of a crime. See RSA 169-C:38.

Investigations

- The respective school administrations will be responsible for investigations of school policy violations and disciplinary issues. The SRO may assist the school in such an investigation only where invited to do so.
- Where the school officials discover evidence of criminal conduct during such an investigation, the information will be shared with the SRO without delay. However, when such information is shared with the SRO, any further investigation should be considered a criminal investigation. The investigation must then be conducted with strict adherence to the Constitutional protections afforded all persons that are subject to a police investigation, regardless of who is conducting the investigation.
- The SRO, without exception, will conduct criminal investigations.
- The respective school principal or his designee will be advised of all criminal investigations being conducted within the school, unless such notification would adversely hinder the investigation. Approval of any exception to this requirement must be granted by the Chief of Police.
- The SRO may seek assistance from school officials during the course of a criminal investigation. However, anyone acting on behalf of that request must be considered an agent of the police department and those actions must comply with the same restrictions placed upon police personnel.

Searches

- All searches conducted by the SRO must be related to a criminal investigation and must conform with established statutory and constitutional safeguards which apply to any police search.
- The SRO will not attempt to bypass any of those safeguards by having a school staff member conduct a search on his behalf.
- The school principal will be notified immediately of any searches conducted by the SRO.
- It is not the intention of the police department to limit school staff in conducting searches which they deem necessary in the fulfillment of their school administrative duties. When legitimate administrative searches produce evidence of a crime, the SRO may use that evidence to support criminal/juvenile charges as appropriate.

Student Interviews

- The SRO must adhere to all statutory and constitutional safeguards in conducting any criminal interviews.
- A parent will be notified of any intent to interview a child regarding a criminal matter before such interview takes place, and the parent will be provided with opportunity to speak with the child.
- Where there is reasonable belief that there is imminent threat to the personal safety of person(s), and an immediate police response is required to protect person(s) an exception to this requirement may be made.
- The SRO may assist school staff in any school investigation, including interviews of students, where requested. In such cases, the SRO is guided and controlled by applicable school policy and procedure.

Classroom Instruction

- A certified teacher will oversee all classroom instruction provided by the SRO.

Notification to School Principal

- The school principal will be immediately notified of all law enforcement action taken by the SRO.
- Notification will occur prior to the law enforcement action whenever possible.
- Where circumstances require immediate law enforcement attention, and time does not allow for timely notification, the principal will be notified as soon as possible.

Fraternization

- The SRO is expected to develop positive professional relationships with students as a police officer. Student relationships must remain professional and shall not be allowed to develop on a personal level. It is not the intention to forbid the SRO from participation in school sanctioned activities. However, any activities beyond those sanctioned by the school will require prior approval from the police chief. Violations of this policy will result

in immediate removal from the assignment, and may result in disciplinary action, in accordance with Department policies.

Training

- The officer will attend training specific to the position, provided by the National Association of School Resource Officers, or an equivalent program.
- Appropriate school staff will provide additional training. Topics of that training will be specific to each school, including areas such as the particular facility, internal procedures, introductions to staff, and communication within the school.

Schedule

- It is anticipated that the SRO daily schedule will be 7:00 a.m. to 3:00 p.m.
- The schedule will allow flexibility for training, attendance at extra-curricular activities, and other legitimate school or police needs as they arise.
- By mandate of the federal COPS grant, the SRO will work within the school setting at least 1560 hours a year (75% of 2080 hours).
- The SRO may also perform similar duties at the other Amherst elementary schools, on a part-time basis, allowing sufficient time to make safety presentations and other related duties.

Uniform

- The uniform will typically consist of a pair of casual dress pants, such as khakis and a sport shirt bearing police department insignia. As appropriate or as needed for duties, a full police uniform or civilian dress attire may be worn.

Communication

- The school will provide the SRO with two-way radio communication, consistent with that issued to school administrators.
- The SRO will also maintain use of a police two-way radio.

Evaluation of the Program/Grant Project

- Evaluation of this program will occur at least quarterly for at least the first year of implementation, and thereafter as any of the parties deem necessary. An evaluation committee will include members from the police department and school officials. The evaluation will address issues relating to performance of the assigned officer, indicated changes of the job description, indicated changes of the policies and procedures, and effectiveness of the program.

Chief Mark O. Reams
Amherst Police Department

Date

Superintendent Peter Warburton
School Administrative Unit #39

Date

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

KL - LEGISLATIVE REPRESENTATIVE

Category R

One person from the School Board shall serve as legislative contact with the New Hampshire School Boards Association in order to keep the Board abreast of happenings and upcoming legislation relating to education. The appointed representative shall carry the opinions of the Board to the legislature when requested.

KFD - USE AND LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)

Category R

Also GBGBA & JLCEA

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.

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

1. Location of the AED (s)

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s).

2. Authorized Employees/Training of Users

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

3. Maintenance

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

4. Registration of AED(s)

In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

5. Incident Reporting

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at www.state.nh.us/safety/ems/aed_public_registry_packet.pdf.

6. Liability Limited

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

Statutory Reference:

RSA 153-A:28-33, Automated External Defibrillation

Further Information: State of NH, Bureau of Emergency Medical Services, 271-4568

Appendix KFD-R

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

KED – FACILITIES OR SERVICES - GRIEVANCE PROCEDURE (SECTION 504)

Any qualified handicapped person, or persons, who feels subject to discrimination with respect to Section 504 of the Rehabilitation Act has the right to file a formal grievance.

Any qualified handicapped person, or persons, who has a grievance shall discuss it first with the appropriate building Principal (or Superintendent in the case of SAU facilities) in an attempt to resolve the matter informally at that level.

If, as a result of the discussion, the matter is not resolved to the satisfaction of the aggrieved party within five (5) school days, the aggrieved party shall set forth the grievance in writing to the Principal or Superintendent (for SAU facilities). The recipient shall communicate his/her decision to the aggrieved party in writing within five (5) school days of receipt of the written grievance.

The aggrieved party, no later than five (5) school days after receipt of the decision, may appeal the decision to the Section 504 Coordinator (See Policy AC-E). The appeal to the Coordinator must be made in writing reciting the matter submitted to the Principal or Superintendent and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) school days. The Coordinator shall communicate his/her decision in writing to the aggrieved party and the Principal or Superintendent not later than five (5) school days after the meeting.

If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Coordinator's decision, may submit a written request for a hearing with the School Board regarding the alleged discrimination through the Superintendent of Schools. The hearing will be held within thirty (30) calendar days of the written request. The School Board must provide the aggrieved party with a written decision on the appeal within ten (10) calendar days after the hearing.

Between the date the aggrieved party requests the hearing and the date the hearing is held, the aggrieved party and the District or SAU may continue to negotiate. If the District or SAU and aggrieved party agree on a mutual solution to the alleged discrimination, the hearing would be canceled.

The decision of the Board is final pending any further legal recourse as may be described in current, state or federal statutes pertaining to Section 504 of the Rehabilitation Act of 1973.

KD-R

SCHOOL DISTRICT SOCIAL MEDIA WEBSITES - REGULATIONS

1. The Superintendent or designee reserve the right to remove and/or not post any comments at any time, for any reason. The District reserves the right to remove postings that:
 - a. are abusive, defamatory, or obscene;
 - b. are fraudulent, deceptive or misleading;
 - c. target, disparage, or discriminate on the basis of ethnicity, race, religion, sexual preference, age, sex, or disability;
 - d. contain spam, advertising, solicitations or include links to other sites;
 - e. contain confidential information;
 - f. are in violation of any intellectual property right of another;
 - g. are in violation of any law or regulation;
 - h. violate any School District policy; or
 - i. are otherwise offensive, graphically or in tone.
 - j. contain complaints about District staff.
2. The main page of every District-sponsored social media account or platform should indicate it is the "Official account of the School District."
3. Written parental release is required before posting of student photographs in District-sponsored social media. Posting of photographs or videos of students in violation of any law or regulation is not permitted. Obscene images and videos will not be posted. Release by verified email address with phone or other oral confirmation is acceptable.
4. To the extent possible, the content posted on District-sponsored social media pages are preserved and archived using policies and procedures that are consistent with the District's records retention and disposal policies.
5. Endorsements of any product, cause, political party or political candidate are forbidden.
6. The District should make a reasonable effort to block followers who are deemed inappropriate if they can be seen by others viewing its Follower list.
7. The District will only follow other social media accounts and/or send direct messages to other accounts with objectives that with the educational mission of the District.
8. The District's social media will be used for broadcasting purposes only. The District will not respond to a message via a "reply."
9. The District's Facebook (or similar social media) page should be set up as a "fan" page where fans may be permitted to post comments. The page administrator(s) is (are) authorized

to block/remove fans and postings from the District's Facebook (or similar social media) page where the posts and comments do not support the educational mission of the District.

10. All content on the District's Facebook (or similar social media) page must relate to education, curriculum, instruction, school-authorized activities and athletics, school or district news or general information relating to work, activities and accomplishments of the District and its staff, as representatives of the District.

11. The privacy settings of the District's Facebook (or similar social media) page are managed by the page administrator(s). All posting of comments on the District's Facebook (or similar social media) page are at the discretion of the page administrator(s). The page administrator(s) reserve the right to remove or not post any comments at any time, for any reason.

12. The District should only associate with other Facebook (or similar social media) groups with objectives that are consistent with the educational mission of the District.

13. The District's Facebook (or similar social media) page is a means to connect to the public. Accordingly, the District will not use Facebook (or similar social media) to send direct private messages to individuals.

See Also: Policy KE

Legal References:

RSA 189:70, Educational Institutional Policies on Social Media

Amended: September 2015

New Sample Appendix: September 2013

KDCA - USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM

Category R

One of the strongest links of communications between the District and the public is the pupil in the classroom. Failure to provide parents with appropriate information may lead to misinformation about the schools.

It is the responsibility of the school administration to see that information regarding school activities, programs, and organizations is properly disseminated to parents.

The school administration shall take reasonable steps to ensure that the use of students as couriers is limited to carrying information about the school system, or a particular school, except as specifically provided in the following paragraph. School information may include publications, newsletters, notices, or other printed matter published under the name of the District, the individual school, or the recognized parent/teacher group.

Students may serve as couriers for information generated by non-school organizations, subject to the following conditions: (1) the information clearly states that it is not school-sponsored, (2) the sponsor of the information/activity is a non-profit organization and the activity is student-related, (3) the School Board, or the Superintendent, reserves the right to refuse any request for distribution of such information, on a case-by-case basis, and (4) the distribution of such information is subject to prior approval by the Superintendent or his/her designee.

Information published by the District, individual school, employee organizations or unions, recognized parent/teacher groups, or non-school groups which advocates a particular position on bond issues, political matters, labor relations issues, or District budgets will not be distributed through the use of students as couriers.

The participation of pupils in interpreting the educational program of the schools to the community shall be encouraged, with the understanding that –

1. Pupils shall not be exploited for the benefit of any individual or group.
2. Pupils shall participate only in appropriate situations as determined by the building administrator.
3. The use of pupils shall always be evaluated in terms of the effect on the child.

KDC – SCHOOL DISTRICT PUBLISHING ONLINE

General

Official school district websites will be hosted and maintained on networks of the district's chosen hosting provider. Websites that are hosted separately of the official school district site that contain references to any students, staff, or facilities of the District are not considered official district websites, and the school district will not be responsible for their content.

The district website is intended to provide a means of sharing information with the school district and the world about school curriculum and instruction, school-authorized activities, and other information relating to the district's schools and mission. Instructional resources for staff and students may also be provided.

Organizational Responsibility

School district websites are official publications and must follow similar guidelines as other district publications. For district-wide Department Websites, the Department Director has primary responsibility for the content of the website. For individual school websites, the Principal has primary responsibility for the website. All information published on the school district websites must be approved by these individuals or their designees. The Superintendent's Office acts as the final authority when issues arise concerning potentially sensitive content.

All postings to the Websites will be performed by authorized individuals only. These individuals must have been provided with secure access by the Technology Department and have been given approval by the district Department Head or Principal. Technology Department Staff reserve the right to remove any publication that adversely affects the operation of the school computer networks.

Publishing Standards

All subject matter on district web pages and their links must relate to curriculum and instruction, school-authorized activities, or information about the district or its mission. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Students, staff, or other individuals may not use the district's web pages to provide access to their personal pages on other servers or online services, including social media.

Publishing privileges are provided to students and staff through individuals who have been authorized by the building principals or Department Directors. Creators of web pages need to familiarize themselves with - and practice - the following standards and responsibilities, or pages will not be published.

All web pages must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers. All content must be appropriate, decent, in good taste, and not intended to harass, demean or offend individuals or groups. Offensive content includes, but is not limited to materials, which offend religious and racial groups, constitute sexual harassment, or contain violence and profanity.

Correct grammar and spelling should be used, documents should be of high quality in both style and presentation. Any unedited work by students will be identified as such. Web pages must include a statement of copyright, when appropriate, and indicate that permission has been secured to include copyrighted materials. Factual information must be able to be documented. All web pages must identify affiliation with the School District. All web pages must provide a link to the school or Department's home page and contain clear navigational links. Commercial use (advertisements, business logos, etc.) is prohibited. All web pages must

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

KDC – SCHOOL DISTRICT PUBLISHING ONLINE

comply with the School Board policies, administrative regulations, these Web Publishing Guidelines, and other district guidelines provided for specific levels of publishing. The viability of links from Web pages that were not created by the district cannot be guaranteed. All links will be tested for accuracy.

Web pages may not contain links to other pages that are not yet completed. If further pages are anticipated but not yet developed, the text that will provide the link can be included, but the link may not be made active until the further page is functional. Any deliberate tampering with or misuse of district network services or equipment will be considered vandalism and will be handled according to the school discipline code.

The use of a web page for political lobbying activities is prohibited. Engaging in non-school related fund-raising is also prohibited. No student Email address, whether a personal or district account, may be listed on any web page. Official district email addresses of staff may be published on the website.

Web pages shall not contain personal student information other than first names unless prior permission has been granted. The building principal is to be contacted as the consultant in special circumstances where awards or events warrant publicity of this nature. Web pages may contain pictures of students and staff involved in school-related activities only. Students identifiable as receiving Special Education services must have parent or guardian permission regardless of whether they are identified by name. Non-school related student work shall not be published.

KDA - PUBLIC INFORMATION PROGRAM

Category R

See also KA

The Board will do its best to keep the people informed of the affairs of the district. To achieve its goals for good school-community relations and maintenance of open two-way channels of communication with public, the Board authorizes the Superintendent to:

1. Prepare or guide the preparation of informational materials including the annual report, newsletters, articles for periodicals, newspapers and/or radio releases, special pamphlets and other assigned material, and to maintain close liaison with news media and publicity organizations.
2. Provide staff members with resources for preparation of material for community and staff distribution to include but not be limited to the district website, handbooks, information leaflets, etc.
3. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA, church and other groups.
4. Assist in coordinating work with civic and other groups which support the school system.

The Board expects that "affairs of the district" will include by not be limited to school performance, student progress, personalized learning strategies, and academic opportunities.

Legal References:

NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development

NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

KD - SCHOOL DISTRICT SOCIAL MEDIA WEBSITES

Category: Recommended

The School Board recognizes the value of technology such as social media in promoting community involvement and collaboration. The purpose of any official district social media shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members. As such, the Superintendent is authorized to establish social media accounts in furtherance of the District's values, goals, and mission.

Establishment of Regulations

The Superintendent or designee will establish administrative regulation, guidelines and protocols for official district social media to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Limitation of Public Comments

Official district social media shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official accounts and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

Official district social media may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.

Privacy

The Superintendent or designee will ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media.

The District will not require, compel or request that any student provide his/her personal or private social media account information with relation to any District social media service.

Students, parents, staff and members of the public are hereby given notice that the District reserves the right to and will monitor all District social media. As such, there is no expectation of privacy for information posted on, sent to or received by the District's social media.

Definitions

"**Social media**" means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

"Official district social media" is an account on a platform authorized by the Superintendent or designee. Accounts that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media.

Guidelines for Content

The Superintendent or designee shall ensure that official district social media provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media shall contain content that is appropriate for all audiences.

The Superintendent or designee shall ensure that official district social media are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

All social media content must comply with all policies and regulations of the district and all state, federal and international laws concerning copyright, intellectual property and use of computers. All content must be appropriate, decent, in good taste, and not intended to harass, demean or offend individuals or groups. Offensive content includes, but is not limited to materials, which offend religious and racial groups, constitute sexual harassment, or contain violence and profanity.

Correct grammar and spelling should be used, documents should be of high quality in both style and presentation. Any unedited work by students will be identified as such.

Copyright

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media.

See Also: KD-R, Administrative Regulations

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Revised: September 2015

New Sample Policy: September 2013

KCD - PUBLIC GIFTS/DONATIONS

All gifts may only be accepted by the board in public session. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the District shall be encouraged to discuss in advance with the Building Principal or the Superintendent what gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the District's goals, or in which the ownership of the gift would tend to deplete the resources of the District. In determining whether a gift will be accepted, consideration shall be given to District Policies, School District goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of \$5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the District. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the District. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the District. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product, business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update the District's inventory and to notify the donor of acceptance or rejection of a gift.

Voluntary contributions by District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the District.

Active solicitation of gifts to be received by the District, including by any school, classroom, or program in the District, including soliciting gifts through online crowd funding web sites must be approved in advance by the Superintendent where the value of the gift sought is less than \$500 and by the Board where the value of the gift sought is \$500 or greater.

Appendix KCD-R

KA/IJO - SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

Category: Priority/Require by Law

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

District schools are a welcoming place, clearly accessible to parents and the community. Communication between home and school is regular, two-way and meaningful. Parents are partners in the educational decisions that affect children and families. Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.

Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments. Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board, and academic opportunities, using print and or online.

Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year. Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable. For the purposes of this policy, the term "parent" refers to any adult - mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor - who plays a significant role in the care of a student or students enrolled in District Schools. Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.

The support of area businesses, agencies and community organizations will be sought through financial, goods and services, and volunteer contributions. Partnerships will be encouraged with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning. Student participation in community service will be encouraged. Business partnerships will also be encouraged to assist students in the successful transition to employment or further education.

Legal References:

Ed 306.04(a)(11), Community Partnerships

Ed 306.04(k), Community Partnerships

AMHERST, MONT VERNON and SOUHEGAN POLICY

GCEB – ADMINISTRATIVE STAFF RECRUITING

Category O

Staff recruitment is the responsibility of the Superintendent.

First consideration will be given to those applicants seeking permanent rather than temporary employment.

All teachers must be recommended by the Superintendent and approved by the School Board.

The Superintendent shall ensure a thorough check is made of the candidate's prior record, prior to nomination to the Board.

Whenever an administrative position is needed to be filled, the Superintendent shall notify the Board of the job opening and the process the Superintendent will use to select a candidate for nomination to the Board.

Legal Reference:

RSA 189:13-a, School Employee and Volunteer Background Investigations

RSA 189:39, How Chosen

GBGA – STAFF HEALTH

Category: Recommended

Related Policy: EEAEA

I. Medical Examination of School Personnel

Pursuant to RSA 200:36, all school personnel are subject to pre-employment post offer medical examination by a licensed physician/or authorized healthcare provider. (School bus operators are also subject to medical clearance under RSA 200:37 and Board policy EEAEA.) Any person who objects to all or part of any medical examination because of religious beliefs shall be exempt from said examination, except that no such exemption shall be granted if state or local authorities determine that such exemption would constitute a hazard to the health of persons exposed to the unexamined individual.

II. Additional Examinations

The Superintendent may request a medical examination for any employee if at any time he/she has reason to believe that the employee's physical or mental health may be inimical to the welfare of pupils or other employees. The cost of such examination will be borne by the District.

III. Responsibility

The Superintendent or the Superintendent's designee is responsible for implementing this policy, and maintaining records and the confidentiality of the same, consistent with Board policy EBH and the District's record retention schedule (EBH-R).

Legal References:

RSA 200:36, Medical Examination of School Personnel

RSA 200:37, Medical Examination of School Bus Operators

GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

Category: Priority-Required by Law

Identical Policy: GBEC

Related Policy: JICH

A. Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
 - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
 - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
 - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
 - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
 - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
 - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and

GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

D. Implementation and Review

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

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GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

Legal References:

- *41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients*
- *RSA Chapter 193-B Drug Free School Zones*
- *N.H. Admin. Code, Ed. Part 316*

**GADA - EMPLOYMENT REFERENCES AND VERIFICATION
(PROHIBITING AIDING AND ABETTING OF SEXUAL ABUSE)**

Category: Priority/Required by Law

Related Policies: GBCD, GBJ, GCF, GDB

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction;
2. The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and
3. At least one of the following conditions applies:
 - a. The matter has been officially closed;
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed;
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
 - d. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

Legal References:

20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act

EHB - DATA/RECORDS RETENTION

Category: Priority - Required by Law

Related Policies: EH, EHAB, JRA, & JBJ

See also: EHB-R (Records Retention Schedule)

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-a and Department of Education regulations, and also addresses retention/destruction of all other records which are not subject to specific statutes or regulations. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy shall apply to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc..

A. Special Education Records.

1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
2. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
3. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
4. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
5. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
6. The District shall provide public notice of its document destruction policy at least annually.

B. Litigation Hold.

On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has

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received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

C. **Right-to-Know Request Hold.**

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

Legal References:

- *RSA 91-A, Right to Know Law*
- *RSA 189:29-a, Records Retention and Disposition*
- *NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention*
- *NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention*
- *NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements*
- *20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)*

EBBB – ACCIDENT REPORTS

Category: Recommended

Related Policies: EBBC/JLCE, JLC & JLCD

A. General Accident Reporting: An accident report shall be required whenever an accident occurs:

1. in a school;
2. on a school playground; or
3. at any school-sponsored activity

which requires a student or employee to be:

1. out of class or absent from school;
2. necessitates the services of a health care provider (physician, advanced registered nurse practitioner, licensed physician's assistant or dentist);
3. requires first aid; or
4. which might reasonably be anticipated to give cause to an insurance or liability claim or case for liability at a later date.

The school district employee who witnessed or first responded to the accident must fill out an accident form as soon as possible, but in no event more than 24 hours of the accident. The form shall be submitted to the building principal and forwarded to the Superintendent. The building principal, or in the principal's absence the supervisor on duty at the time of the accident, shall assure that an accident form is completed in a timely manner.

B. Insurance Notification: For accidents which might lead to an insurance or liability claim, the Superintendent shall notify the District's liability carrier promptly.

C. Additional Reporting Required for Accidents Involving Death or Serious Injuries.

- a. Within eight (8) hours of any accident involving a death which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the death to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the death and the place where the body of the deceased person was sent.
- b. Within twenty-four (24) hours of any accident involving a serious injury which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the serious injury to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the death and the place where the injured person was sent for medical evaluation or treatment. For the purposes of this provision, "serious injury" means an incident that results in amputation, lost or fracture of any body part, head injury or internal injury that necessitates hospitalization.

EBBB – ACCIDENT REPORTS

Legal References:

RSA 200, Health and Sanitation

RSA 277:15-b, Reports of Death or Serious Injury

N.H. Code of Administrative Rules, Section Ed 306.12, School Health Services

N.H. Code of Administrative Rules, Section Ed 311, School Health Services

N.H. Dept. of Education Administrative Rule – Ed

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

DGA – AUTHORIZED SIGNATURES

Category: Priority/Required by Law

Related Policies: BDC, DFA, DIH, DK & EHAC

The Superintendent or their designee is authorized to sign documents on behalf of the District (or SAU), as required. The Board Chair, or in their absence, the Vice-Chair, is authorized to sign on behalf of the Board after Board approval of specific content of a document (or under guidelines from the Board). Other District officials may sign documents under their specific purview and authorities, as required by statute, regulation, or policy.

Execution of a document on behalf of the District or the Board is indication by the person so signing that the document is accurate, has been adequately approved by the Board or other District personnel as appropriate and necessary, and is in the best interest of the District. Board member signatures on manifests are indications of awareness of the contents of a manifest, and approvals authorizing the Treasurer to issue payment, not statements of accuracy of the contents of the manifest.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 294-E, Uniform Electronic Transfers Act

DFA - INVESTMENT

Category P

The School Board authorizes the School District Treasurer, working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, to invest the funds of the District subject to the following objectives and standards of care.

OBJECTIVES

The three objectives of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of the investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

STANDARDS OF CARE

1. Prudence. The standard of prudence to be used by the District Treasurer and Superintendent, or his/her designee involved in the investment process, shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the GFOA* Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. Ethics and conflicts of interest. The School District Treasurer and Superintendent, or his/her designee involved in the investment process, shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and Investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial institutions with which they conduct business. They shall also disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall subordinate their personal investment transactions to those of the School District, particularly with regard to the timing of purchases and sales.
3. Internal Controls. The District Treasurer and Superintendent or his/her designee shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed periodically by the School Board and an independent auditor.

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The investment of funds will be left to the discretion of the Treasurer without prior approval of the Board.

The Board will periodically review the investment policy.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 383:22, Public Deposit Investment Pool

Appendix: DFA-R

DBI – BUDGET IMPLEMENTATION

The Superintendent or designee will establish procedures for budget implementation, control, and reporting.

The Superintendent or designee shall forecast and report to the board the anticipated Unexpended Fund Balance and deviations from anticipated revenues for the current fiscal year at the first board meeting of every fiscal quarter, and at any board meeting after a material change in the forecast occurs.

*RSA 32:10, Transfer of Appropriations
NH Code of Administrative Rules Section Ed. 302:02 (e) (j) (o,) Substantive Duties of the Superintendent*

DRAFT (SWC): September 24, 2019

Revised: August 19, 2019

Adopted: October 5, 2017

AE - ACCOUNTABILITY

Category O

The Board directs the Superintendent to establish an accountability system in order to collect data needed for evaluation of the district's compliance with state and federal laws on school accountability.

The Superintendent will ensure that the district's statistical reports are filed in a timely manner with the New Hampshire Department of Education.

Legal Reference:

RSA 189:28, Statistical Reports; Failure to File Reports

RSA 193-H:4, Local Education Improvement Plan; Strategic Responses

NH Code of Administration Rules, Section Ed. 306.23, Statistical Reports; Accountability

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ACE – PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY

The District and SAU will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

I. RESTATEMENT OF POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX.

Per Board policy AC, Title IX of the Education Amendments Act of 1972 (“Title IX”), as well as RSA 193:38, among others, SAU 39 and its constituent Districts do not discriminate on the basis of sex in their educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment are prohibited in SAU 39 and its Districts.

II. TITLE IX SEXUAL HARASSMENT POLICY.

A. Application of This Policy.

While all forms of sex-based discrimination are prohibited the purpose of this policy is to address, and only to address, *sexual harassment as defined in Title IX and Sec. II.B*, below, that occurs within the educational programs and activities, and to provide a grievance process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment. The “Title IX Grievance Process” is set out in Sec. III below. While all “reports” received of sexual harassment must be responded to, the Title IX Grievance Process is initiated only with the filing of a formal complaint.

The purpose of this Policy, however, is to address, and only to address, sexual harassment as defined in Title IX that occurs within educational programs and activities. For harassing conduct which does not meet the definition of sexual harassment under Title IX and this Policy, the response will be governed under other applicable laws and policies per Board policy AC, and policies referenced therein.

This Policy shall apply to all students, employees, and any third party who contracts with the District or SAU to provide services to District or SAU students or employees, upon District or SAU property or during any school program or activity.

Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law. Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

The Superintendent shall have overall responsibility for implementing this Policy, and shall annually appoint a District Title IX Coordinator as that position is described in Section II.C, below. The name and contact information for the Title IX Coordinator is set forth in Board Policy AC-E, which policy shall be updated and disseminated annually with the Title IX Coordinator’s name as set forth in Board policy AC.

B. Definitions.

As used in this Policy and the Title IX Grievance Process, the terms below shall have the meaning ascribed.

“**Actual knowledge**” occurs when the District’s Title IX Coordinator or **ANY** employee (other than a “respondent” or alleged harasser) receives a notice, report or information or becomes aware of sexual harassment or allegations of sexual harassment.

ACAC – TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCESS

“Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual harassment, whether or not that person files a report or formal complaint.

“Days” shall mean calendar days, but shall exclude non-weekend days on which the SAU office is closed (e.g., holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g., snow days).

“Decision Maker” means persons tasked with: the responsibility of making initial determinations of responsibility (at times referred to as “initial decision maker”); or the responsibility to decide any appeal (at times “appeals decision maker”) with respect to formal complaints of sexual harassment in accordance with the Title IX Grievance Process.

“Determination of Responsibility” is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal Complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment Under Title IX.

“Formal Complaint” means a document filed by a complainant, the complainant’s parent/guardian, or the Title IX Coordinator, alleging sexual harassment against a respondent, and requesting that the district investigate the allegation of sexual harassment.

“Respondent” is an individual who is reported to be the individual accused of conduct that could constitute sexual harassment.

“Sexual harassment” prohibited under Title IX and by this policy *is conduct on the basis of sex* (including, without limitation, gender, sexual orientation, and/or gender identity), occurring in a school system education program or activity that satisfies one or more of the following:

1. An employee conditioning an aid, benefit, or service of an education program or activity on an individual’s participation or refusal to participate in sexual conduct irrespective of whether the conduct is welcomed by the student or other employee;
2. Unwelcome sex-based/related conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the education program or activity (this standard requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and victim and the number of individuals involved and their authority; **OR**
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state or federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

- i. Sexually suggestive remarks or jokes;
- ii. Verbal harassment or abuse;
- iii. Displaying or distributing sexually suggestive pictures, in whatever form (e.g., drawings, photographs, videos, irrespective of format);
- iv. Sexually suggestive gesturing, including touching oneself in a sexually suggestive manner in front of others;
- v. Harassing or sexually suggestive or offensive messages that are written or electronic;

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- vi. Subtle or direct propositions for sexual favors or activities;
- vii. Touching of a sexual nature or groping; and
- viii. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct.

***Note:** incidents of the above conduct would still need to satisfy one or more of the criteria in paragraphs 1-3 of this definition.*

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

The context of behavior can make a difference between conduct falling within the technical definition of Sexual Harassment Under Title IX, and conduct of a sexual nature that is offensive or hostile in itself, but which does not arise to the level within that definition. **Policies prohibit both, but for purposes of its Title IX obligations the organization must address reports or complaints of conduct which may constitute sexual harassment as defined above, under this specific, limited scope Policy and Title IX Grievance Process.** Except as used in other laws (e.g., Title VII) or policies pertaining to harassment, including of a sexual nature, other than Title IX sexual harassment, all references to “sexual harassment” in this policy mean sexual harassment that meets the above definition.

Conduct that satisfies this definition is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the school system did not have substantial control over both the harasser/respondent and the context in which the harassment occurred.

***NOTE Regarding Concurrent Enrollment and Dual Enrollment, Extended Learning Opportunities, 3rd Party Distance Learning and Other Alternative Instructional Programs:** Under federal regulations, in order for the District to have jurisdiction over conduct that would otherwise meet the definition above of sexual harassment, the District must have substantial control over both the respondent and the context in which the harassment occurred. In general, this will mean that unless such learning program is occurring upon district property, conduct otherwise meeting the definition of sexual harassment within that program, may not be subject to this policy.*

“Supportive Measures” are free, non-disciplinary, non-punitive, individualized services and shall be offered to the complainant, and may be offered to the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision

Such measures shall be designed to restore or preserve equal access to the District’s education programs and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment and/or deter

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sexual harassment. Supportive measures shall remain confidential with exclusive exceptions stated required in Sec. II.E, below.

C. Title IX Coordinator.

The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of sexual harassment. the Title IX Coordinator shall receive general and specific reports of sexual harassment, and coordinate the District's responses to both reports and formal complaints of sexual harassment so that the same are prompt and equitable. In addition to any other specific responsibilities assigned under this Policy, or as assigned by the Superintendent, the Title IX Coordinator will be responsible for:

1. meeting with a complainant, and informing the parent/guardian once the Title IX Coordinator becomes aware of allegations of conduct that could constitute sexual harassment as defined in this Policy;
2. identification and implementation of supportive measures;
3. signing or receiving formal complaints of sexual harassment;
4. engaging with the parents/guardians of parties to any formal complaint of sexual harassment;
5. coordinating with District and school-level personnel to facilitate and assure implementation of investigations, and remedies, and helping to assure that the organization otherwise meets its obligations associated with reports and complaints of sexual harassment;
6. coordinating with the Superintendent with respect to assignment of persons to fulfill the organization's obligations, both general and case specific, relative to this Policy (e.g., investigator, decision makers, etc.; this may involve the retention of third party personnel.);
7. coordinating with personnel to assure appropriate training and professional development of employees and others in accordance with Sec. II.D of this Policy; and
8. helping to assure that appropriate systems are identified and maintained to centralize sexual harassment records and data.

In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason (see Sec. II.G, below), the Superintendent shall assure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances "Title IX Coordinator" shall include the acting Title IX Coordinators.

D. Training.

All employees shall receive regular training relative to mandatory reporting obligations, and any other responsibilities they may have relative to this Policy.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must receive training on the definition of sexual harassment, this Policy, the scope of education programs or activities, and how to conduct an investigation (including the requirements of the reporting and the Title IX Grievance Process, including hearings, appeals, and information resolution processes). The training must also include avoiding prejudice of the facts, conflicts of interest and bias.

Decision-makers must also receive training on issues of relevance of questions and evidence, including when questions about the complainant's sexual predisposition or prior sexual behavior are not relevant.

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Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment, and must be made available to the public as provided in Sec. II.H of this Policy.

E. Confidentiality.

The District confidentiality of the complainant and the respondent will be respected as much as possible, however, some information may need to be disclosed to appropriate individuals or authorities. All disclosures shall be consistent with the organization's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action. Examples of required disclosure include:

1. information to either party to the extent necessary to provide the parties due process during the Title IX Grievance Process;
2. information to individuals who are responsible for handling the organization's investigation and determination of responsibility to the extent necessary to complete the grievance process;
3. mandatory reports of child abuse or neglect to DCYF or local law enforcement (per Board policy JLF);
4. information to the complainant's and the respondent's parent/guardian as required under this Policy and or the Family Educational Rights and Privacy Act ("FERPA"); and
5. reports to the New Hampshire Department of Education as required under N.H. Code of Administrative Rules Ed 510 regarding violations of the NH Code of Conduct for Education Professionals.

Additionally, any supportive measures offered to the complainant or the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

Except as specified above, the organization shall keep confidential the identity of:

1. Any individual who has made a report or complaint of sex discrimination;
2. Any individual who has made a report or filed a formal complaint of sexual harassment;
3. Any complainant;
4. Any individual who has been reported to be the perpetrator of sex discrimination¹;
5. Any respondent; and
6. Any witness.

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Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

F. Retaliation Prohibited.

Retaliation against any person who makes a report or complaint, or against any person who assists, participates, or refuses to participate² in any investigation of an act alleged in this Policy is prohibited. Actions taken in response to **materially** false statements made in bad faith, or to submitting **materially** false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A finding of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith. Complaints of retaliation with respect to reports or formal complaints of sexual harassment shall be filed under the District's general grievance process.

G. Conflict of Interest.

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

H. Dissemination and Notice.

The District and SAU shall include in all student and employee handbooks, and shall make publicly available on the district's website the following information:

1. The policy of non-discrimination on the basis of sex (included in Board policy AC).
2. the title, name, office address, email address, and telephone number of the Title IX Coordinator (to be provided pursuant to Board policy AC and its addendum, updated annually, AC-E;
3. the complaint process;
4. how to file a complaint of sex discrimination or sexual harassment;
5. how the District will respond to such a complaint; and
6. a statement that Title IX inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights.

The same information shall be provided to all persons seeking employment with the organization, or seeking to enroll or participate in the organization's educational programs or activities.

Additionally, the organization will make this Policy, as well as any materials used to train personnel as required under Sec. II.D publicly available on its website.

I. Records and Record Keeping.

1. For each report or formal complaint of sexual harassment, the organization, through the Title IX Coordinator, must create, and maintain for seven (7) years, record of:
 - a. Any actions, including any supportive measures,

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- b. The basis for the organization's conclusion that its response was not deliberately indifferent; and
 - c. Documentation which:
 - If supportive measures were provided to the complainant, a description of the supportive measures taken designed to restore or preserve equal access to the organization's education program or activity; or
 - If no supportive measures were provided to a complainant, explains the reasons why such a response was not clearly unreasonable in light of the known circumstances.
2. In addition, the organization shall maintain the following records for a minimum of seven (7) years:
- a. Records for each formal complaint of sexual harassment, including:
 - Any determination regarding responsibility, including dismissals;
 - Any disciplinary sanctions imposed on the respondent;
 - Any remedies provided to the complainant designed to restore or preserve equal access to the organization's education program or activity;
 - Any appeal and the result therefrom;
 - Any informal resolution process and the result therefrom;
 - b. All materials used to train Title IX Coordinators, investigators, and decision-makers.

J. Reports of Sexual Harassment. Formal Complaints and District Responses.

1. Report of Sexual Harassment.

NOTE: *A report does not initiate the formal Title IX Grievance Process. That process is begun only upon the filing of a formal complaint under the procedures set out in II.J.3, and III.A, below.*

Any person may report sexual harassment whether relating to her/himself or another person. **However, if any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator** of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.

A report of sexual harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Additionally, while the organization strongly encourages reports of sexual harassment to be made directly to the Title IX Coordinator, the report may be made to **any** staff member, including, for instance, a counselor, teacher or principal.

If the Title IX Coordinator is the alleged respondent, the report or formal complaint may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that report/complaint, or delegate the function to another person.

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NOTE: For any allegation of sexual assault on a student under the age of 18, such conduct shall be reported immediately to the DCYF per Board policy JLF. If the alleged respondent (perpetrator) is a person holding a license or credential from the New Hampshire Department of Education (i.e., “credential holder”), then a report shall also be made to the Department.

2. Response to Report of Sexual Harassment.

The organization will promptly respond when there is actual knowledge of sexual harassment, even if a formal complaint has not been filed. The organization shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

As soon as reasonably possible after receiving a report of alleged sexual harassment from another employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- i. discuss the availability of and offer supportive measures;
- ii. consider the complainant’s wishes with respect to supportive measures;
- iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- iv. explain to the complainant the process for filing a formal complaint.

3. Formal Complaints.

Pursuant to federal regulations, and this Policy, a formal complaint that contains an allegation of sexual harassment and a request that the organization investigate the allegations is required before the organization may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a person accused of sexual harassment. **Once a formal complaint of sexual harassment is received by the Title IX Coordinator, s/he shall commence the Title IX Grievance Process set out in Sec. III below. The process for filing a formal complaint is set forth in Sec. III.A.**

4. Limitation on Disciplinary Action.

In no case shall the organization impose disciplinary consequences or sanctions against a respondent who has been accused of conduct which may constitute sexual harassment, until the Title IX Grievance Process has been completed.

5. Emergency Removal and Administrative Leave.

At any point after receiving a report or formal complaint of sexual harassment, the Title IX Coordinator (or other District official charged with a specific function under this Policy or the Title IX Process: e.g., investigator, decision maker, etc.) may request the Superintendent to direct that an individualized safety and risk analysis be performed to determine whether a respondent student is an immediate threat to the physical health or safety of any person. In the event that the safety and risk analysis determines that the respondent student does present an immediate threat to the physical health and safety of any person, the District may remove that student, provided that such removal is in full compliance with the IDEA, a student’s IEP and or 504 plan if applicable. Such

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emergency removal shall not be disciplinary. However, the District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal, and shall continue to offer educational programming until a final determination is made pursuant to the Title IX Grievance Process.

The Title IX Coordinator shall keep the Superintendent of Schools informed of any employee respondents so that he/she can make any necessary reports to New Hampshire Department of Education in compliance with applicable administrative rules and the New Hampshire Code of Conduct for Educational Professionals. In appropriate cases, the Superintendent may place an employee respondent on non-disciplinary administrative leave pursuant to RSA 189:31.

III. TITLE IX GRIEVANCE PROCESS.

The Title IX Grievance Process is used only upon the filing of a formal complaint of sexual harassment as described in Sec. III.A, below. The provisions of Section I of the Policy are incorporated as part of the Title IX Grievance Process. Upon receipt of a formal complaint of sexual harassment, the Title IX Coordinator will coordinate the organization's efforts to comply with its responsibilities related to the Title IX Grievance Process.

A. Process for Filing a Formal Complaint of Sexual Harassment.

The Title IX Grievance Process is initiated by way of a formal complaint ("complaint" or "formal complaint") filed by the complainant, the complainant's parent/guardian, or the Title IX Coordinator. The complainant may file a complaint or choose not to file a complaint and simply receive the supportive measures. If the Complainant does not file a complaint, the Title IX Coordinator may sign a formal complaint, but only if initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances, and in other cases where, in the exercise of good judgment and in consultation with an attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sexual harassment (e.g., reports of sexual assault, employee on student harassment, repeat reports, or the conduct in the complainant's report has not been adequately resolved through the provision of supportive measures). If the complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the organization must comply with all of the provisions of the Title IX Grievance Process relative to respondents and complainants.

If no formal complaint is filed by the complainant or the Title IX Coordinator no disciplinary action may be taken against the respondent based upon conduct that would constitute sexual harassment under this policy.

Although there is no time limit per se to filing a formal complaint, for complaints initiated by the complainant or his/her parent/guardian, the complainant must be employed by the organization or participating in or attempting to participate in the education program or activities of the District at the time of filing. Additionally, although the organization will initiate the Title IX Grievance Process regardless of when the formal complaint is submitted, delays in reporting may significantly impair the ability of officials to investigate and respond to the allegations.

At a minimum, a formal complaint must:

1. contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student;
2. describe the alleged sexual harassment,

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3. request an investigation of the matter, and
4. be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX Coordinator or on the SAU 39 website.

B. Initial Steps and Notice of Formal Complaint.

1. The Title IX Coordinator will provide notice to the complainant and the complainant's parent/guardian (if the complainant is a non-eligible student under FERPA), and to the respondent (if known) and the respondent's parent/guardian (if the respondent is a non-eligible student under FERPA), as well as to any other known parties, of the following:
 - a. this Title IX Grievance Process, including any informal resolution process;
 - b. the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview; "sufficient details" shall include to the extent known identities of persons involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident;
 - c. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - d. that each party may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - e. that each party is entitled to inspect and review evidence; and
 - f. a reference to any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
2. The Title IX Coordinator will contact the complainant to discuss and offer supportive measures.
3. The Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.
4. The Title IX Coordinator will examine the allegations in the formal complaint, to determine whether even if assumed true, the allegations are sufficient to sustain a finding of sexual harassment under this Policy. If the Title IX Coordinator was not involved with preparing the formal complaint, the Title IX Coordinator will contact the complainant to discuss the complaint and whether amendment is appropriate, in which case the process of Sec. III.C.4 will apply.
5. If the formal complaint fails to satisfy the definition of sexual harassment in this Policy, the complaint shall be dismissed as provided in Sec. III.G, below.
6. If the complaint is not dismissed, then Title IX Coordinator will consult with the Superintendent as to whether the Title IX Coordinator should act as the investigator or whether a different employee shall act in that capacity. At the same time, the Title IX Coordinator and the Superintendent shall appoint the person who shall make the initial determination of responsibility

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(initial decision maker). In all cases, the investigator and the initial decision maker must be properly trained and otherwise qualified (see Sec. II.D “Training”, and Section II.G “Conflict of Interest”).

7. If the report alleges sexual harassment by the Superintendent, the Title IX Coordinator will inform the Board Chair and the latter of whom shall have authority to seek guidance from the organization’s general counsel, but shall not delay response to the report as outlined in this Policy.

C. General Provisions and Additional Definitions Relative to Title IX Grievance Process.

1. Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor’s parent/guardian. Copies should also be sent to a party’s advisor if the information for the advisor has been previously communicated to the sending party. (Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party’s advisor. See Sections III.E.3, and III.E.4).
2. Risk Analysis and Emergency Removal. At any point during the Title IX Grievance Process, the Title IX Coordinator may arrange for an individualized safety and risk analysis as described in Sec. II.J.5, following which a student may be removed.
3. Administrative Leave. At any point during the Title IX Grievance Process, the Superintendent, and at his/her own discretion, and with or without consulting the Title IX Coordinator, may place an employee on administrative leave pursuant to RSA 189:31.
4. Additional Allegations. If, in the course of an investigation, the organization decides to investigate allegations about the complainant or respondent that were not included in the previous notice, the organization shall simultaneously provide notice of the additional allegations to the parties whose identities are known.
5. No Interference with Legal Privileges. At no point in process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the organization, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process.
6. Consolidation of Complaints. The organization may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the organization has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

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7. Remedies: Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.

- a. “Disciplinary sanctions” are consequences imposed on a respondent when s/he is found responsible for sexual harassment under this Policy. Remedial actions are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.
- b. “Disciplinary sanctions” against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy, NH Code of Conduct for Educational Professionals, applicable individual or collective bargaining contract, or state or federal laws or regulations.
- c. “Disciplinary sanctions” against a student may include any available discipline or sanction, up to and including expulsion, under the policies, rules and procedures that establish the district’s comprehensive student code of conduct.
- d. “Remedial actions” as to a respondent after a final finding of responsibility, whether employee or student, may include the imposition upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant’s right to access the district’s program and activity.

Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

D. Timeframe of Grievance Process.

The organization shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through at least the determination of responsibility decision within 80 days after filing the formal complaint. In more complex cases, the time necessary to complete a fair and thorough investigation or other circumstances mean that a determination of responsibility cannot reasonably be made within that timeframe.

1. Summary of Grievance Process Timeline.

- a. Investigation 20 +/- days as the complexity of the case demands (Sec. III.E.1)
- b. 10 days for reviewing information prior to conclusion of investigation
- c. 10 days after receiving report to respond to report
- d. 10 days for decision maker to allow initial questions
- e. 10 days for responses to questions

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- f. 10 days for questions and responses to follow-up questions.
 - g. 10 days for determination of responsibility decision
 - h. 10 days for appeal (6 additional days for administrative steps)
 - i. 10 days for argument/statement challenging or supporting determination
 - j. 10 days for decision on appeal
2. **Delays and Extensions of Time.** At any stage of the grievance process, the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties or witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide written notice to the parties of the delay/extension and the reason(s).

E. Investigation.

The Title IX Coordinator will coordinate the investigation. The investigator shall be as appointed pursuant to Sec. III.B.5.

1. The Title IX Coordinator may conduct the investigation, or, in consultation with the Superintendent, designate another qualified person to investigate. The investigation and investigator must:
 - a. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
 - b. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the organization and not on either of the parties;
 - c. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence;
 - d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - e. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The investigator may restrict any others from participating, as long as the restrictions apply equally to both parties;
 - f. Provide, to a party (e.g., respondent or complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate within the timeframes established in Sec. III.D, below.

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- g. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
2. Prior to completion of the investigative report, the organization, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
3. The investigator must prepare a written investigative report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
4. The investigator shall provide the investigative report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the investigative report.
5. It serves all parties when investigations proceed diligently and conclude within a reasonable time, which may vary case by case. In most cases, it is expected that the investigator will conclude the initial investigation, and provide the parties the evidence and other information required under Sec. III.E.2. Not more frequently than every other week, any party may request the Title IX Coordinator to obtain and provide the parties with a basic status report on the investigator's progress toward completion. In most cases, the investigator should conclude the investigation within 10-20 days after receiving a Formal Complaint.

F. Determination of Responsibility and Initial Decision Maker.

The determination of responsibility of the respondent shall be made by the initial decision maker as appointed pursuant to Section III.B.5.

1. Prior to making a determination of responsibility, the initial decision maker will afford each party 10 days to submit written, relevant questions to the initial decision maker that the party wants asked of any party or witness.
2. The initial decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.
3. The initial decision maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.

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4. The initial decision maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
5. The initial decision maker may not make any creditability determinations based on the person's status as a complainant, respondent or witness.
6. The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. The initial decision maker may impose disciplinary sanctions and remedies as described in Section III.C7, above.
8. The standard to be used for formal complaints in determining whether a violation has occurred and/or that the respondent is responsible is the preponderance of the evidence standard, which is only met when the party with the burden convinces the fact finder (the initial decision maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not).
9. The initial decision-maker must issue a written determination/decision within 10 after the close of the period for responses to the last round of follow-up questions. The written "Initial Determination of Responsibility" must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination of Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), and any disciplinary sanctions or remedies; and
 - f. The procedures and permissible bases for the complainant and respondent to appeal (as set forth in Section III.H, below).
10. The decision maker shall provide the Initial Determination of Responsibility to the Title IX Coordinator, the Superintendent and the parties simultaneously.

G. Dismissal of a Formal Complaint.

1. The organization must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
 - a. Would not constitute sexual harassment, even if proved;
 - b. Did not occur in the organization's education program or activity; or
 - c. Did not occur against a person in the United States.

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2. The organization may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
 - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - b. The respondent is no longer enrolled or employed by the District; or
 - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Prior to dismissal of a complaint, the person responsible at that stage shall consult with the Superintendent.
4. Upon dismissal of a formal complaint, the organization must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the organization from continuing any investigation or taking action under other organization policies, code of conduct or administrative rules/regulations. In some cases, the organization may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals Process.

1. Either party may appeal the Initial Determination of Responsibility or the dismissal of a formal complaint or any allegation in a formal complaint by notifying the Superintendent in writing (“written appeal”), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal. The written appeal must be received by the Superintendent within 10 days of the Initial Determination of Responsibility or written notice of dismissal being communicated to the parties.
2. An appeal under this Policy may only be based upon one or more of the following bases, which must be stated specifically in the party’s written appeal:
 - i. Procedural irregularity that affected the outcome of the matter;
 - ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
 - iii. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals for any other reason or upon any determination of responsibility not included in the written appeal will not be heard.

Appeals pertain only to the determination of responsibility and non-disciplinary remedies. Once a determination of responsibility is final per Sec. III.I, below, appeals of disciplinary sanctions may be made pursuant to the organization’s ordinary review process for discipline, or, to the extent applicable, any statutory or other processes provided under collective bargaining agreements or individual contracts.

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3. Within 3 days of receipt of the written appeal, the Superintendent shall appoint a decision maker for appeal (“appeals decision maker”), who must have adequate training as provided in Section II.D, be free from conflict of interest as provided in Section II.G, and may not be the same person as the initial decision maker, the person who ordered dismissal, the investigator(s), or the Title IX Coordinator. Upon the appointment of the appeals decision maker, the Superintendent shall provide a Notice of Appeal to each party and to the Title IX Coordinator, with a copy of the written appeal. The Notice of Appeal must include information about all deadlines and timeframes in the appeal stage.
4. Each party shall have 10 days from the date the Notice of Appeal is delivered to the parties to submit to the appeals decision maker a written statement, with copies to the Superintendent, Title IX Coordinator, and other party a statement (“appeal statement”) in support of, or challenging, the determination of responsibility or dismissal.
5. Each party shall provide copies of the appeal statement to the other party, the Superintendent, and the Title IX Coordinator at the same time the appeal statement is given to the appeals decision maker. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party’s appeal statement.
6. The appeals decision maker may refer an appealed issue back to a prior point in the grievance process, with written notice to the parties, the Superintendent and the Title IX Coordinator.
7. The appeals decision maker shall provide a written appeals decision after considering the record and the parties’ appeal statements. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence, or refer it back to the appropriate stage of the Title IX Grievance Process. The written appeals decision will describe the result(s) of the appeal and the rationale, with copies provided to the parties, Superintendent and Title IX Coordinator, no more than 10 days after receiving the last of the parties’ written statements per Section III.H.5.

I. Finality of Determination of Responsibility. The determination regarding responsibility becomes final either on the date that the recipient, through the Superintendent, provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal of the Initial Determination of Responsibility would no longer be considered timely. The final determination shall be identified as the Title IX Decision.

Once the Title IX Decision is final, the organization may implement remedies and disciplinary sanctions. The Title IX Coordinator is responsible for effective implementation of any non-disciplinary remedies, with the assistance of building and SAU administrative personnel, while disciplinary sanctions will be imposed by persons charged with such responsibilities under other Board policies, regulations or administrative procedures. The organization may also proceed against the respondent or complainant pursuant to the organization’s applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the organization.

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J. Informal Resolution.

At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the organization may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the organization:

1. Provides written notice to the parties disclosing:
 - a. The allegations of the formal complaint;
 - b. The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and

In no event may the organization offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

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

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

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

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

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

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

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

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

C. **Policy Application.**

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

D. **Anti-Discrimination Plan.**

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

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

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

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

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

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

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

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

U.S. Department of Education, Office of Civil Rights
U.S. Department of Agriculture, Office of Civil Rights
N.H. Human Rights Commission
N.H. Department of Justice, Civil Rights Unit
N.H. Department of Education, Commissioner of Education

F. Complaint and Reporting Procedures.

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisor, the Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or

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knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Investigations and resolution of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board policy ACAC;
Reports or complaints of sexual harassment or sexual violence by students should be made under Board policy ACAC;
2. Reports or complaints of discrimination on the basis of disability should be made under Board policy ACE, except for complaints regarding facilities accessibility by disabled non-students or employees, which should be made under Board policy KED; and
3. Reports or complaints of bullying or other harassment of pupils should be made under Board policy JICK.

G. Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”), of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.

1. Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone number: (617) 289-0111; Fax number: (617) 289-0150; Email: OCR.Boston@ed.gov

Note: Complaints to OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; Telephone number: (603) 271-2767; Email: humanrights@nh.gov

Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

H. Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any District employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

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

I. Administrative Procedures and Regulations.

The Superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this Policy.

J. Notice of Compliance.

The Superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

DK – PAYMENT

Category: *Priority/Required by Law*

Related Policies: *DAF, DGA, DIH & EHAC*

All payments of District funds must be authorized by the Treasurer. However, pursuant to RSA 197:23-a, the Treasurer shall authorize any payment upon order of a majority of the School Board or upon orders of two or more members of the School Board whom a majority of the Board has empowered to authorize payments.

Moneys drawn on the general fund or any special fund (with the exception of an activity fund) will require the signature of the Treasurer. Payments drawn on activity funds will follow procedures specified by the Business Administrator. The activity advisor shall not be an authorized signor.

All payments or disbursements involving grant funds, shall comply with the provisions of Board Policy and the applicable Federal, State, local and grantor regulations

Electronic or digital payments may be made after approval or pre-approval by the Board and by the Treasurer.

Functions of the Treasurer may be carried out in the Treasurer's absence by a duly appointed Deputy Treasurer or Acting Treasurer. The Treasurer is authorized to delegate approval authority to the Business Administrator to make payroll related electronic payments, provided such payments have been previously authorized by the Board.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 294-E, Uniform Electronic Transfers Act

GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

Category: Priority-Required by Law

Identical Policy: GBEC

Related Policy: JICH

A. Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
 - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
 - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
 - b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
 - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
 - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
 - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and

GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

D. Implementation and Review

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

GBEC/ADB - DRUG-FREE WORKPLACE & DRUG-FREE SCHOOLS

Legal References:

- *41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients*
- *RSA Chapter 193-B Drug Free School Zones*
- *N.H. Admin. Code, Ed. Part 316*

GBEC/ADB: Revised: November 30, 2020 (Souhegan)

GBEC

Revised: August 1999

Adopted: June 1993 (Souhegan)

ADB

Revised: January 4, 2017

Revised: April 2010

Revised: February 2004

Revised: July 17, 2003

Revised: July 1998

Adopted: June 1993 (Souhegan)



Clark-Wilkins Elementary School
Principal's Report - January 2021
Happy New Year!

Current Enrollment

	Segment One		Segment Two		Segment Three		Segment Four		Segment Five	
Grade	Remote	In Person	Remote	In Person	Remote	In Person	Remote	In Person	Remote	In Person
PK	N/A	19	N/A	19	N/A	19	N/A	19	N/A	19
K	25	85	25	85	21	88	18	91	18	91
1	23	81	22	82	18	85	17	86	17	89
2	48	95	44	99	40	104	34	111	38	106
3	41	86	40	87	37	89	35	91	35	91
4	47	95	43	99	36	108	33	110	33	110
Total	184	461	174	471	152	492	137	508	141	506

Assessment, Grading and Reporting

Objective: To improve tier one instruction by focusing on instructional delivery, the use of common resources, employing meaningful professional development, and leveraging collaborative conversations.

Professional Development Days - December 14th and 15th

Professional development days on December 14th and 15th were utilized to provide ongoing training and support to teachers focused on remote instruction and for teacher teams to review curriculum to determine best instructional practices to use during the remote instruction for all time period. We were able to leverage the strengths and expertise of many of our educators to provide informative and timely training. Our remote teachers have been able to help their colleagues make this shift to the remote learning environment by sharing their best practices and "tips and tricks" with their teams. Additionally, we were able to provide specific PD with the support of Clark-Wilkins educators and educators throughout the SAU to enhance and push our remote instructional practices, such as utilizing FlipGrid or Kami with students.

Paraprofessional Schedules

All paraprofessionals at Clark-Wilkins have been assigned to classrooms to support remote learning. Each classroom teacher is able to utilize the support of the paraprofessional in breakout rooms and or to schedule individual or small group check-ins with students who may

need additional assistance. In addition, all of our support staff, including administrative assistants and nursing assistants, were assigned to classrooms to work with students during remote learning. During our professional development days on December 14th and 15th, targeted sessions were offered to paraprofessionals focused on small group instruction, using Zoom, and Google Classroom.

Ongoing Leadership Meetings

Each grade level group has a scheduled check in meeting with the leadership team during the remote learning time. Additionally, each day between 12:00 and 1:00 the leadership team is available for office hours, to meet with any staff member who needs to speak with us or has questions and/or concerns.

Remote Instructional Materials

All students were sent home prior to our winter break with necessary materials to be used during the remote learning time. We will be evaluating the needs for additional supply pick up, for remote only students and all students, and will communicate plans with all families when they are developed.

Curriculum Coordinators

The Clark-Wilkins Curriculum Coordinators are working to support curriculum initiatives across the school. Activities that are currently being planned for and provided include: ongoing professional development offerings in remote learning resources, a math facts challenge for 3rd and 4th grade students, and the creation of curated video resources for parents to support students with early literacy development.

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.

School-wide Holiday Sing Along

On Tuesday December 22nd, over 400 Clark-Wilkins students and staff members participated in a virtual Holiday Sing Along before the start of the school day. The Culture Club organized a webinar that allowed for Mr. Allwarden to lead us in singing many of our favorite songs. This is a very important Clark-Wilkins tradition that exists in person prior to the start of the holiday break and we were pleased to be able to offer it to all students virtually this year.

Spirit Week

The Culture Club organized a successful school-wide Spirit Week in the days leading up to the holiday break. Theme days included Tradition Tuesday, Dress Your Best for New Years, and Hat and Scarf Day. We were excited that our students and staff participated in this fun school-wide week remotely.

Remote Engagement Committee

The Remote Engagement Committee will be meeting again at the end of January. Clark-Wilkins is also working with AMS, MVVS, and SHS to offer parent nights focused on helping parents support their children during remote learning in January.

Wellness and Social-Emotional Learning

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

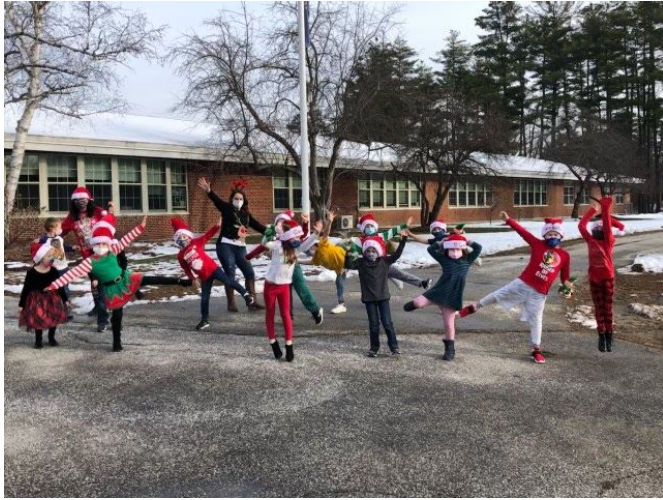
Social Emotional Learning Curriculum

We continue to focus on the importance of social emotional wellness and learning for students and staff at Clark-Wilkins. Guidance counselors at both schools have designed and delivered lessons to all students. The Kindergartners continued to participate in weekly in person guidance lessons these past two months. The recent lessons utilizing the Second Step curriculum have focused on identifying feelings in themselves and others as well as what to do to cope if they are experiencing an uncomfortable feeling such as anger or sadness. They learned strategies such as taking deep breaths, taking a break, using their words, etc. They also participated in a lesson on gratitude. Students in grades 1 and 2 have continued to participate in lessons using Michelle Garcia Winner's Social Thinking Curriculum series 2. They have engaged in lessons around Problem Solving Strategies, Hidden Rules, Expected and Unexpected behaviors, Smart Guesses, Flexible Thinking, Size of the Problem, and Sharing Imagination. Grade 3 has been focusing on lessons around Forgiveness using the Choose Love curriculum and Grade 4 has been participating in lessons using the Second Step program. Lessons specific to bully prevention are planned to begin in March.

Multi-Tiered Systems of Support

With regard to our ongoing goal of developing and implementing effective multi-tiered systems of support for students, the RTI process we developed last year was modified given our classroom POD model this year due to Covid safety protocols. A subcommittee met on several occasions to refine the process and determine next steps for reviewing student data, the potential need for tier 2 supports and services and how to implement these interventions in the classroom setting. At this time, if teachers have a concern for a student who may require intervention, they are able to make a referral to a multidisciplinary RTI team who will meet via Zoom. In this meeting, teachers present their concerns and the team engages in a problem solving protocol designed to clarify the problem and make recommendations for specific tiered interventions or supports as needed. These supports could range from small group targeted reading or math instruction in the classroom to short term (i.e. 6-8 weeks) speech articulation therapy, sensory diets or counseling for example. Following the predetermined intervention period, teams will reconvene to report out on a student's progress toward interventions and next steps.

Clark-Wilkins Spirit Week and Holiday Snapshots



PRINCIPAL'S REPORT

Amherst School District

Amherst Middle School

January 2021

Bethany Bernasconi, Ed.D., Principal

Middle School Excellence

This fall, Amherst Middle School was notified that we had been selected to create the ornaments for the New Hampshire tree as part of the National Christmas Tree "America Celebrates" Ornament Program in Washington DC. The program is a collaboration of the National Park Service, the US Department of Education and the National Park Foundation. AMS was the only school in NH that was given this honor. Our tree is one of over 50 surrounding the National Tree in President's Park just south of the White House. The theme for this year's ornaments was "What Makes Your State Beautiful?"

When asked about her students' experiences creating these ornaments, Mrs. Pettus said, "New Hampshire is such a beautiful state with so many natural resources. The students enjoyed learning more about our state while being challenged with creating an eye-catching design using a non-traditional art technique. The faux stained glass technique was fun and accessible for all students and many said it was their favorite project in their portfolios. Amherst Middle School students feel honored to be chosen to represent the students of New Hampshire in this inspiring national display."



The timing was tight (we had about a week), and AMS students happily got working! In total six classes were able to create ornaments for consideration. Mrs. Brandie Pettus' grade 7 and 8 students and Ms. Diana Plank's 6th grade students created over 75 ornaments in a faux stained glass technique using cut paper and tissue paper.

All student artists from each of the 50 states, whose work was selected, were invited to a live presentation and tree lighting ceremony in Washington DC on November 30. August Moore, Grade 8 was able to attend the event and even got a White House tour from First Lady, Melania Trump.

The National Tree Lighting Ceremony can be viewed online at: thenationaltree.org

This was a very special honor and AMS is very proud of all of their student artists and the beautiful ornaments they were able to create representing our state. What a wonderful way to kick-off the Holiday Season!

The following students' ornaments were selected by the National Parks Service to be the 12 ornaments sent to Washington, DC to be on display:



Zofia Rosenfield, Grade 7



Caitlin Ridings, Grade 8



Jaelyn Lebel, Grade 6



Megan Bolduc, Grade 7



Tess Jancar, Grade 8



Edward Barnes, Grade 8



Everett Boyer, Grade 8



August Moore, Grade 8



Anthony Dillberg, Grade 8



Leo Drotleff, Grade 6



Madalyn Eder-Linell, Grade 8



Hannah Stone, Grade 6

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

- **2020/2021 Late Start Schedule Design-** Work has begun on a new bell schedule for implementation during the 2021 school year with a later start time of 8:45am. Staff were surveyed for feedback on current and past schedules, as well as their professional priorities in a well balanced middle school schedule. Five different schedule variations were built based on this feedback and have been initially discussed with curriculum coordinators. Schedules will next be presented for feedback to the Teacher Leadership Committee before presenting the final schedule to the larger staff and then community. Integrated arts teachers met in December to begin drafting ideas, grounded in middle school best practice, about ways to redesign our integrated arts offerings within time allotted in the new schedule.

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

- **Connected Community-** In an effort to help remote students in 5th grade make connections with one another, Ms. Penney and Mrs. McCarthy's have implemented team activities. Thursday mornings have become team time, where both cores meet to take part in Morning meetings as a team. During this time, Ms. Penney often leads students through various fitness activities. They have also used team time to create prayer flags, collaboratively work on puzzles, and play card games such as 98. On Friday afternoons, Mrs. McCarthy has been offering baking opportunities, where students can create a recipe



right alongside Mrs. McCarthy. So far students have made Chips with Fruit Salsa and Rice Krispie Treats! During January Ms. Penney and Mrs. McCarthy will focus on integrating their collaborative time with the units they are focusing on in Science, Social Studies and writing. They will be baking foods that tie in with the Native American Unit, sharing animal track sightings, to tie in with their science unit, and learning about the World Wildlife Fund, which they will use to write opinion essays. One winning essay from each core will be chosen, and that student's animal will be adopted by the class!



- **Holiday Wheel of Fortune -** Leading into the holiday break, staff across AMS participated in our very own version of Wheel of Fortune. Instead of spinning to solve the puzzle, staff spun the wheel to complete challenges and earn points. All of the challenges were designed to spread kindness and appreciation throughout the school, truly lifting everyone! Staff could be found leaving notes of appreciation on car windows, dancing through the hallways, adorning classrooms with snowflakes and other winter decorations, or simply thanking a student or colleague for positively contributing to their day or the overall culture of AMS.

- **Observations and Coaching-** AMS Administration continues to complete observations and coaching sessions for teachers throughout this school year. Observations have focused on teachers new to the district or approaching their final year before being nominated for professional status. Observations are conducted both in person and in the remote environment to help support teachers professional growth and effectiveness.
- **School Spirit-** We had such fun for Spirit Week in November that we continued the annual tradition of FESTIVE FRIDAYS in December. Students and Staff dressed in their holiday gear each Friday and many seemed to want to challenge one another to who had the ugliest sweater or the most outlandish outfit. Fun was had by all.



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

- **Full School Remote Learning Update -** Along with the entire SAU, AMS transitioned to full remote learning beginning on December 16th. This year's building schedule allowed for a transition to remote learning by keeping the overall structure of the school day consistent regardless of learning modality. Each morning, students begin their day with their anchoring adults in Morning Meeting (5th) and Launchpad (6-8th). This consistent point of contact continues to help students navigate the dynamic changes of this year. Administration has been visiting classrooms online and also holds office hours for staff every day for connection, questions, and support. The collaborative work our teachers have engaged in since September has helped for a smooth transition to our full school remote environment.
- **Remote Learning Supports-** Assistant Principal, John Schuttinger, continues to work closely with remote families and their access to instructional materials. During the late fall we began setting up the front porch for materials. Here families picked up materials based on their schedule. This was successful and continues to be a practice for the staff. We took the time the week prior to going remote before the holiday break and delivered materials to current students who would change Integrated Arts classes while we would be remote in January. Our staff created and organized packets that were then delivered to classroom teachers who then distributed the materials. GO TEAMWORK! If you have any questions about materials, please feel free to contact Mr. Schuttinger at jschuttinger@sau39.org

- **Services and SEL during Remote-** Services and supports have continued to be implemented and maintained utilizing consistent schedules and providers. The service schedule is fluid and easily translates from in person to remote and vice versa. Learning specialists and counselors have worked with individual students and their families to provide daily schedules and check ins based on needs.

The SEL team continues to meet for weekly consults to problem solve students' supports and act quickly as any new needs arise. The weekly consult team includes the school social worker, behavior coach, student resource officer, social-emotional specialized programming learning specialist, and administration. Daily universal check ins continue to be utilized for students to communicate how they are feeling and obtain school counselor support if needed. Daily and weekly check ins are scheduled for students based on individual needs, as is individual and group counseling. Attendance is monitored each week and students are flagged for check ins and support if needed, following a protocol of attendance percentage associated with varying levels of support.

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

- **Building Updates-** Rick Bron and our Facility Crew continue to work during our remote learning. The crew has been busy addressing some heating issues that were identified in the late fall. The lighting in the Annex is being updated to LED by way of our staff Electrician. The remaining classroom furniture in the gymnasium is being distributed to the storage container and the locker rooms to allow for better use of the gym when we return to school. The crew is also replacing directional arrows on the floor that have been ripped up over the past few months.

Facilities, Finance, and Operations

- **Safety and Drills-** AMS participated in a secure campus drill during the month of December. We were not able to complete our evacuation drill since it was scheduled with Amherst Fire Rescue the day we were headed out for remote learning. We will reconvene in January when we return.

● Enrollment

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

* Class size is dependent on room size. **Science and Soc. Studies have 1 remote section of 22.

Upcoming Events

January 4-15: All students in remote classes

January 15: Flannel Friday, wear your coziest flannel attire

January 18: No School, Martin Luther King Jr. Day

January 19: Amherst School Board Meeting

January 27: Quarter 2 Ends

February 19: 2 hour early dismissal

February 22-26: February Break

MVVS Board Update

January 2021

I want to take the opportunity to express our sympathy for the Krauss family. The news of Donovan's passing has rocked our village school. Our hearts go out to the family and to the entire SAU 39 community. Our hope is to learn from this terrible tragedy so it never happens again. "Children are not a distraction from more important work. They are the most important work."

We are committed to ensuring that every student and staff member receives the support they need to cope with tragic loss of their student, classmate, and friend. We have worked very closely with the SAU 39 Crisis Response Team to respond to the immediate and long-term needs of our community.

As we reflect on 2020, we have much to be thankful for. Although this was not a typical year, we came together as a school community to provide the best experience for our students during this unprecedented time. We could not have done it without the support of the Mont Vernon community.



On behalf of the MVVS staff, we would like to extend our gratitude to all of the students, parents, guardians, community partners, SAU administrative team, and Mont Vernon School Board members who have helped to make the first half of the 2020-2021 school year a success.

We will continue to learn and grow as remote and in-person educators in an effort to offer the highest quality of education possible to every student at MVVS.

ENROLLMENT



MVVS (* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K		21	21	21	20	20					
1		23	23	23	22	14					
2		20	19	19	18	28					
3		30	28	28	27	29					
4		23	25	24	23	23					
*5		20	20	20	19	19					
6		27	27	26	25	24					
Total		164	163	161	154	166					
Family		143	143	143	143	143					

Remote

K-4		27	29	30	34	33					
Gr.5-6		14	12	13	16	17					

Homeschool Students

K-6		11	12	12	12	12					
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Classroom Visits and Observations - December

Formal Classroom Visits & Observations Recorded in Frontline: 4

Informal Classroom Visits: 34

2020 Highlights

We asked staff to share highlights. Here are a few of their responses:

- I am so happy we were able to offer in-person and remote learning without compromising the safety of our students. Students in both modalities thrived, and it was amazing!
- Getting to know all of the wonderful students at MVVS!
- Seeing students' curiosity lead to some really lively class discussions about new topics and ideas.
- The Santa visit was the highlight of the year. Every child, from the littles to the big kids, had a huge smile on their faces. It was a great surprise!
- The Holiday Lights Show sponsored by the MVVS PTA!
- Library/Tech has focused on preparing remote and in-school students to succeed in an online environment with lessons in digital citizenship, online research, and technology skills. Students have learned to create, design, and present in both Microsoft and Google platforms. Monthly read-alouds offer the opportunity to learn about a variety of timely topics of interest. All students were invited to participate in the virtual Hour of Code with assistance from members of the Souhegan Coding Club during Computer Science Education Week.
- Helping children who were having a tough time. It felt wonderful to have our whole school come together like that.

- The paraprofessionals have stepped up in every possible way. They have been such an asset to the school.
- We are very fortunate to have library access for remote and in-person learners. Mrs. Garrity does a great job making sure students have access to books.

Our Why

The call to help an eleven-year-old boy and his thirteen-year-old sister brought the MVVS staff together like never before. In just a few days, our staff members purchased enough gifts and gift cards to ensure two children who have endured insurmountable loss in their short lives experienced the magic of Christmas.

When we heard the children's story, our staff members sprung into action. We teamed with two organizations, Sleep in Heavenly Peace and the Congregational Church of Amherst.

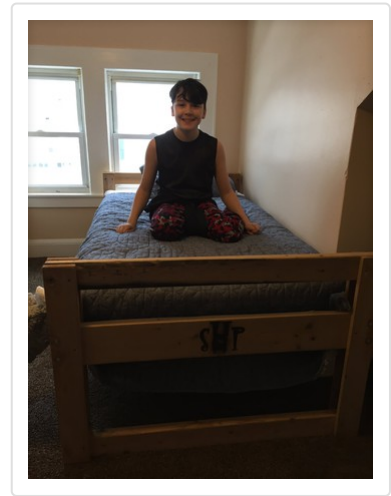
We shopped and we wrapped, and we delivered a carload of toys, household items, gift cards, and clothes on December 23rd.

Here is an excerpt of the message we received:

"The father was moved to tears by the generosity of everyone. He was holding it together until we walked in with bag after bag of Christmas gifts from Mont Vernon, and finally lost it when we gave him the gift cards. He couldn't express enough how appreciative he was for everything that others had done to support his family. It was a special moment!"

This is why we do what we do. The impact educators have on children can never be overstated. Educators wake up every single day to serve children, and they do it selflessly. Our teachers and staff members definitely did not ask for recognition for their tremendous generosity, but I think it is critical for the public to understand our why.

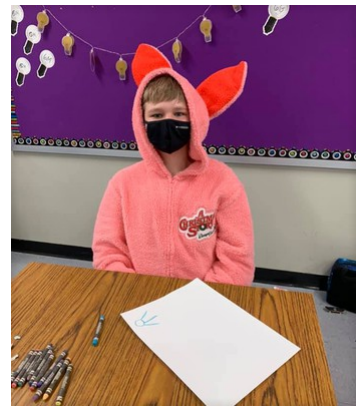
Why did we become educators? Because we love kids. That's why.





Holiday Celebration at MVVS

Thanks to our amazing parents and teachers, we were able to host a holiday celebration for our students. Although the celebration took place a week earlier than expected due to a whole-district transition to remote learning, our community came together to ensure students were able to experience the magic of the holiday season on their last day at MVVS in 2020.



Santa Came

The biggest news is that SANTA CAME! We would like to extend our gratitude to the MVVS PTA, David Hall, MVFD, MVPD, and MVDPW. It truly does take a village to bring joy to children's lives. We are all beyond grateful for the support we receive from our amazing community. After Santa's visit, every child enjoyed a candy cane, courtesy of the MVVS PTA.





PTAvenue of Lights

Our amazing PTA worked tirelessly to showcase our first-annual Avenue of Lights. It was an amazing celebration for the entire Mont Vernon community!

Students worked diligently to create tree ornaments for the school's drive-by holiday light display. Unique ornaments were made from recycled materials and found objects like pipe cleaners, pinecones, string art, and plastic straws. Each grade decorated a tree that was on display.

Virtual Chess Club Courtesy of MVVS PTA:

The MVVS PTA is proud to offer a virtual chess club to students in Grades 2-6.

Be sure to check out the PTA's [Virtual Enrichment Activities](#) poster; we've compiled a list of educational, fun, and kid-approved online activities for your family to check out.



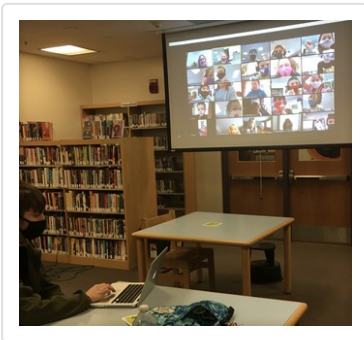
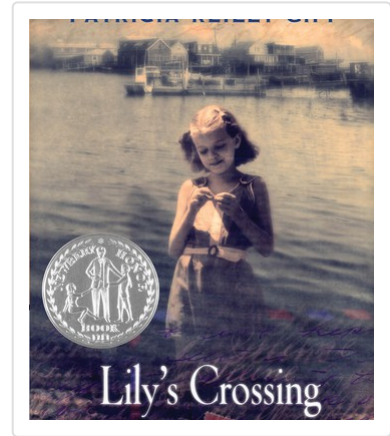
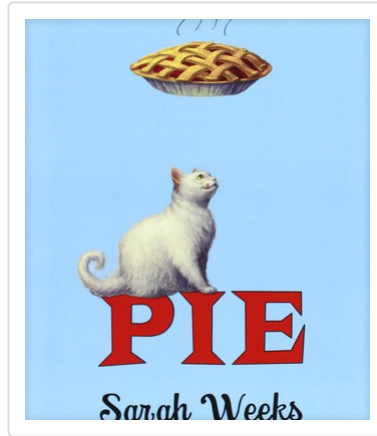
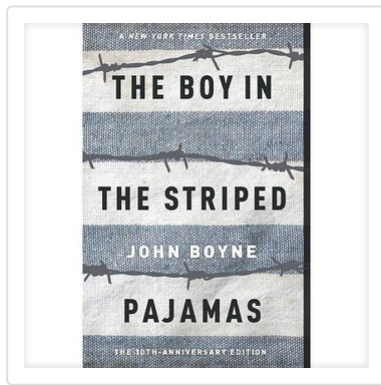
Miss Kim's Book Club

Miss Kim is hosting a book club for students in Grades 5 & 6. Our first round consists of two works focused on WWII. The 5th-grade text is *Lily's Crossing* & the 6th-grade text is *Boy in the Striped Pajamas*. In a few weeks, students in Grades 3 & 4 will be invited to join a book club. The featured text will be *Pie*. Below is an overview of the titles:

Lily's Crossing: This Newbery Honor Book gives readers a sense of what it was like to be on the American home front while our soldiers were away fighting in World War II.

The Boy in the Striped Pajamas: Two boys on different sides of the fence become friends during the Holocaust.

Pie: When a beloved aunt passes away, she takes her famous pie recipe with her. The themes of this story include family, friendship, and tradition.

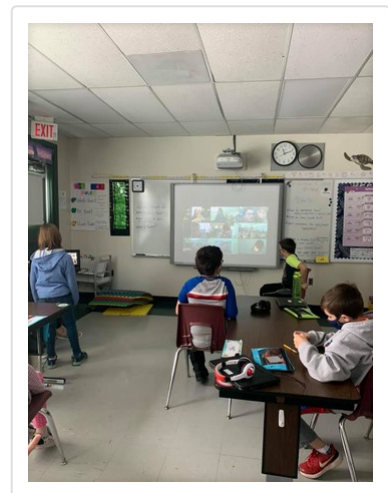


Hour of Code

Students from Souhegan High School worked with all of our remote and in-person students to offer an introduction to computer science. We would like to extend a special shoutout to Mrs. Garrity who helped to make this experience possible.

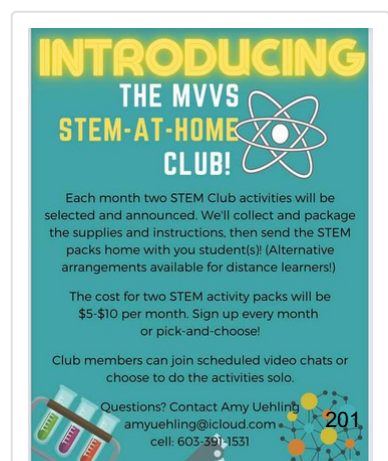
Remote & In-Person Collaboration

Dr. Holm & Miss Graham, Grade 3, brought in-person and remote students together for a virtual field trip. A meteorologist visited MVVS to teach students about extreme weather!



STEM Club at MVVS

We are excited to offer a STEM club thanks to the MVVS PTA! Amy Uehling has been integral in organizing this opportunity for our students. We are thankful for the PTA's devotion to MVVS.





Spanish Update

Kindergarten has been learning the shapes in Spanish. We've been practicing with songs, hand movements, play dough, and a scavenger hunt. We even practiced shapes with holiday class by making a Christmas tree with all different ornaments.

First grade has also been covering shapes with similar activities. We decorated gingerbread people with shape buttons.

Second graders have been so impressive! We worked on "me gusta" and "no me gusta" this month. We asked and answered questions, charted our results, and made up silly food combinations like broccoli ice cream to decide whether or not it would be something we like.

Third graders are learning a brand new grammatical concept. We are talking about the number and gender of nouns. It can be tricky to understand that a telephone is masculine and a rock is feminine since it doesn't equate to any similar concept in the English language. They have learned some great strategies to figure out this grammar topic and are working hard! For the holidays we learned about the "flor de nochebuena" or the poinsettia and its origins in Mexico.

Fourth graders have also been covering the gender and number of nouns with similar sorting activities and games. They wrote ten complete sentences in Spanish, one for each color, making all the adjectives agree with the nouns. I'm very proud of their work! For the holidays they explored holiday foods typical in Spain and Mexico and looking for similarities to our holiday foods.

Fifth and sixth graders have been working on emotions and health concerns this month. They participated in a speaking activity shortly before we switched to remote learning and will continue this topic into January. To wrap up December, fifth-graders explored Christmas in Mexico, and sixth-graders explored Christmas in Spain.

Mrs. Redway and Mrs. Whitney have volunteered to coach *Girls on the Run* at MVVS in the spring. What an amazing gift for the young girls we serve. *Girls on the Run* is an established program that helps to build the 5 Cs: confidence, character, care, connections, and competence in young girls. Here is an excerpt from their mission statement:



At Girls on the Run, we inspire ALL girls to build confidence and make intentional decisions while fostering care and compassion for self and others. Trained coaches use physical activity and dynamic discussions to build social, emotional, and physical skills in every girl while encouraging healthy habits for life.

This program will be open to remote and in-person students in Grades 3-5.

Important Dates

JANUARY

4-18 Remote Status All Students

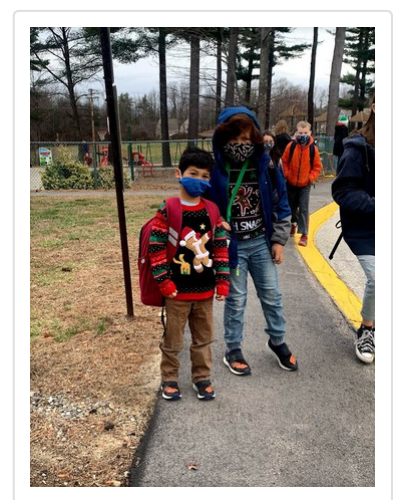
4-Book Club Grades 5 & 6

11-Book Club Grades 5 & 6

18-Book Club Grades 5 & 6

18-Civil Rights Day NO SCHOOL

19-Return to In-Person Learning





Souhegan High School

PRINCIPAL REPORT-January 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.

Although not the most ideal situation currently 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. Reopening 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.

Through a series of interviews, conversations, focus group discussions, and forums, I would seek to learn about the successes, challenges, opportunities, and dreams at Souhegan from a variety of perspectives. Further, I would spend multiple days in September, October, and November observing classes, shadowing students, and assisting in support roles in order to see our educators and learners at work. Lastly, I would review documents, reports, and data from Souhegan High School and Amherst Middle School to inform my understanding.

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 valuable supports 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.

I would like to use this time to update the Board on the first phase which began in March and April of 2020 and is still ongoing. As the year goes on I will update the Board on additional phases.

Update: (As of 01/13/21)

1. On November 18, presented the observations to the Souhegan Staff about the information gathered and the next steps.
2. Since our last meeting I have met with the Transition Team and began addressing the findings and making plans for 2021-2022 SY.
3. Working with groups of staff on the following topics---Master schedule, Reframing the 10th grade experience, continuing the personalized pathway conversation.
4. In the process of developing job description for administrative positions, redefining administrative assistant job description.
5. In February will be advertising for the Domain leader positions.
6. In February will begin to forecast/timeline the work that will occur within the administrative and students service department for through the 2023-2024 school year.

Reopening Plan Update

At the time of this report we are in segment five and planning of the school year and planning for the logistics and details of segment segment 6 and 7. At the heart of our plans is to ensure students have their needs met and are in an environment where they can be successful.

Update: (01_13_21)

1. As we enter segment 6 the goal is to safely transition back to in person/ remote learning. Our goal is to manage the overall student population while having teachers return to the building.
2. We continue to function in a dual modality setting. Although not ideal students and staff have adapted.
3. As of January 27, 2021 we will continue to be remote and have Division one be on a white day schedule and Division two will be operating in an asynchronous manner. In both situations it is considered a school day.
4. Winter Sports are returning as of January 11, 2021.

Remote Teachers

- Segment one 28 teachers
- Segment two 31 teachers
- Segment three 22 teachers
- Segment four 21 teachers
- Segment five 23 teachers
- Segment Six TBD

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.
-------	-------	------	------	------	------	------	------	------	-----	------

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9	164	163	162	112						
10	178	178	179	179						
11	190	190	188	189						
12	179	179	179	179						
Total	711	710	708	709						

Remote Learners

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	
9	39	30	30	63							
10	46	49	49	95							
11	45	46	49	120							
12	45	52	57	82							
Total	175	177	185	360							

Homeschool Students

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

Update: (01_13_21)

- Junior college presentation on January 20, 2021.
- Junior post-secondary planning meetings are taking place through the month of January.
- Freshman and sophomores participated in a career unit led by counselors this week.
- We are currently building the online course selection in Powerschool.
- Course selection will start with rising seniors on the 25th of January.
- Rising Freshman and Sophomores will begin course selection the first week of February.
- A parent presentation on course selection will take place the last week of January.

***The below was updated per the request of the school board. The initiatives and objectives are more closely aligned to the strategic vision of SAU 39.

2020-2021 Initiatives and Objectives

Souhegan Initiatives for 2021-2023

- Further evolve our work as our school that embodies a culture of learning for adults and students.
- Ensure the master schedule, administration organization and Faculty and Staff structure that fosters collaboration, teacher agency, student agency.
- Compose and implement a curriculum that is built on the foundations of inquiry learning.

Output and Outcomes:

The following outputs and outcomes are designed to build upon the work outlined in the five pillars that act as the foundation of process at Souhegan High School

1. Output: By June of 2022 all courses, excluding electives, at SHS will be inquiry-driven, will include thematic units with global connections, and will produce evidence of student learning as measured using competency-based performance assessments for all students.

a. **Outcome:** By June 2022, Souhegan students will demonstrate improved mastery of rigorous academic content as indicated *by being in the top five of our identified comparison districts.*

2. Output: By June 2022 All classes will incorporate some method of community outreach, be it participation in an exhibition night or including an individual expert within their class, or another alternative, and will produce evidence of student-learning as evidenced by students articulating better preparedness for the next step on their pathway.

a. Outcome: During the 2021-2022 90 percent of Souhegan students in grades 9-12 will make a presentation to an outside audience, participate in an exhibition evening at the high school, present at a conference as documented in the students electronic portfolio and Souhegan Every Student Succeeds Act Spreadsheet.

****This will be dependent on the change in federal administration and is subject to change.*

3. Output: By June 2023, will implement an electronic portfolio requirement that will be shifting and dependent on student choice, as well as designed to model and teach real-world archiving of work. These portfolios will be required as a graduation requirement for the Class of 2023 and will function as part of the culmination of their experience at SHS and will consistently use portfolios across departments and disciplines to archive, revise, and reflect upon their growth over the course of their time at Souhegan High School.

a. Outcome: Beginning in June 2022, 95% of the annual graduates will be enrolled in a two- or four-year college, technical school, apprenticeship program, or certification program, enlisted in a branch of the military or meaningfully employed as measured by the senior exit survey and National Student Clearinghouse. This will be monitored each year for four years after a students graduation year.

Student Achievement and Success

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The evidence that we are using to ensure student achievement and success in the school year 2020-2021 includes: increased transparency in our assessment, grading and reporting system; analysis of standardized test data and parent and student survey data; teacher professional learning, and an increased focus on Social-Emotional Learning.

To make assessment, scoring and reporting more transparent to students and parents:

- Competency-based assessment scores will be entered into the Empower Learning system in a timely manner (within two weeks of the demonstration of mastery.)
- Students at all grade levels will have access to the Empower student portal, and all parents will have access to the Empower parent portal.
- A course syllabus will be published in either Google Classroom or Empower (as a series of Playlists) to outline learning targets and a general overview of the course of study (including course competencies, unit titles, Essential Questions, learning targets, and possible major assessments.) The syllabus will allow students to preview upcoming segments' curriculum and use that to inform their choice to attend class remotely or on-campus. It will be important for students and parents to remember that the actual learning activities and assessments may change based on learning conditions.
- Progress reports will still be run at specific checkpoints throughout the year, including the Mid-Semester 1 grade reporting period for Seniors.
- November 13th was the mid-semester reporting period for seniors. Grades issued at that time appeared on senior transcripts. Grade 9-11 students and parents received progress reports at the mid-semester point. Progress reports including teacher comments were made available through the Empower portal.

NWEA Map Growth Assessment

- Students in grades K-10 take the NWEA MAP Growth assessment in the fall. We look at the percent of students meeting target growth for each testing period (in NWEA reports) to ensure our students are growing academically. The NWEA norm for growth is 50% of students meeting growth targets.
- In SAU 39 and Souhegan our stretch goal is for each grade level and content area to hit 60% of students meeting target growth.

Six year Degree Completion

- Definition: We want to measure the % of students who achieve a college degree within six years of graduation from high school.

High School Graduation Rate

- The number of students that complete the New Hampshire, SAU 39 and Souhegan High School graduation requirements in the five year period.
- In SAU 39 the graduation rate will be annually 98%.

Update (As of 01/12/21)

- Fall 2020 SAT results for the Class of 2021 increased compared to the results from the previous SAT administration in Spring 2019. Building leadership, instructional coaches, teacher teams, and learning specialists will analyze the results to determine focus areas for our current juniors prior to their SAT exam in Spring 2021. Tiered supports and interventions will also be identified for students approaching and not meeting benchmarks.

SAT	2019	2020
ERW Score	553	581
Math Score	537	563

- Student Services presented to all juniors (through the Advisory program) on the Fall 2020 PSAT scores, including: how to access their scores through College Board; review and interpretation of scores; linking their College Board accounts to Khan Academy's personalized review and practice applications; and, next steps for spring school-based SAT administration.
- Our Empower student and parent portal is fully operational. Teachers have entered assessment scores and will continue to do so on a regular basis to allow students and parents to proactively monitor progress towards mastery.
- We surveyed our students, parents, and teachers regarding their experience with Personalized Learning Days and how best to structure these days to maximize student learning and progress. As our remote and hybrid model changes with the changing COVID conditions, and as feedback and input likewise changes, we continue to make adjustments at both Division One and Division Two to optimize learning opportunities for students.
- Professional learning (staff, department and PLC meetings) in the month of December focused on: review to-date and possible revision of SY 2020-21 curriculum; instructional practices that support remote and hybrid learning; and, assessment task design to better engage students in fully remote and hybrid learning environments. Teachers continue to engage in on-going professional learning focused on technology and online teaching strategies with the support of our Tech Support. For example, they host "Tech Tuesdays" which focus on a different tool or strategy each Tuesday after school hours.
- As we approach the end of Semester 1, which can present academic stress, we face on-going and increased challenges both locally and nationally. These added layers, on top of our existing stressors of the COVID pandemic mean we need to be ever more vigilant and attentive to the needs of our students. We have implemented an increased focus on attending to students' social emotional learning needs both through our Advisory program and through an increased focus on classroom culture and personalization. Additional counseling and supports are in place, professional learning for faculty, on-going wellness checks, parent and family information and support sessions, and on-going Student Support Team meetings provide bolstered attention to students' SEL needs at this time.

CALENDAR EVENTS

January --

1/1 - New Year's Day - Offices Closed
1/4-1/15 - Remote Learning for all students and staff
1/13 - SCSB Public Hearing (6:00 pm)
1/18 - Martin Luther King Day (no school)
1/19 - Segment 6 begins (remote & in-school learning)
1/20 - Junior College Night (6:00 pm)
1/22 - NCC Express Admissions Day (7:30 pm)

February --

2/1 - SCSB Deliberative Session (7:00 pm)
2/22-2/26 - February Vacation

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: Adam Steel, Superintendent of Schools

From: Christine Landwehrle, Assistant Superintendent

RE: Fall NWEA Results and Addressing Learning Loss

January 14, 2021

Executive Summary

Due to our disrupted learning last spring, our fall NWEA results showed fewer grade levels meeting target growth than previous years. Comparing math and reading results, fewer grade levels met target growth in math than in reading. These results are consistent with national trends on COVID learning loss. We are addressing this learning loss with a three-pronged approach including curriculum work to focus on priority standards, intervention supports, and expanded summer Title I programs.

Addressing Learning Loss SAU-wide

This past summer, we provided teachers with deep professional development to revise our pacing guides and scope and sequence documents to focus on the most important standards at each grade level. Focusing on priority standards provides teachers with time and space to address unfinished learning from last year. This curriculum work was critical in ensuring student access to grade level content while providing the opportunity to address gaps created during spring remote instruction. Making adjustments to our tier 1 curriculum is one of the most important first steps in ensuring we are addressing learning gaps from last year.

In order to open our school buildings, we've had to completely reimagine our structures and supports to provide a physically safe learning environment for all students and staff. In most of our schools, we've needed to utilize our interventionists as classroom teachers. While this has allowed for smaller class sizes in many cases, those highly specialized interventionists are not able to work with all students. While our interventions vary from school to school, we've supported our classroom teachers in providing intervention supports to students. In addition, some of our schools have utilized flex periods or computer software to help fill learning gaps from last year. Specific details about each school's intervention plan are provided in the next section.

We were able to roll over our Title I funding from last year to combine with this year's allocation. With access to additional funding, we are able to expand our Title I summer program. This program will provide eligible students with access to targeted instruction and time to work on grade level concepts they have not yet mastered. We will be working over the coming months to develop this expanded program which may include more students than typical or might include expanded time. Our fall and winter NWEA data will help to guide our programming decisions.

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

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Superintendent of Schools

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Director of Student Services

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Business Administrator



School Specific Interventions and Supports

Amherst Middle School

As part of our reopening plan, AMS added teachers to each grade level and content area to allow for both in person and remote classes. In many cases, this resulted in smaller class sizes which has afforded teachers an opportunity to provide more personalization and targeted student support. In addition, AMS has continued with their Multitiered System of Support model. The MTTs team continues to meet with teachers on a routine basis to review student progress and develop plans to support struggling students.

The changes to the AMS schedule has also provided additional flexible times for student support. Students have an Eagle flex period each day for intervention or enrichment. During this time students can work with a classroom teacher, receive services, work on a project, take a reassessment, or engage in extension opportunities. The modified schedule for this year also provides a Directed Study time. Dreambox, our adaptive math program, is a critical part of this Directed Study time each week and allows for customized math practice on a routine basis. In addition, teachers have started to utilize Reading Plus, a personalized reading program to provide additional support or extension to students in the area of reading and vocabulary.

Clark-Wilkins Elementary School

Similar to AMS, Clark-Wilkins has also added teachers to each grade level to allow for both in person and remote classes as well as social distancing for in-person classes. As a result, all of our class sizes are small this year, ranging from 12-16 students. Smaller class sizes have allowed for more small group instruction and support by the classroom teacher. In addition, Clark-Wilkins is utilizing a POD model for in-person instruction which pairs three classroom teachers together as a team. Each POD includes at least one special educator or interventionist to provide targeted interventions to students on the POD. This POD model allows for interventions to take place while reducing the mixing of students across grade levels. Although teachers are primarily responsible for providing interventions, the special educators and interventionists on each POD provide consultation supports to their POD team mates in designing interventions. The CW RTI team is also available as need to provide strategies or suggestions to teachers who need additional supports in meeting individual student needs.

Mont Vernon Village School

In order to provide for both in person and remote classes, Mont Vernon Village School is utilizing their two interventionists as remote instruction teachers along with a classroom teacher. This has reduced class sizes across most of our grade levels and allowed for more small group instruction and support. In addition, classroom teachers (both in person and remote) are providing interventions to students. For in-person students, this is occurring during a WIN intervention period that is scheduled at a different time for each grade level. During this time, classroom teachers provide interventions to students along with the support of paraprofessionals and special educators. The interventions are designed through RTI and the RTI team is providing consultation support to both in-person and remote classroom teachers in crafting interventions. The RTI team is meeting twice a month to monitor all students. If a student is not making progress, the team supports the classroom teacher in developing a different intervention plan. Students are also utilizing Dreambox, our adaptive math program to provide targeted math support and enrichment.

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

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Director of Student Services

MICHELE CROTEAU
Business Administrator



Souhegan High School

Souhegan High School is continuing with the interventions and supports they have provided in the past and are able to do so in a hybrid environment. Students are assigned English or math support classes as needed which run concurrently with their core English or math course. These courses are meant to provide interventions and supports to ensure success in the core course. In addition, all students are able to access reading services if they need additional support with fluency, decoding, or comprehension. Saber Support is also available for any student to receive support. Our Saber Support is housed in the Learning Commons but also available to students over Zoom. Teachers are available to provide targeted assistance to students when needed. This is more of a drop in model but provides an opportunity for support when accessed by students. Our Academic Support and Alt Support classes are also available to students if needed.

Students have an opportunity for a more flexible day on Wednesday to access small group instruction or assistance. Division I students attend a white day schedule on Wednesday which allows them to attend all classes but for a shorter period of time. Teachers are using this shorter class period as an opportunity to check in with students, continue with instruction, or provide small group support including reteaching or enrichment. Division II students have an asynchronous white day schedule that allows flexibility to work on projects and receive support from their teachers throughout the day. The Student Support Team is continuing to meet on a routine basis to monitor student progress and make recommendations for supports.

Next Steps

We will be administering NWEA in February to students in grades K-8. The results from this NWEA administration will help to flag any student who has not made adequate growth from this past fall. This will allow teachers to make adjustments to their intervention supports. In addition, the winter administration will allow us to examine growth from last winter (before remote learning) and compare to this winter. This will help us to determine how much catch-up growth has already been made by students. It will also guide our pacing for the remainder of the year and help us to determine our summer Title I program.

Requested Board Action

- None: Information only.

Attachment(s):

- [Amherst Fall NWEA Results](#)
- [Mont Vernon Fall NWEA Results](#)
- [Souhegan Fall NWEA Results](#)